

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 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 and are described as:

- **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.

**See Appendix A for examples of differences between a level 4 and level 3 in Reading, Writing, and Math.

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 and World Language) at the end of each semester. **See Appendix B for report card and interim report dates.**

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 Communities (PLCs) will discuss individualized plans on a student by student basis, using guidelines from the MultiTiered System of Supports (MTSS). PLCs 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:

Grade levels teams will determine if homework will be used to support student learning beginning 2nd quarter of each school year and, if so, if it will be optional or not for students. Regardless of the team decisions for homework, core math and literacy resources will be available on the school website.

Inasmuch as the term "homework" refers to school-related activities that are to be completed outside the classroom, and thus not grade, if homework is assigned 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. The school's Homework Plan can be found in Parent section of the school website (www.wcpss.net/parksideas).

EXTRA CREDIT

As elementary schools utilize standards-based grading practices, extra credit is not an option to secure proficiency and thus will not be offered.

Appendix A

Comparisons between a level 4 and level 3

Content Area	Level 3	Level 4
Reading	<ul style="list-style-type: none"> -Consistently demonstrates proficiency of the standard's objective with <i>grade-level texts</i> -Consistently shows text-level comprehension 	<ul style="list-style-type: none"> -Consistently demonstrates proficiency of the standard's objective with <i>grade-level texts</i> -Consistently applies and extends comprehension beyond the text
Writing	<ul style="list-style-type: none"> -Consistently demonstrates proficiency of the objective by producing text that meets that standard -Applies the objective in written assignments 	<ul style="list-style-type: none"> -Consistently demonstrates proficiency of the objective with the production of more complex text -Independently applies the objective in a variety of written products, writing settings, and oral presentations -Consistently extends the objective with a high level of independence
Math Concepts	<ul style="list-style-type: none"> -Consistent performance at proficiency for grade level concepts -Understands connections between concepts with support -Uses an effective strategy to solve the problem(s). 	<ul style="list-style-type: none"> -Consistent performance with applications and extensions beyond proficiency for advanced concepts -Independently synthesizes (make connections) to other math concepts -Applies Level 3 competencies in more challenging situations -Uses an efficient and effective strategy to solve the problem(s) and applies strategies creatively
Mathematical Reasoning	<ul style="list-style-type: none"> -Uses effective mathematical reasoning -Works to understand new information and provide a basic explanation 	<ul style="list-style-type: none"> -Uses complex and refined mathematical reasoning -Analyzes new information to create understanding and produce explanations -Makes critical judgements

Appendix B

Interim/Report Card Dates for 2022-23

***Interims are distributed about the fifth week of the quarter and report cards are distributed quarterly.**

Year Round Calendar

Interims (Week of)				
Track	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	August 9	November 1	January 31	April 25
2	August 9	November 1	January 31	April 25
3	August 30	November 29	February 21	May 16
4	August 30	November 29	February 21	May 16

*Interims are distributed about the fifth week of the quarter.

Quarter End & Report Card Dates							
Track	Quarter 1 Ends	Q.1 Report Cards	Quarter 2 Ends	Q.2 Report Cards	Quarter 3 Ends	Q.3 Report Cards	Q.4 Quarter Ends/ Report Cards
1	September 9 (Day 45)	October 11	December 5 (Day 85)	January 9	March 7 (Day 135)	April 3	June 2 (Day 177)
2	September 30 (Day 46)	October 11	December 21 (Day 85)	January 9	March 24 (Day 128)	April 3	June 29 (Day 177)
3	September 30 (Day 45)	October 11	December 21 (Day 84)	January 9	March 24 (Day 123)	April 3	June 29 (Day 177)
4	September 30 (Day 44)	October 31	December 21 (Day 82)	January 26	March 24 (Day 129)	May 1	June 29 (Day 177)