

Baileywick Elementary

Standards-Based Grading Plan

2021-22

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 (Board Policy (BP) 3400 and BP 3400 R&P). The information below shares specific information about grading at our school:

Classwork and Assessments

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

Classwork, observations, and other formal and informal assessments are used by classroom teachers and specialists to evaluate students' progress on performance standards established in the NC Standard Course of Study. Students are expected to complete their own work indicative of academic integrity and the WCPSS Honor Code (BP 4310). Additionally, students are expected to complete assignments in a timely manner, complying with established due dates. Teachers will establish a reasonable time to make up missed assignments and classwork (see Missed Work).

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 descriptors for each level have been aligned to the expectations of the new Standard Course of Study (Common Core State Standards and NC Essential Standards) for all content areas:

- Level 4 - Exemplary - Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period. It is important to note that a level 4 is not an indication of above grade level work but of deeper, conceptual, application of grade-level standards.
- Level 3 - Proficient - Student consistently demonstrates an understanding of the standard, concepts, and skills taught during this reporting period.
- Level 2 - Approaching Proficiency - Student is approaching an understanding of the standards, concepts, and skills taught during this reporting period.
- Level 1 - Non-Proficient - Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period.

Students will receive grades (1, 2, or 3), separate from the content area, for conduct and work habits. In Kindergarten classroom behaviors are separated into two categories, personal/social development and work habits. In grades 1-5 the behaviors are separated into work habits and conduct. In reporting on conduct, the teacher can indicate whether the student meets expectations in cooperating with

others, respecting others, and observing rules and procedures. In reporting on work habits, the teacher can indicate whether the student uses time wisely, listens carefully, completes assignments, writes legibly, works independently or seeks help when needed, and completes work.

The following descriptors will be used:

- Level 3 - meets expectations
 - Level 2 - inconsistently meets expectations
 - Level 1 - does not meet expectations
- Students will also receive a report of progress in specials (Healthful Living, Music, Visual Arts) at the end of each semester.

Missed Work

The following are school-wide expectations for missed work:

For all absences, the student shall make up all work in a timely manner at the convenience of the teacher. The make-up work may be specific material missed by the student, reinforcement, or enrichment. Full credit will be provided for make-up work, which will be evaluated according to aforementioned standards-based grading practices. When work has not been completed before the end of each quarter it will be reflected in the work habits section of the report card.

Missed work will not result in below grade level performance, impacting students' overall grade. However, without evidence of a standard, the standard cannot be graded.

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. Professional Learning Teams (PLTs) will discuss individualized plans on a student by student basis, using guidelines from the MultiTiered System of Supports (MTSS). PLTs will develop systematic ways for students to be re-assessed on their learning. The school intervention team will support these efforts and provide additional resources (human and material) to support student outcomes. Teachers will indicate areas for growth, and/or interventions on quarterly report cards.

Homework

The following are school-wide expectations for homework:

In as much as the term "homework" refers to school-related instruction that is to be completed outside the classroom, it will be used to fulfill the following purposes:

1. To enrich and extend school experiences through related home activities.
2. To reinforce learning by providing practice and application.

The research-based guidelines for minutes of homework per day:

- Kindergarten – 2nd Grade: Up to 20 minutes per day that may include an additional 15 – 20 minutes of daily reading (either independently or with a parent)
- 3rd Grade – 5th Grade: Up to 50 minutes per day that may include an additional 15 – 20 minutes of daily reading (either independently or with a parent)
 - The teacher will introduce a concept or skill, thoroughly explain the concept or skill, and provide guided practice before making a related homework assignment.
 - Homework assignments shall be specific and provide instructional information for the teacher to understand student learning of content and determine individual needs
 - Homework assignments are not to be given as punishment or busy work.
 - Homework assignments will not require the use of books or materials which are not readily available in the home or accessible to the student.
 - Teachers shall provide specific and timely feedback on homework assignments. Homework is considered practice in grades K-5; therefore, it is reflected in the Work Habits grade.

While enrichment activities are offered to students, extra credit is not part of a standards-basing grading model.

The school’s Homework Plan can be found in Parent section of the school website (www.wcpss.net/baileywickroads)

Baileywick Elementary School PROFICIENCY SCALE for Standards Based Grading

<p>4 ADVANCED</p> <p>The student has demonstrated proficiency and can apply knowledge above and beyond the standard.</p>	<p>3 PROFICIENT</p> <p>Student has mastered the standard.</p> 	<p>2 EMERGING</p> <p>Student is able to demonstrate some understanding of the concept required by the standard, but lacks proficiency in key areas.</p>	<p>1 BEGINNING</p> <p>Student has difficulty demonstrating understanding and needs support to complete key tasks.</p>
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Level 4 - represents students who can independently and consistently demonstrate

extensions of their knowledge. Students can create analogies and/or find connections, integrating areas of study.

Level 3 - represents students who are independently able to meet the standards. Students who are performing at Level 3 understand and use concepts and/or vocabulary and/or skills independently. These students understand not just the "what," but can correctly explain and/or demonstrate the "how" and "why."

Level 2 -The difference between a Level 1 and a Level 2 student is the ability to demonstrate some understanding. At Level 2, a student can correctly identify some concepts and/or vocabulary, and/or use some skills. Students at Level 2 cannot make connections among ideas or demonstrate their learning without support.

Level 1 - Students are beginning to identify concepts, develop vocabulary, and/or use skills. They are unable to make connections among ideas or extend the information. While teachers may expect all students to perform at this level at the beginning of instruction, subsequent practice should lead to increased levels of performance.