

# **Banks Road 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:

Homework should be meaningful. It should enrich and extend school experiences and reinforce learning. In addition, it is for the purpose of encouraging students to work towards independence and self-direction. Grade level teachers should plan cooperatively to present overlapping of assignments and to consider the needs and abilities of individual students. Grade levels will determine the types of assignments collaboratively to build consistency across classrooms. Some grades, especially in the lower grades, may elect to send a packet of work home to be completed over the week. Teachers should be mindful of special PTA or school-wide evening events when assigning homework. Recommended time parameters for daily assignments will differ by grade level but will not exceed the following:

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

- Kindergarten 20 minutes\*
- Grade 1 20 minutes\*
- Grade 2 20 minutes\*
- Grade 3 50 minutes\*
- Grade 4 50 minutes\*
- Grade 5 50 minutes\*

\*includes recommended independent reading

Each teacher should follow the guidelines concerning the amount of homework assigned and the length of time required for completion.

- The teacher will introduce a concept or skill, thoroughly explain the concept or skill, and provide guided practice before making a related homework assignment.
- Homework assignments should be specific, within the student's ability, and have clearly defined expectations. Teachers will thoroughly explain the homework assignment and provide a time for students to ask questions. Questions related to the completion of a homework assignment should be answered and clarified.
- Homework assignments are not to be graded, but considered practice and included in the reporting of a student's work habits grade. Students should receive feedback on homework. This feedback could be in written or verbal form.
- Homework should not be given as busy work or as punishment.
- Homework should not be assigned on weekends or track out, except as optional activities for extra practice or enrichment.

The school's Homework Plan can be found in the Staff Handbook.

## Classwork & Assessments

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

- Students should be actively engaged in classwork and grade level expectations should be consistent.
- There should be a variety of different assessments; benchmark, short formative assessments, observations, conferences, and quick check-ins.
- Grade levels need to identify, create, and discuss data from common assessments as a way to ensure consistent understanding of assignments and grading of assessments.

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

- Teachers should use Wake County's grading rubric (see attached) and/or a common rubric that was created by the grade level when grading reading, writing, math and science/social studies.
- Every classwork assignment does not need a rubric/grade attached to it. Sometimes anecdotal notes are more informative. BRES practices will be consistent across grade levels.
- Grades will be entered into Powerschool consistently throughout the quarter. This will ensure the population of grades for the Interim and the Report Card.
- In grades K-2, classwork is used as an instructional tool that guides the teacher's instruction. Classwork is graded with anecdotal notes or marks of completion (P, P1, P2, P3, P4). Classwork can range from independent to partner and group work. The quality of classwork can impact the child's work habit grades.
- In 3<sup>rd</sup> grade, students may have independent work, partner work, and also group projects. Depending on the assignment, classwork will either be graded using the Wake County rubric, or marked completed. In 3<sup>rd</sup> grade students often complete non-graded classwork for practice or review purposes. This work is completed with partners or the assistance of the teacher. The purpose of this work is NOT to determine if a child is meeting an objective, therefore it is not graded. Parents may see anecdotal notes or completion marks (P, P1, P2, P3, P4).
- In 4<sup>th</sup> grade, students should complete their work independently, in a timely manner, and to the best of their ability. Graded work will come home in the data binder/folder every Friday. Parents need to sign all graded work and review it with their child.
- In 5<sup>th</sup> grade classwork is used as both practice and is graded using the Wake County rubric.

## 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:

- In K/1<sup>st</sup> grade, students are given missed work to complete at home when they return based on what was missed. The student is also encouraged to continue to read or practice pre-reading skills nightly.
- 2<sup>nd</sup> graders will be given missed work to complete at home. The work will be checked and returned to the student to review with the parent.
- In 3<sup>rd</sup> grade if a student is unable to complete homework the assignment will be excused until the next day (or longer if needed). If a student is absent, work will be sent home and they can turn it in as soon as possible. If they are out one day, then they can return it the next day. If a student is out multiple days, extended time will be given to complete the assignments.
- In 4<sup>th</sup>/5<sup>th</sup> grade, if classwork is not complete by the due date, then it will be sent home to be completed independently. If a student is absent work will be given when the student arrives back to 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:

- BOY data will be evaluated to determine student needs: mClass Data, summative assessments, teacher observations, report cards, retention, special services, Case 21, EOG's, Number Knowledge assessment, PEP's from the previous year, etc.
- Once we have triangulated all of our student data, including teacher classroom observation, a best service meeting will be held and ESL, administration, CCR, interventionists and all other stake holders will determine what service will best meet the student's needs. Students identified as needing intervention will be discussed and documented during PLTs to ensure all students not achieving at benchmark are reviewed and the target learning focus is updated and/or modified. New students arriving throughout the school year who demonstrate a need as evidenced by the above assessments will be discussed at PLTs and documented on the Data Capture form. Students will exit intervention when benchmark is achieved and/or adequate progress has been made as documented from data sources.

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

- Kindergarten consistently meets to discuss all students. The instructional assistants, one on one teaching, and strategy groups are used during CIE (team time) across the grade level to help meet the needs of students.
- In 1<sup>st</sup>/2<sup>nd</sup> grade, students who are at risk are progressed monitored based on the intervention stated in the child's IEP/PEP. Teachers work together to develop strategies to make progress in the area of risk. Teachers used common assessments and universal assessments to determine instructional needs of students and to form student intervention and enrichment groups during CIE (team time.)
- In 3<sup>rd</sup> grade, assessments, classwork, and observations will be used to identify target areas for small group instruction. Students are grouped among the grade level for reading, and are grouped by levels for math instruction in their homeroom.
- In 4<sup>th</sup> grade, students who are at risk are progressed monitored based on the intervention stated in the child's IEP/PEP. Teachers work together to develop strategies to make progress in the area of risk. Teachers used common assessments and universal assessments to determine instructional needs of students and to form student intervention and enrichment groups during CIE (team time.) An instructional plan is developed every three weeks, teaching assignments and students groups are determined. Planning for CIE including identification of resources and the creation of materials or resources for consistent use across the grade level are identified or created by the team during PLTs.
- In 5<sup>th</sup> grade, students who are at risk are progress monitored based on the intervention stated in the child's IEP/PEP. Teachers work together to develop strategies to improve the area of risk. Students are progress monitored based on instructional needs.

## 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.

## Rubric for Standards Assessment

	<b>Language Arts</b>	<b>Mathematics</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Demonstrates proficiency of the standard with complex texts that are written beyond grade level</li> <li>• Consistently applies and extends the standard while reading</li> <li>• Consistently applies the standard with a high level of independence</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent performance beyond proficiency</li> <li>• Works independently</li> <li>• Understands advanced concepts</li> <li>• Applies strategies creatively</li> <li>• Analyzes and synthesizes</li> <li>• Shows confidence and initiative</li> <li>• Justifies and elaborates responses</li> <li>• Makes critical judgments</li> <li>• Makes applications and extensions beyond proficiency; applies Level 3 competencies in more challenging situations</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Consistently demonstrates expected proficiency of the standard with grade appropriate text</li> <li>• Consistently applies the standard while reading</li> <li>• Begins to apply the standard independently</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits consistent performance</li> <li>• Shows conceptual understanding</li> <li>• Applies strategies in most situations</li> <li>• Responds with appropriate answer or procedure</li> <li>• Completes tasks accurately</li> <li>• Needs minimal assistance</li> <li>• Exhibits fluency and applies learning</li> <li>• Shows some flexibility in thinking</li> <li>• Works with confidence</li> <li>• Recognizes cause and effect relationships</li> <li>• Applies models and explains concepts</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Inconsistently demonstrates expected proficiency of the standard with grade appropriate text</li> <li>• Has difficulty applying the standard while reading</li> <li>• Applies the standard only with teacher guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits inconsistent performance and misunderstandings at times</li> <li>• Shows some evidence of conceptual understanding</li> <li>• Has difficulty applying strategies or completing tasks in unfamiliar situations</li> <li>• Occasionally responds with the appropriate answer or procedure</li> <li>• Frequently requires teacher guidance</li> <li>• Demonstrates some Level 3 competencies but is inconsistent</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Does not demonstrate proficiency of the standard and is successful only with text written well below grade level</li> <li>• Cannot apply the standard while reading</li> <li>• Does not have the requisite concepts and skills to participate in grade level instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits minimal performance</li> <li>• Shows very little evidence of conceptual understanding and use of strategies</li> <li>• Frequently responds with inappropriate answer and/or procedure</li> <li>• Very often displays misunderstandings</li> <li>• Infrequently completes tasks appropriately and accurately</li> <li>• Needs assistance, guidance and modified instruction</li> </ul>