



WES Grading and Homework Plan 25-26

Report Cards

All elementary students receive a report card at the end of each nine-week reporting period. It outlines the student's progress in meeting the state standards for his or her grade. It also offers info on your child's classroom behavior and work habits.

Feel free to request a conference with your child's teacher to discuss his or her progress and ways you can support learning in and out of school.

Specials

Your child also will receive a report of progress in specials (Healthful Living, Music, and Visual Arts) at the end of each semester.

Reporting Periods

All K-5 students receive a report card at the end of each nine-week reporting period.

Student performance descriptions:

Levels 1 to 4 indicate whether your child met expectations set by the state's Standard Course of Study. These levels also indicate whether he or she has the necessary skills and concepts to be successful in the next quarter or next grade.

Teachers' assessments include observations and evidence collected throughout the grading period to determine their students' levels of proficiency. The descriptors for each level have been aligned to the expectations of the state Standard Course of Study for all content areas.

Grades are an essential way to communicate student achievement. Student evaluations should reflect student progress as well as student achievement. Grades should be given



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in reference to a student's achievement of the learning objectives defined for the class, and should not be limited by the performance of other students in the class.

The principal will ensure the development and monitoring of a consistent school-based grading plan. Grade level, course teams, or departments (Professional Learning Teams) must establish consistent grading processes. The school-based grading plan established by the principal must include, but is not limited to, components to communicate expectations and processes for homework, missed work, prevention and intervention, and extra credit. Guiding principles and expectations for each component are described below.

- **Level 4 - Exemplary**

Student consistently demonstrates an in-depth understanding of the standards, concepts and skills taught during this reporting period.

- **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.

Student Achievement and Progress



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The district's grading guidelines prohibit teachers from using grading practices that are punitive in nature or which make it difficult, if not impossible, to recover from isolated incidents of non-compliance (e.g. a missed homework assignment or one low grade on a test during a marking period). Grading practices will be based on factors directly related to the learning objectives and will appropriately reflect students' academic mastery of their learning objectives.

1. Homework

Homework should be used to reinforce and support mastery of learning, and when appropriate and possible, should be differentiated for students depending on their mastery of the objectives. Homework practices should be in compliance with Board Policy/R&P 5510.

2. Missed Work

Students will be expected to make up missed work. The school-based grading plan shall include procedures to make up missed work for credit to a level as described by the plan. Professional Learning Communities (PLC) shall develop and consistently implement common grading procedures for missed work and will communicate the common grading procedures to parents and students in writing as directed by the principal. Grade penalty should be determined by PLCs and approved by the principal.

Conduct and Work Habits

Students receive grades (1, 2 or 3), separate from the content area, for conduct and work habits. 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. Classroom behaviors



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are reported separately. 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. Each behavior is rated according to the following scale:

The following descriptors will be used:

- 3 - meets expectations
- 2 - inconsistently meets expectations
- 1 - does not meet expectations

Prevention/Intervention System

For students at risk of academic failure, schools will develop a prevention/intervention system that provides students additional time and support to be successful. The system will include opportunities for additional learning, assessment of learning and grade recovery to support prevention/intervention efforts. PLCs will develop systematic ways for students to be re-assessed on their learning.

Intervention:

- 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:

- Students are collaboratively identified through PLC's and the Rtl process using multiple data sources.
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- Students who are a year or more below benchmark and/or have deficits in 2 or more skills will be considered for pull-out services.
- Data used to determine student need will include, but will not be limited to, the following: universal screening data, digging deeper assessments, report cards, interim reports, common assessments, anecdotal notes, NKT, STAR Math, NC Check-In, mClass, ACCESS, EOY summative assessments.

Extra Credit

Extra credit opportunities to enhance grades must be connected to learning outcomes and consistent within PLCs.

Homework Plan:

Wakefield Elementary follows WCPSS Policy:

I. Purposes

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

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

II. Assignments

Each teacher shall follow the school's homework plan guidelines concerning the amount of homework assigned and the length of time required for completion. Additionally, the following procedures should be implemented to ensure homework is appropriately assigned:

- A. The teacher will introduce a concept or skill, thoroughly explain the concept or skill,



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and provide guided practice before making a related homework assignment.

B. Homework assignments shall be specific, within the student's ability and have clearly defined expectations. Questions pertaining to the completion of a homework assignment should be answered and clarified.

C. Homework assignments are not to be given as punishment or busy work.

D. Homework assignments will not require the use of books or materials which are not readily available in the home or accessible to the student.

III. Evaluation

Teachers shall provide specific and timely feedback on homework assignments.

A. Homework is considered practice in grades K-5; therefore, it is reflected in the Work Habits grade. Homework should be considered in reporting a student's progress to parents; however, in grades 6-12 homework should not exceed fifteen percent (15%) of a student's academic grade for a marking period.

B. To evaluate the effectiveness of a homework assignment, the following questions might be applied:

1. Does the student possess the skills needed to complete the assignment?
2. Does the assignment extend and enrich class work?
3. Does the assignment meet a real need in the student's learning experience?
4. Does the student clearly understand the purpose of the assignment?



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5. Can the assignment be completed within the suggested time limits?
6. Do some assignments provide opportunities for the development of initiative, creativity, and responsibility?

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

K-2 - 20 minutes per day

3-5 - 50 minutes per day

6-8 - 90 minutes per day

9-12 - 120 minutes per day