

Standards-Based Performance Codes for Arts Education

Student performance levels - Content Grade

The student performance level is determined with quarterly objectives and assessment data. Work habits and conduct grades are separate from the student's content proficiency.

Level 4 - Extends targeted grade level standards: represents the student exceeding grade level expectations set by the state and that a student will be successful in the next grade or quarter and whose curriculum may be enriched.

Level 3 - Demonstrates proficiency of targeted grade level standard: represents the student meeting the grade level expectations set by the state and indicates that a student has the necessary skills and concepts to be successful in the next grade or quarter.

Level 2 - Inconsistent and needs support to meet targeted grade level standards: indicates that the student has not yet met grade level expectations set by the state and that a student does not have the necessary skills and concepts to be successful in the next grade or quarter. This should alert parents that close communication is needed for further student support. If the student seldom turns in math homework and does not cooperate in group problem solving in math, this student's work habits and conduct grade may indicate Level 2.

Level 1 - Insufficient performance of targeted grade level standards with support: indicates that the student has not yet met grade level expectations set by the state and that a student does not have the necessary skills and concepts to be successful in the next grade or quarter. This should alert parents that close communication is needed for further student support.

Grades are provided twice a year for weekly special classes such as art and music, instead of quarterly. This provides special teachers the time with students they need to assess each student's work.

The new report card provides space for teachers to list the individual interventions such as a volunteer tutor, mentoring program, or Accelerated Learning Program instruction in which each student participates.

Reporting on classroom behavior - Participation Grade

The new report card includes reports on the student's 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.

The Rating Scale for Conduct and Work Habits rates students with a 1 through 3, where students receive

3 - meets expectations

2 - inconsistently meets expectations

1 - does not meet expectations

The new report card increases a teacher's ability to communicate with the student and parent about the student's success in meeting the state standards for that grade, as well as reporting on the student's classroom behavior.

Rating Scales for Arts Education for Standards-Based Report Cards

Content Scale:

Rating Scale for <i>Standard Course of Study</i>	
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 of targeted grade level standards with support

Reporting Period	Semester 1		Semester 2	
	Content	Participation	Content	Participation
Music				
Art				
Physical Education				

Participation Scale:

Rating Scale for Conduct and Work Habits	
3	Meets expectations
2	Inconsistently meets expectations
1	Does not meet expectations

(FYI - From Report Card for Classroom Teacher)

Criteria from Report Card for Classroom Teacher:

Reporting Period	1	2	3	4
Conduct (Mark those that are evident)				
Is cooperative				
Shows respect for others				
Observes rules and procedures				