

Ballentine Elementary (2018-19)

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: *Homework ...*

- Will be aligned to what is being taught in the classroom.
- Will reinforce/support of mastery of curriculum.
- Will be differentiated when appropriate.
- Will be purposeful, not busy work.
- Will require only materials that are readily available to be taken home or already in the home.
- Will require no more than 20 minutes daily for kindergarten-2nd grade students and 50 minutes daily for 3rd-5th grade students.

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

As a school we have agreed that all grade levels will have the expectation that homework...

- *Will be included as part of the work habits grade.*
- *Will receive timely feedback from the teacher.*

Classwork & Assessments

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

- Teachers will record a minimum number of grades for each objective, as recommended by WCPSS, (i.e., at least three grades recorded for critical/bold print objectives and observation recordings for essential/not bold print objectives).
- Classwork and assignments should be modified/differentiated to meet student's academic needs.
- Students pulled for intervention/enrichment who do not receive direct instruction of a particular objective/assignment will have their assignments modified as needed.
- Grades and observations of student performance will be recorded and reported in a timely manner.
- Teachers will provide each student with regular feedback to promote learning, self-evaluation and growth.
- Communication between teachers, parents and student will be timely, including ongoing system-wide mechanisms for communication of student progress which are aligned with district required timelines for communicating student progress, concerns and interventions.
- Mastery of objectives is noted through observation of a student's successful completion of tasks, and grades are based upon those tasks, per WCPSS's standards-based grading in each subject area:
 - 4-Exemplary (*consistently demonstrates an in-depth understanding of the standards, concepts and skills taught during this reporting period.*)
 - 3-Proficient (*consistently demonstrates an understanding of the standard, concepts and skills taught during this reporting period*)
 - 2-Approaching proficiency (*approaching an understanding of the standards, concepts and skills taught during this reporting period*)
 - 1-Not proficient (*does not yet demonstrate an understanding of the standards, concepts and skills taught during this reporting period*)

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

- *As a school we have agreed that all grade levels will maintain the school-wide expectations noted above.*

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 grade/subject specific expectations for the completion and grading of missed work:

- *As a school we have agreed that all grade levels will maintain the school-wide expectations noted above.*

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:

- Professional Learning Teams (PLTs) meet weekly and include discussions about how teachers and grade levels can effectively address the needs of students who have already met objectives and how to meet the needs of students who have not yet shown master of objectives already taught.
- PLTs regularly review students' progress data of interventions put into place to address individual students' needs, with those interventions being changed as needed to continue student progress towards grade level benchmark objectives.
- Interventions and related progress monitoring data is recorded on an ongoing basis in the WCPSS EASi (Electronic Access to Student Information) system to document implemented interventions and their effectiveness.
- Collaboration occurs between the classroom teacher and any other teachers providing interventions to ensure frequent communication and coordinating of instruction for students receiving interventions.
- Our school has regularly scheduled meetings of our **Intervention Team**, often twice a month, to assist teachers and grade levels in designing student specific interventions.
- When appropriate, a Personal Education Plan may be developed to more specifically address the curriculum needs of individual students.
- Parents/guardians of students are informed on a regular basis about interventions and related progress of students who are receiving intervention.

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

- *As a school we have agreed that all grade levels will maintain the school-wide expectations noted above.*

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.

- *Math enrichment activities are available when appropriate to teachers through the WCPSS curriculum resources and will be made available to students on an ongoing basis.*
- *English/Language arts curriculum includes many opportunities for students to further explore questions and answers about literacy in ways that are connected to the curriculum and aligned with a student's personal interest and application of the related instructional objective.*

Homework Plan 2018-19

Ballentine Elementary's Homework Plan is congruent with WCPSS Board Policy 5510 and the related Regulations and Procedures 3400.

The purpose of homework should be to *“enrich and extend school experiences through related home activities and/or to reinforce learning by providing practice and application.”*

Quality Homework Picture

“Looks like”

- Enriches or extends practice of a concept or skill already thoroughly introduced/taught by the teacher
- Meets a real need of a student’s learning experience
- Are specific
- Within the student’s ability; can be done independently
- Have clearly defined expectations
- Students have the opportunity to have questions about the homework addressed and clarified prior to beginning the assignment
- Students understand the purpose of the assignment
- Completed outside of school hours
- Can be completed in a reasonable time period, appropriate for the developmental stage of the student
- Some assignments provide opportunities for the development of initiative, creativity and responsibility
- Students will be provided with an assignment sheet/instructions for homework
- Teacher feedback given in a timely manner, (via discussion, individual conferences)
- Reflected in the “Work Habits” grade
- Considered as part of a student’s progress, which is reported to parents as a work habit grade
- Parents to notify the teacher if excessive time is needed to complete homework or if the assignment is too challenging
- Teacher continually measures the effectiveness of homework assignments

“Does *not* look like”

- a punishment
- “busy work”
- requires the use of books or materials not readily available to the student
- amount of time required is excessive and/or over the developmental level of the student
- completed, but no regular feedback
- a separate graded, daily assignment (i.e., homework is not to be a stand-alone grade)
- homework should not be assigned over trackout periods, as this is time equal to the summer vacation time on a traditional calendar