



Aversboro Elementary School

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 provide 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 **for when students are engaged in face-to-face instruction**:

- Aversboro Elementary believes that homework is a way to reinforce the reading concepts and strategies learned in school. Reading nightly is a pathway to building proficient readers.
- Aversboro's homework policy aligns with the guidelines of WCPSS Board policy 5510.

The following are **average** daily time frames a student may spend on homework according to their grade level:

- Kindergarten: 10 minutes of reading
- First Grade: 15 minutes of reading
- Second Grade: 15 minutes of reading
- Third Grade: 20 minutes of reading
- Fourth Grade: 20 minutes of reading
- Fifth Grade: 20 minutes of reading

Requests for assignments for an absent student can be received the day of the student's absence before noon or the day the student returns to school. The assignments will be available for pick up in the office the following morning if requested when a student is absent. Please remember teachers will not be interrupted while teaching to produce student assignments. For absences of one to three days, the student will have one day for each day absent to make up missed work. For absences exceeding three days, the student may have two days for each day absent to make up the work. Special consideration will be given in the case of an extended absence due to injury or chronic illness.

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

- Homework documentation will vary between grade levels. Homework completion is part of a student's work habits grade on the report card.
- Homework will not be given as punishment or behavior consequence.
- We will not routinely assign homework. To determine if additional help or support is needed, please contact your child's teacher.
- Families are encouraged to read together to build reading comprehension and fluency skills.
- **During virtual instruction, homework assignments will consist of completing classwork activities.**

The school's Homework Plan can be found at <https://www.wcpss.net/domain/16255>

Classwork & Assessments

The following are school-wide expectations:

- Assessments are graded using Standards Based Grading
- Classwork is reviewed by the teacher and is considered practice
- Classwork and assessments connect to grade level standards
- Classwork and assessments engage student learning
- Classwork and assessments are developed to meet the needs of all students
- Classwork and assessments support 21st century learning
- Grade Level Teams will work together to determine appropriate assessments and classwork

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

- All class work and assessment are to be completed by the student as assigned by the teacher. If extended time to best meet students' needs is needed to complete class work or assessments, the teacher will make a decision as to the appropriate accommodation.
- If a student does not complete his work or assessments in the specified time frame the teacher will contact parents, and discuss within their PLT solutions to allow every student to be successful at Aversboro Elementary School.
- Aversboro Elementary School will adhere to WCPSS Board Policy 3400.

Missed Work

The following are school-wide expectations for missed work **when students are engaged in face-to-face instruction**:

- 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:

- It is the student's responsibility to submit to her classroom teacher all completed assignments in the specified amount of time.
- Missed classwork may be made up at home or during provided class times.
- Missed assignments are given individually by the teacher upon the student's return to class.
- Students will receive credit for all submitted work in the given quarter.

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:

- Core instruction is protected for the majority of students
- Grade Recovery is offered to all students and multiple opportunities are provided for maintaining/ reaching proficiency
- Intervention teachers, ESL, AIG, CCR provide support instruction via pull out and utilizing the co-teaching model
- K-5 teachers provide personal differentiation to meet all student needs utilizing small group instruction, differentiated assignments, extra time and research based strategies
- K-5 teachers provide multiple opportunities to re-assess core standards

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

- K-5 teachers meet in grade level teams and create Tier plans for all students who are not meeting benchmarks. Based on data, teachers progress monitor individual needs to ensure the growth of every student.
- K-5 students who show progress continue with their Tier plan until they reach proficiency.
- K-5 students who do not show progress move to the Multi-Tiered Support System.

Extra Credit

Extra credit is not offered at Aversboro Elementary School, as we use Standards Based Grading.