

# Vandora Springs Elementary School

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## 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 at our school

### Homework

The following are school-wide expectations for homework:

- Vandora Springs Elementary School uses a homework plan that is consistent with the homework policies of Wake County School District. Our philosophy is that homework is an extension of the daily instructional program and provides repetition for the students to gain knowledge from the instruction provided throughout the day. Homework allows students to become independent learners and will help them improve their academic achievement.

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

<b>Kindergarten:</b> <ul style="list-style-type: none"><li>• Homework: Nightly readers, Rainbow word flash cards, and Math flash cards</li><li>• Teachers will send home papers that are consistent with current academic work to be used at the parent's discretion; not required to be returned. (They are for enrichment purposes only and can be returned for homework Dojo points.)</li><li>• No homework grade will be entered on the report card.</li></ul>
<b>1<sup>st</sup> Grade:</b> <ul style="list-style-type: none"><li>• Homework is checked for weekly completion and noted in grade books for progress reports only</li></ul>
<b>2<sup>nd</sup> Grade:</b> <ul style="list-style-type: none"><li>• Students are expected to read 20 minutes a night.</li></ul>
<b>3<sup>rd</sup> Grade:</b> <ul style="list-style-type: none"><li>• Students are asked to read nightly for 30 minutes and complete a READO box (monthly free choice reading board)</li><li>• Math spiral reviews are assigned weekly. If not completed for morning work, students are expected to complete it at home.</li></ul>
<b>4<sup>th</sup> Grade:</b> <ul style="list-style-type: none"><li>• Homework is reading for 30 minutes every night.</li><li>• Students are expected to complete any classwork not finished during class for homework.</li></ul>
<b>5<sup>th</sup> Grade:</b> <ul style="list-style-type: none"><li>• Students will read books for the 40-book challenge on a nightly basis. Reading will be monitored by weekly student conferences.</li><li>• Students are asked to log onto Dreambox a few times each week to reach their weekly goal of 60 minutes.</li></ul>

- The school's Homework Plan can be found on the Vandora Springs Elementary School website.

## Classwork & Assessments

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

- Vandora Springs Elementary School grading policy for classwork and assessments follows the standards based grading policy of Wake County School district. Each grade level's expectations are communicated to parents.

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

<p><b>Kindergarten:</b></p> <ul style="list-style-type: none"><li>• Class work is graded based on:<ul style="list-style-type: none"><li>○ Teacher observation of students using manipulatives during centers.</li><li>○ Quality and completion of paper and pencil tasks in a timely manner.</li></ul></li><li>• Students will receive the following grades on assignments:<ul style="list-style-type: none"><li>○ √- Student is not mastering concepts independently.</li><li>○ √ Student is mastering concepts independently and in a timely manner.</li><li>○ √+ Student is exceeding expectations.</li></ul></li></ul>
<p><b>1<sup>st</sup> Grade:</b></p> <ul style="list-style-type: none"><li>• Classwork is checked for completion and accuracy. It is used for re-teaching and differentiation. It is sent home weekly. Assessments are given as needed according to c-mapp and as decided upon by the team.</li></ul>
<p><b>2<sup>nd</sup> Grade:</b></p> <ul style="list-style-type: none"><li>• Classwork is checked and reviewed daily to guide instruction and determine small group intervention or enrichment</li><li>• Assessments are given based on M-class data, Math Common Core standards, and EL reading and writing assessments using rubrics</li></ul>
<p><b>3<sup>rd</sup> Grade:</b></p> <ul style="list-style-type: none"><li>• Assessments are given per EL and CMAPP curriculum for all content areas: ELA, Math, Science, and Social Studies. Informal Assessments such as exit tickets and observational data may also be used.</li><li>• Collected and graded per third grade grading scale</li><li>• Returned and sent home in weekly folder</li></ul>
<p><b>4<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"><li>• Assignments &amp; assessments are checked and reviewed daily. Some specific assignments after an appropriate period of practice time are collected and graded.</li><li>• Specific class individual or group projects are also collected and graded.</li><li>• Assessments are given based on individual students' needs: IEP, 504 Plan accommodations.</li><li>• Assessments and assignments are returned in weekly folders for parent review. Some assessments are expected to be signed and returned.</li></ul>
<p><b>5<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"><li>• Assessments are both formal and informal</li><li>• Classwork and assessments are given according to CMAPP instruction</li><li>• Assessments are checked by the teacher and returned each Monday</li></ul>

## 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.

The following are grade/subject specific expectations for the completion and grading of missed work:

Kindergarten:
<ul style="list-style-type: none"><li>• Due to the repetitious nature of Kindergarten centers, students will have multiple opportunities to complete assignments and be assessed on standards.</li></ul>
1 <sup>st</sup> Grade:
<ul style="list-style-type: none"><li>• Students are allowed to make up missed work and full credit is given</li></ul>
2 <sup>nd</sup> Grade:
<ul style="list-style-type: none"><li>• Students are only required to complete missed assessments.</li></ul>
3 <sup>rd</sup> Grade:
<ul style="list-style-type: none"><li>• Missed assignments are placed in "while you were out" folders</li><li>• Student completes and returns for full credit within the week.</li></ul>
4 <sup>th</sup> Grade:
<ul style="list-style-type: none"><li>• Missed work is assigned in class upon the next arrival at school. Students are expected to complete these assignments during extra class time and as homework.</li><li>• These assignments are graded upon completion.</li><li>• Parents are notified of missing assignments due to absence or non-completion through Class Dojo.</li></ul>
5 <sup>th</sup> Grade:
<ul style="list-style-type: none"><li>• Students will read books for the 40 Book Challenge on a nightly basis. This will be monitored weekly through student conferences.</li><li>• Log onto Dreambox a few times a week to reach our weekly goal of 60 minutes per week.</li></ul>

## 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:

- Title I, CCR, ESL, and other available intervention teachers provide specific skills and remediation for identified students
- PLTs are data driven and provide an opportunity for teachers to collaborate and discuss specific needs of students
- Tier II and Tier III plans are utilized to monitor the progress of students using specific intervention strategies

The following are grade/subject specific expectations for prevention and intervention:

Kindergarten: <ul style="list-style-type: none"><li>• Peer tutor</li><li>• Preferential seating</li><li>• Flex groups</li><li>• Literacy small groups</li><li>• Math small groups</li><li>• Modification of assignments</li></ul>
1 <sup>st</sup> Grade: <ul style="list-style-type: none"><li>• Teacher assistants are used during small group times to provide interventions.</li></ul>
2 <sup>nd</sup> Grade: <ul style="list-style-type: none"><li>• Students with IEPs will have modifications</li><li>• Students will receive differentiated instruction based on MCLASS data and progress monitoring for reading and math.</li></ul>
3 <sup>rd</sup> Grade: <ul style="list-style-type: none"><li>• At teacher discretion, students have opportunities for test corrections when scoring below 70% on tests</li><li>• Modified tests are provided</li></ul>
4 <sup>th</sup> Grade: <ul style="list-style-type: none"><li>• Students participate in small groups to collaborate by learning specific/ targeted skills together.</li><li>• Opportunities are given in some circumstances to re-take a test or assessment.</li><li>• Students receive differentiated, one on one, or small group instruction as needed.</li></ul>
5 <sup>th</sup> Grade: <ul style="list-style-type: none"><li>• Small groups are formed based on student performance data</li><li>• Homework is assigned with individual student needs in mind</li><li>• Morning Work is assigned with cycling practice with each individual subject</li></ul>

## 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.

- AIG teacher provides enrichment intervention for identified students

<b>Kindergarten:</b> <ul style="list-style-type: none"><li>○ To challenge students who are exceeding expectations differentiation of assignments is offered.</li></ul>
<b>1<sup>st</sup> Grade:</b> <ul style="list-style-type: none"><li>○ The team discusses and agrees upon challenge skills for other subject areas.</li></ul>
<b>2<sup>nd</sup> Grade:</b> <ul style="list-style-type: none"><li>○ No extra credit is given at this time.</li></ul>
<b>3<sup>rd</sup> Grade:</b> <ul style="list-style-type: none"><li>○ Extra credit is given to students completing projects outside of regular assigned work (ex.; science fair project)</li><li>○ Opportunities to complete written higher –level thinking questions are provided on assessments.</li></ul>
<b>4<sup>th</sup> Grade:</b> <ul style="list-style-type: none"><li>○ We do not offer Extra Credit opportunities due to standards-based grading.</li><li>○ We do offer multiple opportunities to earn a level 4.</li></ul>
<b>5<sup>th</sup> Grade:</b> <ul style="list-style-type: none"><li>○ Extra credit opportunities are given through extension projects and on some assignments and assessments.</li></ul>