

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.

All WCPSS grading and reporting practices will support the learning and teaching process and encourage success for all students.

The information below shares specific information about grading at our school

Grading

- Grades are communicated through interim reports, report cards, parent conferences, and Tuesday folders.
- Grades can be observational, classwork assignments, in-class projects, Letterland assessments, EL assessments, and common assessments for math, social studies, and science.
- mClass Assessments, NC Star, screening assessments, Dreambox, NC Check-ins, and State Tests will not be used for grading purposes. However, students are required to take these assessments as they are used to guide instruction.
- Attendance is not used as a grade but is part of work habits. Completion of assignments is also considered work habits.
- Standards-based grading is used to report student proficiency on specific curriculum standards.
 - Level 4: The student is able to reach beyond the expectation of the standard to a higher level of understanding and/or application.
 - Level 3: The student demonstrates an understanding of the standard.
 - Level 2: The student is either inconsistent in demonstrating an understanding or needs teacher support to demonstrate an understanding of the standard.
 - Level 1: The student does not yet demonstrate an understanding of the standard, even with teacher support.
- Questions and concerns regarding your student's grades should be directed to your student's teacher.

Homework

Rationale:

Oak Grove Elementary defines “homework” as an opportunity to improve reading and math skills. We will limit the amount of homework assigned to our students and families to provide more flexibility and promote a healthy school-life balance. We encourage families to spend quality time together, fostering stronger relationships and creating meaningful experiences. All students are encouraged to read nightly for 15-30 minutes, depending on their age and grade level.

Homework may include the following:

- study guides to reinforce concepts and study habits,
- math sheet or spiral review
- Letterland Activities
- cursive handwriting packets
- Unfinished classwork can also be sent home to complete.

Parents have the option to opt in or out of homework assignments. If homework is assigned, it will not be graded. Teachers are not required to send home homework and will not assign homework during trackouts.

The school’s Homework Plan can be found on our website at Oakgrovees.wcps.net

Classwork Assignments

The following are school-wide expectations for classwork assignments:

- Grade levels have discretion on which assignments will be used for a grade. However, this must be consistent across the grade.
- Grade levels will define what mastery of each standard looks like to ensure consistency.
- Teachers will use a combination of formal (tests, projects, tasks) and informal assessments (teacher observation, student conference, exit ticket) to gather student grades.
- Not all work is graded. This is particularly true when there has not been adequate instruction to expect mastery.
- Assignments are not weighted. Tests and quizzes do not count more than graded classwork.
- Appropriate feedback will be provided to all students. Appropriate feedback is:
 - Specific
 - Timely
 - Promotes the student’s academic growth
 - Protects the student’s emotional well-being

- Every student will have multiple opportunities to demonstrate mastery of a standard that has been taught. Between those opportunities, a student receives additional instruction and feedback.
- Incomplete assignments turned in will be graded for mastery of the targeted standards that were completed.
- Students will be given additional time to complete any work for a grade that was not completed in the allotted time.
- Chronic incomplete assignments will only impact the student's grade for work habits, not content areas.
- Staff are not required to provide assignments or classwork for unexcused absences, extended unexcused absences, or educational leave.

Assessments

The following are school-wide expectations for classwork assignments:

- We participate in all required state assessments, including, but not limited to, End of Grade (EOG) testing for third, fourth, and fifth-grade students, Beginning of Grade (BOG) test for third graders in reading, K-5 universal screeners for reading and math, and NC Check-ins for third, fourth, and fifth-graders. We follow the testing windows and requirements determined by the state, which are dependent upon the state's testing plans.
- As part of the Wake County Public School System, Oak Grove Elementary grades classwork and assessments using Standards-Based Grading. Grade level will develop and administer common assessments to track student learning.
- Students are expected to complete all graded assignments. Final grades for each standard are based on observational, classwork assignments, in-class projects, Letterland assessments, EL assessments, and common assessments for math, science, and social studies that teachers provide.
- The purpose of a grading system is to appropriately and consistently measure and communicate an individual student's level of mastery of defined learning objectives.
- Mastery can be determined at any time. However, no student should receive a final grade of 1 or 2 unless adequate instruction and feedback is provided.
- No grades for a specific standard are given to a student if they are not completing assignments and there are no other methods to determine their understanding. The student should not receive a level 1 or level 2. The student will have a blank for that standard within the online grade book, which might result in a blank on the report card. If this happens, an explanation from the teacher will be included in the comments on a report card or an email sent for a progress report.

Missed Work

The following are school-wide expectations for missed work:

- Absences approved in advance, and/or if the teacher assigns work in advance, all make-up work, including tests, is due upon the student's return to school. Teachers may make exceptions for students whose excused absences were not planned in advance, were beyond the student's control, and were of a nature that would not support make-up work on the day of return.
- We understand that extended absences due to injury or chronic illness can be challenging. Our policy is designed to be flexible and provide support in such cases. 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. This flexibility ensures that students can catch up at their own pace. Special consideration will be given in the case of extended absences due to injury or chronic illness.

Parent Communication

The following are school-wide expectations for parent communication:

- A parent-teacher conference is required twice each school year. First-semester conferences will be held in person or virtually if in-person is not an option. Second-semester conferences will be student-led.
- Additional conferences may be requested by either the teacher or the family as needed.
- Families that enroll students throughout the school year will have a parent-teacher conference about three weeks from the student's first day of school.
- Work samples that indicate the level of student achievement toward the standard will be shared with parents/guardians regularly.
- A grade will be reported for each standard assessed on an assignment.
- Missing assignments and low participation will be communicated to parents/guardians.
- If a student is performing at level 1 or 2 on a standard that has been taught to the point where mastery would be expected, the teacher will contact the parent or guardian directly.
- Interim progress reports and report cards are shared with parents and guardians on the dates directed by the county.

- If a student's report card or interim is blank due to lack of work or observations to determine his or her level of performance, an explanation must be included in the comments on the report card or in an email for the interim.

Specialist Grades

- All students receive Semester grades for Music, Art, and PE (K-5). The grades reflect student performance on the standards for each area.
- No grades are given for Media or STEM.

Special Education Progress Reports

- All county and state expectations regarding grades and feedback will be met.
- Students with an IEP will receive a progress report with each quarterly report card. This progress report measures student growth on individual goals on each student's IEP. The levels are defined differently for IEP progress reports, and there are no numeric grades.
- In addition to the IEP progress report, students in special education will receive general education report cards and interims measuring student performance on the grade-level standards.

Level Descriptors

- The annual goal has been mastered.
- Data demonstrates mastery according to the individual goal.
- Consistent progress towards mastery of annual goal.
- Data demonstrates progress at a rate that will allow the student to meet the goal within the life of the IEP.
- Inconsistent progress toward mastery of annual goal.
- Data shows a lack of progress or inconsistent growth without an upward trend.
- Refer to the comment below: This is typically used when an annual review has recently been conducted, and there is not enough data to measure progress.