

# Fuquay-Varina Middle 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. For more information on these practices, please contact:

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### Homework

The following are school-wide expectations for homework:

- Homework will count as no more than 15% of the overall grade for each quarter.
- Homework assignments will consist of practice problems, extension activities (to include but not limited to: projects, readings, research, writing, laboratories, and discovery-based learning modules), review activities and minor assessments.
- Homework is used as reinforcement and additional support for the mastery of course content.

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

- Students must complete the entire homework assignment, showing all work (justifying responses, providing citations, etc) in order to receive full credit.
- Alternate homework assignments may be furnished by teacher approval or recommendation.
- Students will be provided dates by which homework is due. It is the student's responsibility to ensure that all homework is completed and turn in by the established due date.

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

### Classwork & Assessments

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

- Classwork activities are aligned with the unit of study, curricular and content standards. Students may complete classwork independently or collaboratively. Students may utilize technology at teacher discretion for the completion of such activities.
- Teachers provide students with assessments for learning and of learning that prepares students for grade-level, subject specific high stakes tests. Assessments are aligned with state adopted standards and students' mastery of curriculum objectives. Assessments will be rigorous, balanced, and can be provided in multiple formats as decided by the Professional Learning Team (common assessments).

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

- **Students are afforded learning opportunities to address concepts which are not mastered by the student. These opportunities, consistent with PLTs can include but are not limited to: retest, alternate assignment, extension activities, test corrections...**

### 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 will develop contingency plans on an individual basis 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.
- Students will have until the end of the existing quarter to make up and turn in missing work.

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

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### **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:

- Students are provided with Before and After School Tutorial Sessions
- Daily Bengal Pride Period to develop literacy and content development
- Teacher provide students with intervention to include remediation, differentiation, acceleration, guided and independent practice during core instruction.
- RTI Process and Team available to provide support for students and teachers.

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

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### **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.

Extra credit activities serve as an extension of course content and curricular standards. Extra credit may be applied to any of the weighted categories that determine the final grade in an academic discipline.