

2019-20 Enloe Magnet HS English 4 PLT Grading Plan: AP/IB/H/S English 4

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 for AP/IB/H/S (all levels) English 4.

AP/IB English 4 PLT Quarterly Grade Calculation

Grading Process (See also Intervention Process attached)

- **CANVAS/Edmodo/Weebly/Google Classroom**--Students complete all posted assignments/handouts as directed.
- **Curriculum/Syllabus**--Assignments may be rearranged/additional readings assigned by the individual instructor.
- **Methods of instruction/assessment** will vary for different works and students may be offered some choice.
- **Turnitin.com**--Students will submit typed assignments to turnitin.com **and/or** as hard copies to the instructor.
- **Field Trips**--Assigned work is due **before** students leave for field trips in order for it not to be considered late.
- **The Wake County Grading Scale** [A=90-100; B=80-89; C=70-79; D=60-69; F=59-0] is reflected in rubrics.
 - Every student has the potential to make an "A" or "B" because grades are **not** distributed on a curve.
 - If a grade appears to be inaccurate, **students are expected to request a conference with the instructor.**
 - **PowerSchool**-- Grades and absences are posted regularly in accordance with school policy.
 - All grades =100 points unless otherwise designated.
 - A blank indicates that the assignment is not due or has been submitted but not graded.
 - A "0" indicates that the assignment has not been submitted/must be made up.
 - **Cheating/Plagiarism Policy**
 - Out-of-Class Prevention—Drafts posted *Turnitin* [See <www.turnitin.com> **and teacher directions**]
 - Cheating/Plagiarism Penalties —See attached *Statement of Authenticity* signed by students/ parents.
 - **Senior Exemptions** will be granted in compliance with the requirements in the *Enloe Student Handbook*.
 - **Extra Credit:** Bonus points may be offered as part of an assignment, but not *in lieu of* an assignment.
 - **Missed Work Grades: Late/Make-up Work**
 - Make-up work will be allowed in accordance with Wake County School Board Policy.
 - Because assignments, quizzes, tests, projects, etc., build skills, all assignments need to be made up. In certain circumstances, another assignment that addresses the same skills may be substituted.
 - Students submit the attached form (See p.3/Blackboard/Edmodo) to request extension with no grade penalty.
- **Prevention-Intervention Plan:** The classroom teacher will implement the plan on pages 4-5.

Grades Distribution: Assignments/Assessments [filed in the classroom]—90%

- **In-Class Assignments/Writing [based on 100 pts. per each part of the assignment; however, final assessment may be weighted heavier as delineated in the instructor's syllabus]. Samples include the following:**
 - Prompts-Essays including revisions
 - Process Writing Assignments for formative assessments
- **Out-of-Class Assignments/Writing/Revisions [not designated as homework and based on 100 pts. per each part of the assignment; however, final assessment may be weighted heavier as delineated in the instructor's syllabus]. Samples include the following:**
 - Annotations/Passage and Poetry Analysis/Essays including revisions/online discussions
 - Individual/group presentations/projects that include audiovisual components
 - Researched Argument/Extended Essays (process writing, outlines, writing, and revisions)
 - Creative Writing Assignments/Contests--non-fiction], short story, poetry Typed/ handwritten Study Guides/Peer and Self Assessments
- **Tests [max. # of pts.]**
 - Objective/reading assessments—vocabulary, grammar, literary terms, comprehension Final exams in accordance with WCPSS policy.

Grades Distribution: In-class Student Evaluative Reflections/Prompts-[p.6-filed in classroom]—10%

- Peer/Self Assessments/Reflections [100 pts. max]
- Interim-Self-Assessments/Goals [100 pts. max]

Grades Distribution: Homework: Preparation/Review Other than Essays/Reading--0%

In accordance with WCPSS policy, homework should enrich and extend school experiences and reinforce or preview learning. As a result, homework as designated by our PLT includes the following non-graded assignments: review

2019-20 Enloe Magnet HS English 4 PLT Grading Plan: AP/IB/H/S English 4

of/introduction to new material, ideas or units; support/preparation for discussion; review of material presented in class; and extension/completion of class activities.

Homework

The following are school-wide expectations for homework:

The Enloe Magnet High School faculty and administration believe that homework is an integral part of the learning process.

- Homework is an extension of class work and affords students the opportunity to practice skills and apply concepts learned in the classroom.
- Students should be prepared for nightly homework in all subjects.
- Students should exercise time management skills and communicate regularly with their teachers.
- If a teacher assigns homework over a break, the teacher must give students time to complete assignments either prior to or following a scheduled holiday break. Students may choose to structure their time accordingly.
- Late homework will be accepted by the teacher throughout the quarter in order to provide the student with feedback.
- Late homework may receive grade deductions at the discretion of the PLT.
- Graded homework will be counted consistently in all courses as determined by the PLT and will not count more than 15% of a student's total quarter grade. Our PLT will not grade homework as defined by WCPSS policy.
- Each member of our PLTs will create and communicate a consistent homework plan.

The school's Homework Plan can be found in the Enloe Magnet High School Student Handbook.

Missed Work

The following are school-wide expectations for missed work:

- Students are expected to make up any and all 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's 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 and other complications. Student needs to schedule the work with the teacher.

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:

- All PLTs are required to develop a prevention/intervention system that provides students additional time and support to be successful. This system must include opportunities for additional learning, assessment of learning and grade recovery to support student success; and it must include a systematic way for students to be re-assessed on their learning.
- The English 4 PLT collaborates with parents, counselors, and administration for student success. Please see the attached prevention-intervention information on page 1 and the plan on pages 4-5.

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. Per Board Policy, extra credit cannot be given for things not related to course content.

2019-20 Enloe Magnet HS English 4 PLT Grading Plan: AP/IB/H/S English 4

AP/IB/H/S English 4 Make-Up Work Request Contract (Sample)

Directions: The student will submit this request completed in full on the day the assignment is due if s/he does not have an assignment. The request must be signed by the parent/guardian and student with comments in order to receive credit. The student will receive a “0” on the assignment until it is completed.

Student Name (print): _____ **Period** _____

Course (circle): AP/IB/H English 4 English-4 Elective: _____

Assignment Not Submitted _____

Original Date Due: _____ **Make-up Date Requested:** _____

Student Explanation (Use back for more information.):

Student Signature: _____ **Date:** _____

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Parent/Guardian Comments (Use back for more information.):

Parent/Guardian (print): _____

Parent/Guardian Signature: _____ **Date:** _____

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Teacher Comments: Approved: _____ **Denied** _____

Teacher Signature: _____ **Date:** _____

2019-20 Enloe Magnet HS English 4 PLT Grading Plan: AP/IB/H/S English 4

Classroom Teacher Prevention/Intervention Plan/Diagram

Intended Outcome: Successful mastery of skills required by NC by completing lessons that encourage rigor, creativity, and independent learning

Step 1. Teachers use the following strategies to determine which students need intervention:

- Encourage class participation
- Assess all written/oral work ASAP
- Monitor and record grades
- Use *Turnitin* for all typed work completed both inside and outside the class as required.
- Record absences
- Assign student self-assessment writing [See attached sample.]

Step 2. Teachers implement the following strategies to help students who are not learning/failing to complete work:

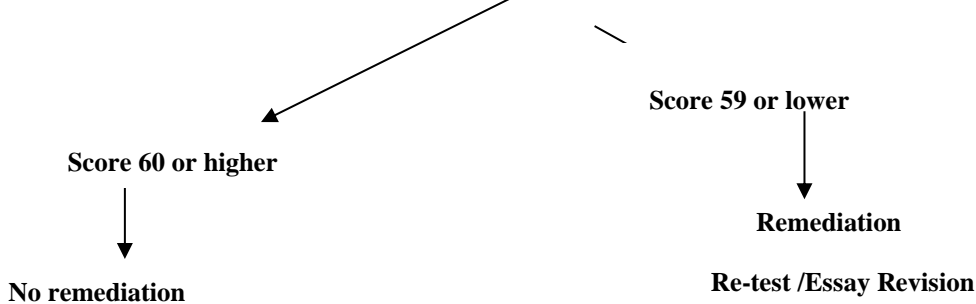
- Speak in an encouraging manner to each student in an individual conference
 - Ask if the student feels successful--why or why not?
 - Ask if the student has a specific problem
- Have the student complete a self-assessment [See attached sample.] that addresses reading the work, answering the question(s)/prompt, following directions, etc.
- Discuss time management strategies
- Post on *Blackboard/Edmodo* a make-up work contract request to be signed by the student and parent
- Modify grades/assignments in response to individual needs as indicated
- Collaborate with parents, counselors, and administration for student success.
- Remediate/re-teach as necessary

Step 3. In order to ensure that interventions are successful, teachers do the following:

- In our introductory letters to parents, addressed all policies
- Post assignments, handouts, and due dates on Blackboard/Edmodo.
- Grade/return assignments ASAP
- Record a zero for each missing assignment as a reminder that it must be made up.
- Remind students to check PowerSchool frequently and to ask for help.
- Contact parents by email and/or telephone when students are having academic problems
- Plan student/teacher/parent conferences that involve counselors as necessary.
- Enter grades in PowerSchool regularly

Prevention-Intervention Plan Diagram

Summative Assessment (process should occur within one week)



Intervention Plan Diagram Process

When: Each Individual Unit

Who: Students are **failing because of**

- not submitting/making up assignments
- lack of preparation

Actions:

- “0” recorded on PowerSchool as a reminder until the assignment has been made up
- Student/parent conferences with instructor as needed

2019-20 Enloe Magnet HS English 4 PLT Grading Plan: AP/IB/H/S English 4

AP/IB English 4 Self-Assessment of Performance Form (Sample)

Student Name (print): _____ Period ____

Test/Essay/Assignment _____ Date due: _____

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Directions: The information will help the instructor/student recognize strengths and the need for improvement.

- (1) Complete this form carefully/thoroughly.
- (2) Do not leave any blanks.
- (3) Place a check in the appropriate blank(s).
- (4) Explain each answer in complete sentences.
- (5) Use the back of this paper if you need more space.

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Questions:

- 1. I completed all of the syllabus assignment(s) in a timely manner. ___yes ___no. Explain.

- 2. I read the complete work(s) that apply. Explain.

- 3. I used the study guide(s) [if provided] as (a) resource (s). ___yes ___no. Explain.

- 4. I am pleased with my time management/preparation/overall performance. ___yes ___no. Explain.

- 5. I will make the following improvements in time management/study/preparation skills (List 3):
 - (1)
 - (2)
 - (3)

- 6. Other comments [Use back of form of additional pages to add more information.]:

Note: This information is also required to be written on the back of each signed interim and returned to the teacher for a grade.

2019-20 Enloe Magnet HS English 4 PLT Grading Plan: AP/IB/H/S English 4

AP/IB English 4 Statement of Authenticity

Because I understand the definition of plagiarism/cheating, I hereby certify that:

- _____ (student initials) I will not copy the work of another person;
- _____ (student initials) I will not use outside sources such as Cliff's, Barron's, Monarch, Spark Notes, questionable Internet resources, etc., in place of reading assigned literary works;
- _____ (student initials) I will not use the ideas/words/passages/quotations of an outside source such as Cliff's, Barron's, Monarch, Spark Notes, Internet resources, etc., with/without proper documentation in writing an essay;
- _____ (student initials) I will not rearrange/wordsmith the ideas/words/passages/quotations of an outside source (primary/secondary text) including Internet resources with/without documentation in an essay;
- _____ (student initials) I will not use the ideas/words/passages/quotations of a reputable outside source (primary/secondary text) including Internet resources without documentation in an essay;
- _____ (student initials) I will use **turnitin.com** as assigned, but understand that my teacher may also use other means such as the Internet to determine the authenticity of my writing ; and
- _____ (student initials) I understand that **PLAGIARISM, a serious honor violation, will be addressed according to WCPSS/Enloe HS handbook policies including, but not limited to, parent contact/administrative referral.**

Having read the introductory packet of information and the grade plan posted on the teacher site, I accept the following responsibilities: to complete assignments in a timely manner; to attend school daily, to use the make-up request form; to monitor my grades on PowerSchool; to post on turnitin.com, and to access teacher sites as directed by the teacher. I will ask for teacher support with regard to any challenges/problems in this rigorous course.

STUDENT (Please print very clearly.)

_____ (student-print) _____ (period)
_____ (student-sign) _____ (date)
_____ (student email) _____ (student phone)

PARENT/GUARDIAN (Please print very clearly.)

_____ (parent/guardian-print)
_____ (parent/guardian-sign) _____ (date)
(parent/guardian-email) _____ (phone) [W] _____ [C] _____

PARENT/GUARDIAN (Please print very clearly.)

_____ (parent/guardian-print)
_____ (parent/guardian-sign) _____ (date)
(parent/guardian-email) _____ (phone) [W] _____ [C] _____