

DIXIE MAGNET ELEMENTARY SCHOOL SPECIAL AREA GRADING POLICY FOR INTERMEDIATE GRADES 4-5

Physical Education and Practical Living and Career Studies

Portions of the Practical Living and Career Studies curriculum are taught in Physical Education Class, Guidance Class and in the regular classroom and will be averaged into the physical education grade. Your child will receive a letter grade (A, B, etc.).

Students' grades are based on the following scale:

80% Participation-Each student will receive a 10 point daily participation grade (staying on task, active listening, respecting self/others/equipment, cooperation/sportsmanship, and coming to class prepared i.e. tennis shoes and appropriate clothing).

20% Written - Includes any and all written assessments for P.E. as well as Guidance, such as exit slips, flashbacks, learning checks and homework.

Other Information:

1. On the days your child has physical education, these items are required:

a. Tennis shoes (croc-like shoes, flip-flops, boots and shoes with a platform or high heel are not safe).

b. Loose clothing-shorts, pants, sweats, t-shirt that covers the midriff when arms are raised overhead.

2. Each child is expected to participate correctly in class. In the event of illness or injury that causes your child not to participate in physical education class, a note signed by the parent or doctor is required stating a) the illness or injury b) the length of time your child is expected to be exempt c) a return date to activity.

Communication: The physical education/ health teacher will make monthly efforts to communicate with parents regarding in class activities and upcoming events. Communication will come in form of monthly newsletters and report card newsletters.

Art Grading Criteria

Performance Based Assessment

The art teacher uses performance-based assessments for students in grade K-5.

At the beginning of the year, each student in grades K-5 will develop a visual art element or principle of design S.M.A.R.T. goal. (S=Specific, M=Measurable, A=Attainable, R=Realistic, and T=Timely) Students will monitored their S.M.A.R.T. visual art goal throughout the year.

Students will be given a variety of assessments to show their learning. Students will experience creating, performing, and responding to the national and state visual art standards.

Each student in grades 3-5 uses a performance based digital portfolio. The digital portfolios allow for the teacher to evaluate their work individually and as a whole. The art teacher is able to monitor their progress, and the portfolios allow for parents to see their child's work as well.

Rubrics are used for most projects to ensure consistent and fair project expectations. The art teacher provides feedback to students about their work in specific areas of each project. Students also have input on the project rubric and are encouraged to design their own areas of improvement.

In addition to creating, performing, and responding to art in class, students will also receive a variety of written assessments including exit slips, flashbacks, written reflections, grading rubrics, critiques, and learning checks.

Communication: The art teacher will make monthly efforts to communicate with parents regarding in class activities and upcoming events. Communication will come in form of monthly newsletters and report card newsletters.

Music Grading Criteria

Performance Based Assessment

The music teacher at Dixie uses performance based assessments for students in grades K-5.

At the beginning of the year, each student in grades K-5 will develop a musical element S.M.A.R.T. Goal for music class. (S-Specific, M-Measurable, A-Attainable, R-Realistic, and T-Timely). Students will be monitored throughout the year to evaluate their individual S.M.A.R.T. musical element goal.

Students will be given a variety of assessments to show their learning. Students will experience creating, performing, and responding to the national and state music standards.

Students will also use a new music program, Quaver Music, to submit individual work in an on-line music portfolio account. Each 3-week module of lessons in Quaver Music includes a computer-aided assessment to gauge student mastery of class objectives. These assessments can be given in many ways: from displaying the Quiz on the interactive whiteboard as a class activity for informal assessment, on paper with the included Quiz worksheet for individual assessment, or in the students' QuaverMusic.com accounts where responses are collected, scored, and entered automatically graded upon completion. By using this interactive and innovative music program, students and teachers can view data on student and class understanding to quickly assess comprehension and identify trouble spots.

In addition to creating, performing, and responding to music in class, students will also receive a variety of written assessments including exit slips, flashbacks, written reflections, grading rubrics, critiques, and learning checks.

Communication: The music teacher will make monthly efforts to communicate with parents regarding in class activities and upcoming events. Communication will come in form of monthly newsletters and report card newsletters.

Chinese Grading Criteria

Performance Based Assessment

The Chinese teacher uses performance-based assessments for students in grade K-5.

At the beginning of the year, each student in grades K-5 will develop a Chinese language skill (listening, speaking, reading and writing) S.M.A.R.T. goal. (S=Specific, M=Measurable, A=Attainable, R=Realistic, and T=Timely) Students will monitor their S.M.A.R.T. Chinese language skill goal throughout the year.

Students will be given a variety of assessments to accomplish interpretive, interpersonal and presentational tasks. Students will experience creating, performing, and responding to the national and state world language standards.

Each student in grades 3-5 uses a performance based digital portfolio. The digital portfolios allow for the teacher to evaluate their work individually and as a whole. The Chinese teacher is able to monitor their progress, and the portfolios allow for parents to see their child's work as well.

Rubrics are used for most projects to ensure consistent and fair project expectations. The Chinese teacher provides feedback to students about their work in specific areas of each project. Students also have input on the project rubric and are encouraged to design their own areas of improvement.

In addition to creating, performing, and responding to Chinese language and culture in class, students will also receive a variety of written assessments including exit slips, flashbacks, grading rubrics and learning checks.

Discovery Lab

Portions of the New Generation Science Standards and Practical Living and Career Studies curriculum are taught in the Discovery Lab. Students in grades 4-5 will receive a letter grade (A, B, etc.) and a percentage from the Discovery Lab teacher that will be factored into the student's overall science grade each grading period. The weight of the Discovery Lab grade will be determined after consultation between the classroom teachers in grades 4-5 and the Discovery Lab teacher. The weight will be determined based on the amount of content taught in the Discovery Lab versus the amount of content taught in the regular classroom.

Discovery Lab grades will be based on the following criteria:

75% Participation – Each student will receive a 10 point daily participation grade (collaboration, communication, problem solving, staying on task, and respecting self/others/equipment)

25% Written – Includes any and all written assessments while in the Discovery Lab, such as exit slips, flashbacks, design solutions, assessments, and homework.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 6-5-14

Date Reviewed or Revised: