

Guide to Reporting Student’s Progress for Standards-Based Grading for Specialists Grades K-5

BELIEFS:

Assessment Assessment is continuous data collection of what students can do. Teachers use it to adjust instruction to accommodate what the student needs next. The evidence is collected in assessments by using:

- Informal Assessments
- Formal Assessments
- Rubrics

Evaluation Evaluation is the professional judgement of the student’s performance in relation to the North Carolina Standard Course of Study, the National Standards, and the Wake County Elementary Curriculum for Art, Dance, Drama, Second Languages, Music, and Physical Education. The purpose of the student progress report is to inform parents and students of progress at specific times. This is determined by a variety of ongoing assessments that could include teacher observations, checklists, anecdotal comments, portfolios, problem solving, and projects. It serves as a periodic indicator of “where the student is” and “how the student is doing” in accordance with the standards. Evaluations are formally recorded on the student’s progress report.

A high attendance rate is necessary for maximum progress to occur.

Communication The progress report is only one part of the total school-home communication process. Parents should be notified as soon as possible regarding areas of concern by issuing an interim report or by communicating with the parent(s) of the affected student.

FEEDBACK (formative assessment)

Teachers are judicious about assessing and evaluating student work. Specific feedback is provided on student work that represents initial learning and practice. However, letter grades and rubric scores are assigned to work that is evaluated. The elementary evaluation system is not based upon percentages. Therefore, **it is not appropriate to provide percentage scores on student work.**

INTERIM REPORTS

The audience and frequency of interim reports is a school-based decision. Schools may use their own interim form. Teachers use the performance codes that are on the progress report when using codes on the interim.

PROGRESS REPORTS (summative evaluation)

Teachers use concrete evidence to support the evaluation of student performance. Samples of classwork, homework, assessments, and/or anecdotal note are kept throughout the nine-week period. Students and parents are made aware of the goals and objectives targeted for each nine weeks.

When Progress reports for Specialist Classes (Art, Dance, Drama, Second Languages, Music, and Physical Education) will coincide with the existing grading report policy established for each grade level at each school.

Instructional & Performance Levels

The teacher uses assessment data and evidence including documented observations of student performance in determining an instructional level. Grade level expectations and pacing guides also assist teachers in determining instruction and performance levels. The student's grade is placed in the box that corresponds to the appropriate special subject.

Performance Codes

A **Content Grade** is assigned to reflect student achievement of the *Standard Course of Study*. Pluses and/or minuses (+, -) are not attached to any performance code on the progress report.

The following performance codes are used for the **Content Grade** in Art, Dance, Drama, Second Languages, Music, and Physical Education:

4 - Extends targeted grade level standards

3 - Demonstrates proficiency of targeted grade level standards

2 - Needs support to meet targeted grade level standards

1 - Insufficient performance to targeted grade level standards with support

Note: Although the 3* rating is listed on the report card, it is not appropriate for specialists to use it. Due to the abbreviated and interrupted instructional time with students, 3* should be used only to indicate application over periods of time.

A **Participation Grade** is assigned to reflect student participation. Class participation and work habits are a vital part of the Art, Dance, Drama, Second Languages, Music, and Physical Education classroom experience. Procedures for socialization and appropriate conduct must be in place to insure maximum learning. An interim report or parent conference is necessary when the student's work habits or participation are interfering with successful performance in special subjects.

The following performance codes are used for the **Participation Grade** in Art, Dance, Drama, Second Languages, Music, and Physical Education:

3 – Meets expectations

2 – Inconsistently meets expectations

1 – Does not meet expectations

It is good practice to notify parents if a student does not exhibit sufficient progress of grade level goals and objectives. This notification should occur before the end of the grading period to allow the student adequate time to improve.

Directions for Completing

Art, Dance, Drama, Second Languages, Music, and Physical Education

- The special teacher in these subjects provides the performance codes for the classroom teacher to record in the appropriate quarter column. (Unless school utilizes other reporting procedures)
- Grades are assigned to reflect student achievement and performance of the Standard Course of Study.

Conduct and Work Habits

Conduct and work habits are a vital part of the Art, Dance, Drama, Second Languages, Music, and Physical Education classroom experience.