

Rolesville Middle 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.

As you will read below, some of our practices are standard throughout the school. Others, such as grade composition and calculation are determined by the Professional Learning Team (such as 6th grade math teachers or 8th grade science teachers).

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 use of homework as reinforcement and practice is an important factor for academic success for most students. Each classroom teacher will communicate with students the expectations for homework assignments.

- Homework will reinforce what is taught.
- A student will know what is expected and the task assigned will be within the student's ability.
- Homework assignments will not be given as punishment or busy work.
- Homework assignments will not require use of books or materials that are not readily available in the home or available for the student's use through school.
- The amount of homework assigned should not exceed 90 minutes.
- Homework should be designed to help students with a wide range of subjects and to reinforce and apply skills. Types of homework activities might include applying skills used in class, conducting experiments, doing research, practicing, reading, writing, observing, memorizing, preparing exhibits, making up missed work due to absences, and conducting interviews.
- Homework will be checked and results shared.

Students should use the following strategies when working independently.

Reading Strategies	What you should do <i>every time you read for all classes...</i>
Warm Up Your Mind	Read title, headings, pictures & graphs, BEFORE YOU READ THE CHAPTER OR SECTION – you'll understand more.
Purpose	Why are you reading? To summarize? To answer questions? Pre-read questions, scan using key word, skim for main ideas, or take notes? Read with your goal in mind.
Predict	Use the title or prior readings to guess what it's about
Personal Connections	Think of your life, experiences and knowledge – What do you already know about the topic you are reading about?
Self Monitor	Pay attention and focus. Do you understand? Do you remember what you just read? Ask yourself after each sentence, paragraph and when you finish the section.
Visualize	Create a mental picture or movie about what you are reading.
Word Attack	Look at the structure of the word – examine for pre-fixes, suffixes and the root word to help decode unknown words
Context Clues	Use sentences around the section you don't understand to help figure out the meaning

Infer	Looking at the facts/evidence you know to be true, make conclusions
Reread	Read parts or words again to understand confusing parts or to find main ideas, author's purpose, tone, and mood
Use Resources	Use a dictionary, glossary or other resource to look up important words you still don't understand
Summarize	After reading each paragraph, stop and put the main ideas in your own words [silently or in writing]. By the end of the passage, you should be able summarize all the paragraphs to get the meaning of the whole assignment.
Synthesize	Combine key ideas and facts from other chapters and/or other class materials to get a complete understanding
Scan	Use a key word in a question to find the answer easily
Skim	Rereading parts of passages you understood just to check your answers or conclusions

Class Work & Assessments

Students are expected to regularly complete class work assignments and assessments. These assignments typically constitute the majority of grades utilized to determine student understanding of goals and objectives. Grade composition is outlined on each respective teacher's Blackboard site. Please reference this information online as each teacher's site is linked through the school's website. Likewise, information pertaining to grade recovery when class work and assessments do not demonstrate adequate progress or mastery is also on each teacher's site.

Missed Work

It is the responsibility of the student to request make-up work in advance of an anticipated absence. In the event that a student is out unexpectedly, a parent may request makeup work. Often, the work can be found on the teacher's blackboard site. Keep the following guidelines in mind.

- 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.
- If the make-up work has not been assigned in advance, for absences of 1-3 days, the student will have 1 day for each day absent.
- For absences exceeding 3 days, the student may have 2 days for each day absent to make up the work.

Sometimes, parents request work on the day of student absence. If the student is only going to be absent for one day, he/she can receive the assignments the next day. Requests can be made through the front office receptionist. Due to teaching responsibilities, teachers will need 24 hours to collect all work for a student. Collected work assignments will be available for pick-up in the front office.

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. The following are school-wide expectations for how we support prevention-intervention efforts:

- RMS has a remediation/enrichment period, known as Ramp Up, at the end of the day. Staff will have time to regroup students and teach, again, skills that have not been mastered. This flexible time can also be used for multiple purposes which may include: study skills instruction, test-prep, remedial teaching and learning, reassessment as appropriate and defined, completion of missed work and assessments.
- RMS will plan to continue the use of AMP and Achieve3000, both of which are research-based programs which provide reading practice assess student reading progress. Most of this instruction will occur during Ramp Up.

Special education students who have decoding fluency and comprehension as part of an IEP will have the opportunity to participate in an appropriate level of reading intervention (SRA, Reading Rewards,)

- RMS will offer an intervention program for the remediation of math skills during the elective periods. Parents will be contacted in advance of the placement of students into these classes and will talk with a counselor/teacher about the need for remediation. VMath and Successmaker will be used during these periods. Both are research-based and WCPSS-approved online programs intended for support of students who have skill deficits.
- Students who were promoted with intervention or who are at risk of failure will have PEPs that address the specific deficiencies and provide monitored-progress information to parents at regular intervals.
- Students will be provided with opportunities to demonstrate improved mastery of content following a major assessment. Standards for credit recovery on assessments will be posted on the individual teacher's Blackboard page.

Extra Credit

It is the stance of RMS staff that students should complete the work as assigned. It is designed to provide adequate practice of the curriculum and opportunities to demonstrate mastery. Also, students will have opportunities for credit recovery, as defined by the PLTs, to encourage students to demonstrate improved mastery of content. Students should complete all work as assigned and take advantage of reassessment opportunities for proper credit and recovery.