

Below is an explanation of how your child will be graded.

*PLEASE review your child's grades in Parent Portal. You will not receive a paper copy of final grades until Report Cards.

English Language Arts Grade

Comprehension (Reading Comprehension Assessment) (50%)

1. Your child will be given **reading** comprehension assessments throughout each instructional unit. Your child will be required to **read** the passage(s), questions, and answers independently. In addition, students may be given a written response based on the passage(s).

Vocabulary (10%)

1. Your child will be assessed on vocabulary strategies throughout each instructional unit.

Phonics (10%)

1. Students will be given a list of phonics-based spelling words and high frequency words/sight words each week. For the assessment, students will:
 - a. spell five words from the "Word List"
 - b. spell two words that follow the phonics pattern, but that are NOT on the "Word List"
 - c. spell the three "Sight Words"
 - d. choose the correct spelling from a set of three words
 - e. identify the misspelled word in a sentence and write it correctly

Writing – Process (20%)

1. For writing, students will be assessed using a writing rubric. You will receive a copy of each writing rubric that will be used and information will be provided in newsletters.

Grammar (10%)

1. Your child will have a grammar focus that will be assessed throughout each instructional unit.

Math

1. 100% - Standards-Based Assessments
 - Students will be given summative assessments at the end of each instructional unit to assess standards taught.

Social Studies & Science

1. 100% - Standards-Based Assessments
 - Students will be given summative assessments at the end of each instructional unit to assess standards taught.

Behavior

Students will earn a "S", "N", or "U".

S – Satisfactory

N – Needs Improvement

U – Unsatisfactory

Assessment Principles and Practices

(The primary purpose of a grade is to communicate the level of mastery of the standards.)

In our classroom, formative and summative assessments are used to assess students on their most current level of mastery of the standards. **Formative Assessments** are designed to provide direction for improvement, make adjustment to the instructional program, monitor student learning toward standards, and provide specific feedback to students. Formative assessments include, but are not limited to in-class practice opportunities and formative assessments of standards. Formative assessments provide practice without penalty. Formative assessments DO NOT receive a grade. **Summative Assessments** are designed to determine student achievement at the end of a unit, course, term, or year providing teachers with information for making final judgments about student mastery.

Students will know what is being assessed through the use of our **Learning Targets**. Learning Targets are the specific learning outcome stated in standards. Learning Targets are: measurable, assessed both formatively and summatively, and have established criteria for success. Our Learning Targets will be posted on the board and will be reviewed during learning.

Throughout the instructional process students will receive **Descriptive Feedback** on Learning Targets. Descriptive Feedback is specific information in the form of written comments or conversations that helps the learner understand what he or she needs to do to improve.

Along with the Descriptive Feedback from me, students will self-assess their learning. **Self-Assessment** is reflective practice in which students make observations about their own performance. Self-Assessments are formative and are NOT graded.

Students will use a **Progression Scale** to self-assess their learning and help me to drive instruction. A Progression Scale helps students self-assess and gain ownership of their learning. In our classroom, you will see a 4, 3, 2, 1, 0 scale:

- 4 – I've got it AND I can teach it to a friend.
- 3 – I get it. I can do it by myself.
- 2 – I kind of get it. I might need help.
- 1 – I'm not sure if I get it. I need help.
- 0 – I don't get it. I need a lot of help.

Reteaching/Retesting

Our goal is for students to show mastery of standards. Students show mastery of standards when they are fluent, even creative, in using their knowledge, skills, and understanding on assessments. In order for students to show mastery, there may be times when a reteaching and retesting cycle may need to happen. However, if a student doesn't show mastery on a specific standard reteaching will continue and a retest will be given when appropriate. The retest will NOT be identical to the original assessment, but will assess the matching standard(s).