

Cedar Fork 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 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 in grades K-2:

- Nightly reading for minimum **20 minutes** with reading log,
- Balance of assignments from literacy and math,
- Consistency with assignments and due dates to help parents,
- Homework reinforces what is being taught in class,
- Homework is not graded, but completion and effort factors into work habits score

The following are school-wide expectations for homework in grades 3-5:

- Checked for completion and effort
- Gone over in class or reviewed by teacher,
- Not taken for a grade but completion is a work habit standard,
- Due the next day unless stated otherwise by the teacher,
- Reinforces concepts that are taught in school.

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

- Kindergarten – 10 min + 20 min reading
- First Grade – 20 min + 20 min reading
- Second Grade – 20 min + 20 min reading
- Third – Fifth Grades – 30 minutes per day in addition to assigned reading time.

The school's Homework Plan can be found at ...

<https://www.wcpss.net/cedarforkes> - Parent Resources

Classwork & Assessments

The following are school-wide expectations for classwork and assessments in grades K-2:

- Grade levels work together to gain a consistent understanding of the standards.
- Specific activities or texts used during classwork may vary by classroom,
- Assessments are created and graded together as a team to ensure consistency,
- Before the assessment, teachers discuss how to administer the assessment to ensure consistency.

The following are school-wide expectations for classwork and assessments in grades 3-5:

- Teachers will keep students and parents informed of long term due dates for projects, projects would need to be completed by the student in addition to the nightly homework.
- Classwork is completed in class independently, with classmates, or with teacher support to practice taught skills
- Students will complete classwork to the best of their ability.

The following are grade/subject specific expectations for the completion and grading of classwork and assessments in grades K-2:

- Assessments are scored using rubrics that have been created by the grade level team.
- Data is collected as a grade level and discussed.

The following are grade/subject specific expectations for the completion and grading of classwork and assessments in grades 3-5:

- Classwork can also be used as an observational grade.
- Completion and effort of classwork will be reflected in the work habits standards.
- Students are scored based on the Standards Based Grading Scale.

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.*
- *Teachers may not be able to provide the missed classwork or homework in advance for **long term, pre-planned absences**. Homework is provided for students to practice the skills taught in the day's lessons.*
- *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 grades K-2:

- Missed classwork is not graded but assessments that are missed can be made up or if a student is out a considerable amount of time before assessment, the assessment could be marked "exempt" and the standard could be graded from the other two assessment opportunities.
- First grade will send work home, after the absence, if it can be completed independently.

The following are grade/subject specific expectations for the completion and grading of missed work in grades 3-5:

- At the discretion of the teacher, missed classwork or homework may be assigned for homework or completed in class.
- If the student is absent on the day of the test, the test will be made up upon their return. If the student was absent in the day(s) prior to the test, the test will be given at the discretion of the teacher.
- Missed assessments will be made up during class time.

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 card grades, retention, special services, benchmark assessments, EOGs, Intervention plans from the previous year, etc...
- Once we have looked at all of our student data, including teacher observations a meeting will be held by grade levels, ESL, administration, CCR, interventionists and all other stakeholders to determine what services/best practices will effectively meet the students' needs.
- Students identified as needing intervention will be discussed and documented monthly during PLTs to ensure all students not achieving at benchmark are reviewed and the target learning focus is updated and/or modified.
- Each quarter, student data will be reviewed to monitor student performance and to make adjustments to services as needed.
- New students arriving throughout the school year who demonstrate a need as evidenced by the above assessments will be discussed at monthly PLTs and documented on PLT minutes template.
- Students will exit intervention when the benchmark is achieved and/or adequate progress has been documented.
- Monthly or Bi-monthly collaboration meetings will also take place with Intervention, Instructional Support and Classroom teachers to discuss and monitor students' current performance levels.
- Tier II and Tier III plans are adhered to and followed communicating concerns and progress to parents.

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

- Collaboration with Instructional Support staff, one on one teaching, and small group and strategy groups are consistently used across the grade level to help meet the needs of all students.
- Students who are at risk are progress monitored based on the intervention stated in the child's IEP or Tier 2 or 3 plan. Teachers work together to develop strategies to improve the area of risk.
- Assessments, classwork, and observations will be used to identify target areas for small group instruction.
- The students will be grouped by levels for literacy and math instruction.
- Instructional support teachers and instructional assistants assist with providing classroom interventions to students who are not meeting grade level expectations.

Extra Credit

K-5 does **not** currently give extra credit opportunities as it does not align with *Standards Based Grading*.

Rubric for Standards Based Grading

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