***Moore Square GT/AIG Museums Magnet Middle School***

**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. For more information on these practices, please contact:

Ms.Mondora, 6th Grade Administrator, mmondora@wcpss.net

Ms.Mondora, 7th Grade Administrator, mmondora@wcpss.net

Mr. Squires, 8th Grade Administrator, bsquires@wcpss.net

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| **Homework** |

The following are school-wide expectations for homework:

* Homework will count as 10% of the overall grade for each quarter.
* Homework is an extension of the work completed in the classroom and is used to practice and reinforce instruction.
* Homework is to be completed by students on a regular basis.
* Students are required to make up any missing homework assignment due to absence.

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

* Homework assignments are posted on each teacher’s website.

The school’s Homework Plan can be found on our website, mooresquarems.wcpss.net.

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| **Classwork & Assessments** |

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

* Classwork assignments and work samples are those tasks and assignments that are completed in class and are used as practice and reinforcement of concepts.
* Classwork assignments and work samples will count no more 30% of the final grade.
* Assessments are designed to check for student mastery of content and can include, but are not limited to, common assessments, quizzes, essays and projects.
* Assessments will count 60% of the final grade.
* Students will take a minimum of 6 assessments during the quarter, distributed throughout the grading term.
* Students are required to make up any missed classwork or assessment when absent.
* If less than 80% of the class is proficient on an assessment, whole class re-teaching and re-assessing will occur.
* Students will have the opportunity to re-assess on 3 assessments in each class per quarter with the following guidelines:
	+ Students must have a signature of a parent/guardian on the original assessment.
	+ Students must complete a re-teaching activity provided by the teacher.
	+ All re-assessments must be completed within 2 weeks of the original assessment being returned.
		- If the original assessment is not evaluated and returned allowing for enough time for re-teaching and re-assessing, the assessment will be added to the next quarter’s grade.

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| **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' 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.
* Assessments will be made up at day/time identified by the teacher and communicated to the students and parents.

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| **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:

* Teachers will collaboratively plan
* Students are assigned a MOORE Time intervention class based on the most current data available. MOORE Time meets daily and will focus on reading and math.
* Students identified as “promoted with interventions” and having a history of not meeting state proficiency targets will be assigned to an intervention class that will meet daily. Students will be monitored on a twice monthly schedule to determine effectiveness.
* Students not meeting academic standards may be assigned to an afterschool intervention/tutoring, academic recovery, or learning contract, as determined by the grade and content teams.

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| **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.