



Hunter GT / AIG Magnet Elementary School
Principal, Briana Pelton
1018 East Davie Street
Raleigh, NC 27601
<http://hunteres.wcpss.net/>



Hunter GT / AIG Magnet Elementary Grading Plan

Plan Process

Yearly, our school's Leadership Team reviews our Grading Plan. Following the review by Lead Team members, a subcommittee with representative from kindergarten through second grades, a representative from third through fifth grades, the administrative team, and the school's Instructional Facilitator, meet to review staff and parent feedback around the Grading Plan. The Grading Plan is revised based on feedback and in considering the School Improvement goals for the school year. The completed draft is then reviewed by the school's Leadership Team and shared with the whole staff and families. This process takes place in September of each school year, with a revised and updated Grading Plan posted on the Hunter Website.

Grading Plan

At Hunter GT / AIG Magnet Elementary School, our goal is to use formative and summative assessment data to determine what a student "currently" knows, and what a student needs to be taught "next" through differentiated instruction.

Students are graded using the 1, 2, 3, and 4 system, with level 1 and 2 considered being significantly below standard and below standard, respectively. All students participate in Student Led Conferences, twice throughout the school year, in which parents / caregivers attend to learn, from the student and teacher, progress made towards individualized goals and collaborate together to establish the next set of academic and social goals.

At all grade levels, it is our intention that students are aware of their current levels and take ownership in being a part of the plan to reach their "next best level" in each academic area. We do not use the term "failure," nor is this a grade, however, we are honest with our students regarding their present levels and we directly involve them in creating the plan for attaining their next goals. Although students do not "fail," nor receive the grade of "F," students remain vested in the learning process until they show mastery of an objective without adult support. Failure and / or remaining stagnant is not a choice a student is allowed to make. Students can make up assignments, complete extra assignments, participate in interventions / remediation groups in order to ensure that they are making progress towards mastery of a goal.

Students who have met benchmark goals for proficiency, with a level 3 or 4, are expected to work with families / caregivers and teachers to set appropriate goals to extend and enhance their learning. Students may participate in enhancement electives, complete extra assignments, participate in enrichment groups in order to ensure that they continue to learn and extend their understandings, both academically and socially.