

School Grading Plan Board Policy 5510

In the Wake County Public School System, we are committed to maintaining rigorous performance and achievement standards for all students and to providing a fair and consistent process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

The information below shares specific information about grading at our school

Homework

The following are school-wide expectations for homework:

- A concept or skill to be mastered based on classroom standards.
- Homework will be assigned after the concept has been well explained to students. Homework assignments will be specific.
- Students should know what is expected of them and the task should be within the student's ability/skill set.
- Homework assignments will not require the use of books or materials that are not readily available in the home or accessible to students.
- The rigor of homework will increase as student's transition grade level to grade level.
- Homework is designed to help students with a wide range of subjects and to reinforce and apply many different skills, and concepts.

The following are grade/subject specific expectations for homework times: K-2 (15 minutes). Grades 3-5 (30-45 minutes). Students in K-5 grades are encouraged to read for at least 20 minutes in addition to their specified time for homework.

- Teachers will check and review homework weekly
- Students will receive meaningful and constructive comments regarding their work efforts.
- Follow-up activities will involve all students.
- Parents can support homework assignments by checking and signing completed work before student returns it to the teacher.
- Students are expected to read nightly for 20 minutes.

The school's Homework Plan can be found at ...

- www.wcpss.net/riverbendes

Classwork & Assessments

The following are school-wide expectations for classwork and assessments:

- Students will complete class work and assessments that are aligned with district and state standards as assigned by teacher
- Students will complete projects, tasks specific to state and district standards as assigned by teachers quarterly.

The following are grade/subject specific expectations for the completion and grading of classwork and assessments:

- Students will complete assessments in a timely manner.
- All work will be assessed based on Standards Based Grading. Teachers will not assign a specific grade to homework due to standards-based grading. Projects may be assigned a grade based on a rubric.
- Grades will be communicated to parents through weekly folders, parent conferences, progress reports and quarterly report cards

Missed Work

The following are school-wide expectations for missed work:

- If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all make-up work, including tests assigned for the day of return, is due upon the student's return to school. Teachers should use discretion and may make exceptions in the case of students whose excused absences were not planned in advance, were beyond the student's control, and the nature of which would not support make-up work the day of return
- If the make-up work has not been assigned in advance, for absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have two (2) days for each day absent to make up work. Special consideration will be given in the case of extended absences due to injury or chronic illness.
- At the elementary level, the teacher is responsible for assigning make-up work based on excused absence. In grades 3-5 this may be done via Google classroom, canvas etc. for unexcused absences, the teacher is not required to help a student make up work missed. Absences resulting from out of school suspension are considered unexcused.
- Missed assessments can only be completed at school.

Prevention-Intervention Plan

For students at risk of academic failure, our school seeks to provide a prevention/intervention system that promotes successful completion and mastery of work. Details of our plan are below.

The following are school-wide expectations for how we support prevention-intervention efforts:

- Students' progress will be discussed in PLT's (kid data talk)
- Based on multiple data points MTSS Tiered Intervention process will be initiated for any student who is at risk of failure.
- Collaboration between regular education, intervention, ESL and special education teachers will occur in order to plan for differentiated instruction to support students who are not making growth.
- Parent conferences will be conducted to discuss academic concerns and intervention measures to support closing learning gaps.
- Progress monitoring will occur based on intervention team schedule; data will be shared with parents via conference, progress reports, and report cards.

Extra Credit

Extra credit is offered at the professional learning team's discretion. Where it is offered, extra credit opportunities to enhance grades must be connected to learning outcomes and consistent within PLTs.