

Richland Creek Elementary School



Homework and 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 Richland Creek Elementary School.

In addition to being posted on the RCES website, this Homework Plan can be found in the Staff Handbook located in the Front Office.

Homework

The following are school-wide expectations for homework:

- Homework is a meaningful extension of daily lessons that reinforce, enrich, and extend the curriculum.
- Homework is not assigned on Fridays.
- Homework is not assigned as punishment, but rather a way to encourage and extend learning.
- Homework will be given only for skills that have been explained and practiced in class. Homework expectations may vary depending on student ability.

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

- Homework is not graded, but is taken into account on the Work Habits section of the report card.
- If independent reading is assigned as a daily component of homework, it will not exceed more than half of the total work time.
- **Pre-K-** Teachers suggest that parents read to their child for ten (10) minutes every day.
- **Kindergarten-** A calendar of activities will be sent home at the beginning of each month or week. Homework will require an average of 20 – 30 minutes per night including reading.
- **Grade 1** - Homework will require an average of thirty (30) minutes per night and will consist of supplementary reading and a review of skills introduced in class.
- **Grade 2** - Homework assignments should include, but are not limited to independent reading, math, and language arts and should be completed in thirty (30) to forty-five (45) minutes per night.
- **Grade 3** - Daily assignments should include, but are not limited to independent reading, math, and language arts and should be completed in thirty (30) to sixty (60) minutes.
- **Grades 4-5** - Assignments are posted daily and should require an average of one hour per night.
- **Special Programs** - Assignments are based on the class program and individual student's needs. Mainstreamed students will follow the procedures outlined for that particular class/grade level and IEP.

Classwork & Assessments

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

Per WCPSS School Board Policy 5520:

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. The student performance levels are defined as follows:

- Level 4 – Exemplary
- Level 3 – Proficient
- Level 2 – Approaching Proficiency
- Level 1 – Non-Proficient

Grades are provided at the end of each semester for weekly special classes such as art, music, and PE/Healthful Living.

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
- 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.

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

1st Grade: Assessed work can be made up when the child returns to school. Missed classwork will be sent home when the child returns.

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:

Multi-Tiered Support System (MTSS)

The Multi-Tiered Support System (MTSS) uses a team process to maximize the development of effective strategies for both preventative and intervention purposes. The MTSS process is initiated by a request for Response To Intervention Team involvement, which can be made by teachers, other school personnel, and parents.

Taking a student to MTSS does not automatically imply referral to any services or program. Rather, the request initiates a concerted effort of many interested and involved people, to understand the student's full situation and proceed to explore possible ways of fostering greater progress and success in school.

Requests for MTSS involvement are available on line and may be submitted to the MTSS coordinator. Teachers are encouraged to submit requests as early as possible during the school year for students experiencing academic, social, or behavioral problems. Early requests will provide time to implement strategies and to evaluate their effectiveness.

Promotion and Intervention

Intervention and promotion decisions require consensus by a multidisciplinary team in the primary grades. The teacher will make a recommendation regarding promotion. The student's age, prior retentions, and other information will be factors in the final decision. Thus, throughout the year, teachers should share concerns with the Principal, the Assistant Principal, and/or the Counselor and make all necessary referrals to the MTSS Team

For students at risk, the teacher will:

- Meet with parents to complete a PEP form within the first four (4) weeks of school.
- Inform parents of any apparent deficiencies early enough for them to take corrective actions. Advise them of reading and math levels and of specific academic or social needs.
- Intervene in every way possible, and appropriate, as an educator to help the child to succeed.
- Refer new students who may be at risk to MTSS for additional interventions.
- Hold conference with parent(s) and document the contents of the conference with specific references to the discussion of retention.
- Submit a copy of the Recommendation for Retention form to the principal by January. Attach MTSS form if student has not already been referred.
- Follow specific procedures as developed by WCPSS in the "Retention - Criteria and Procedures" and follow the Promotion and Intervention Timeline for RCES.

Forms: Possible Retention document (RCES)
MTSS Referral (RCES)
Personal Education Plan (WCPSS) EASi PEP

Extra Credit

Extra credit is not given at any grade level at RCES.