

# Oak Grove Elementary

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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 updated July 2021.

### Homework

Most students (in-person and Virtual Academy) complete classwork during the school schedule. "Homework" typically happens only if classwork has not been completed during the scheduled time. The following are school-wide expectations for homework:

- To enrich and extend school experiences through related home activities.
- To reinforce learning by providing practice and application.
- 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 shall be specific, within the student's ability and have clearly defined expectations. Questions pertaining to the completion of a homework assignment should be answered and clarified.
- Homework assignments are not to be given as punishment or busy work.
- Homework assignments will not require the use of books or materials which are not readily available in the home or accessible to the student.

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

- K-2: 20 minutes per day, in addition to daily independent reading
- 3-5: 50 minutes per day, in addition to daily independent reading

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

### Classwork & Assessments

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

- Teachers shall provide specific and timely feedback on class work and assessments.
- Assignments shall extend and enrich class lessons.
- Lessons shall meet a real need in the student's learning experience.
- Every effort shall be made to ensure students clearly understand the purpose of assignments.
- The time required to complete class assignments shall reasonably approximate the length of time available to address each standard according to district pacing guide.
- Assignments shall provide opportunities for the development of initiative, creativity, and responsibility.
- Formative assessments shall be used to determine students' areas of instructional need.
- Summative assessments shall be used to determine students' achieving benchmark standards.
- In grades K-5 students are evaluated on standards-based grading scale.
- The student performance levels of 1-4 indicate whether students have met the expectations set by the state in the Standard Course of Study. Teachers will work within PLTs to ensure consistency of understanding of the different levels.
- Comments are an important and essential component of explaining performance levels.

- The student performance levels are defined as follows:
  - \* Level 4 – Exemplary
  - \* Level 3 – Proficient
  - \* Level 2 – Approaching Proficiency
  - \* Level 1 – Non-Proficient (Level 1 must be considered only based on evidence and not the absence of work)
- Grades are provided twice a year for weekly special classes as art and music, instead of quarterly.
- Classroom behaviors are reported separately. In grades K-5 the behaviors are separated into work habits and conduct. Each behavior is rated according to the following scale:
  - \* 3 – meets expectations
  - \* 2 – inconsistently meets expectations
  - \* 1 – does not meet expectations

### **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. Some special considerations may also be given in the case of mandatory quarantine due to exposure to or diagnosis with COVID.

### **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 collaboratively identified through PLT's and the RtI process using multiple data sources.
- Students who are a year or more below benchmark and/or have deficits in 2 or more skills will be considered for pull-out services.
- Data used to determine student need will include, but will not be limited to, the following: universal screening data, digging deeper assessments, report cards, interim reports, common assessments, anecdotal notes, mClass, ACCESS, STAR Math, BOG, EOG, and all EOY summative assessments.

### **Extra Credit**

Extra credit is not necessary with standards-based grading and is not offered at Oak Grove Elementary School. Enrichment opportunities shall be integrated through regular classroom instruction.