

Holly Springs Year Round Elementary School Grading Plan

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 practices at our school.
HSES will adhere to WCPSS Board Policy 5520 and 5520 R&P (Grading System).

Homework

The following are school-wide expectations for homework:

- 1) Purpose
 - a) Homework is an important part of our students' educational program and should be assigned on a regular basis. The same level of attention that is given to classwork should be given to homework. Homework assignments should be purposeful continuations or extensions of the instructional program and appropriate to the students' developmental level. Homework should help students become responsible, self-directed learners, improve their academic achievement, and provide opportunities for the reinforcement and application of what is learned in school. Please refer to WCPSS Board Policy 5510 (Homework).
- 2) Assignments
 - a) It is assumed that homework will be done by students outside of school hours. The amount of such work required of students shall increase as grade levels increase and shall be commensurate with student abilities and course content.
 - b) To ensure the most appropriate and effective use of home learning opportunities, the following guidelines will be utilized:
 - i) A concept or skill should be introduced and guided practice provided before making the homework assignment. Homework should be assigned after the concept has been well explained to students.
 - ii) Homework assignments should be specific. Students should know what is expected of them and the task should be within the student's ability. Questions pertaining to the completion of a homework assignment should be answered and clarified to ensure that students understand the assignment.
 - iii) Homework assignments are not to be given as punishment or busy work.
 - iv) Homework assignments should not require the use of books or materials that are not readily available in the home or accessible to the student.
 - c) Because homework is designed to help students with a wide range of subjects and to reinforce and apply many different skills, homework assignments should be varied. Types of activities, therefore, might include:
 - i) Continuation: Doing further work on assignments begun in class.
 - ii) Application: Assign or have students identify ways they can use the skills they have learned in class.
 - iii) Reading: Using textbooks, library materials, and reference works.
 - iv) Writing: Creative writing projects, compositions, and summaries.

- v) Experimentation: Working to uncover further findings of an experiment already initiated in class.
 - vi) Research: Working on short or long-term projects requiring the student to bring together information from different sources.
 - vii) Drill: Practicing the fundamental skill of a particular subject.
 - viii) Observation: Purposefully seeking ideas and information through such activities as viewing television programs or plays and preparing evaluations of them.
 - ix) Memorization: Committing to memory such material as poems, speeches, plays, words and their definitions, mathematical formulas and theorems.
 - x) Exhibits: Collecting and preparing materials for others to view and examine.
 - xi) Make-up: Completing essential or appropriate work missed due to absence.
 - xii) Interviews: Gathering information from authoritative sources through personal contacts.
 - xiii) Mastery Learning: Student prepares for and teaches another student the skill/knowledge acquired in class.
 - xiv) Modality Activities: Assessment program encompasses all types of learners to achieve success: kinesthetic, tactile, verbal, and auditory.
- 3) Evaluation of Homework Assignments
- a) The teacher will check homework, with the student receiving meaningful and constructive comments about his/her work efforts. Follow-up activities will involve all students. Parents will need to be involved with homework assignments by checking and helping as needed. If a child is having a problem with an assignment, parents can write a note to the teacher. The evaluation process may include the following:
 - i) Class discussion
 - ii) Checking on reading, drill, and skills
 - iii) Quizzes
 - iv) Oral or written reports
 - v) Notebook collections
 - vi) Individual conferences

The school's Homework Plan can be found at <http://www.wcpss.net/hollyspringses>

Classwork & Assessments

- 1) The following are school-wide expectations for classwork and assessments:
 - a) Follows the standard course of study
 - b) Differentiates to cover all learning types
 - c) Is both summative and formative in nature
 - d) Addresses the "five E's"- (engage, explore, explain, evaluate, elaborate)
- 2) The following are grade/subject specific expectations for the completion and grading of classwork and assessments:
 - a) All classwork and assessments are to be completed as assigned by the teacher. Accommodations will be made for individual students as needed.
 - b) Teachers will work with students to ensure adequate time for completion.

Missed Work

- 1) The following are school-wide expectations for missed work due to absences:
 - a. For absences of one (1) to three (3) days, the student will have one day for each day absent to complete assignments. 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.
- 2) The following are grade/subject specific expectations for the completion and grading of missed work:
 - a. It is the students' responsibility to submit to their classroom teacher all completed assignments in the specified amount of time.
 - b. Teachers will work with students on an individual basis to ensure completion of missed assignments.

Prevention-Intervention Plan

- 1) Teacher Progress Monitor students not meeting grade level expectations.
- 2) Grade Level PLT's participate in "Kid Talk" to develop strategies for interventions for at risk students
- 3) For intervention resistant students a tier II plan will be developed
- 4) Students continuing to perform below grade level expectations will be presented to the MTSS Team to develop a tier III plan
- 5) Literacy Intervention Specialist is available to work with K-2 students
- 6) An Intervention Specialist is available to work with 3-5

Extra Credit

Extra credit does not apply to Standards Based Grading.