

G. C. Burkhead Elementary School

SBDM Policy

Policy Number 21.01

Assessment of Individual Student Progress

USE OF STANDARDS FOR ASSESSMENT

Instruction will be aligned with national, state, and local standards. Reference documents will Transformations, Program of Studies, Core Content for Assessment, Hardin County Exit Expectations, and national standards in any core content area.

Assessments on the standards will be valid and appropriate demonstrations of what students should know.

Assessments will be developmentally appropriate.

Assessments will be a regular part of the learning process.

Assessments will include opportunities for students to self-evaluate their learning.

Assessments will include a variety of ways students can demonstrate their learning, including options appropriate to preferred learning styles and intelligences.

Assessments will be supported by examples of student work (or teacher developed samples) that clarify tasks and show distinctions between the levels of performance.

Assessments and assessment results (student samples) will be shared among teachers and students.

EVALUATION OF STUDENT PERFORMANCE

At the end of each quarter, teachers will make a judgment of a student's abilities and progress based on the accumulation of student work and demonstrated performances for the nine-week period in each subject taught. Students will receive a progress report form indicating their level of performance.

Kindergarten students will receive a progress report indicating their performance level with a check mark under skills developing satisfactorily, skills need improvement, or skills not acquired

in the subject areas of Personal and Social Development Skills, Cultural and Physical Development (art, music, and physical education skills), Pre-mathematics, and Language Arts – Pre-Reading skills.

P1-P3 students will receive a progress report form indicating a performance level of M – Mastered, L – Learning Content, or C – Area of Concern in Personal and Social Development Skills; Language Arts; Mathematics; Integrated Curriculum that includes science, social studies, personal health and safety concepts, cooperative decision making, critical thinking, and computer skills; and in Cultural and Physical Development areas of art, music, fine arts, process lab, and physical education.

Students will receive formal assessments in P1-P3 in art, music, physical education, process lab, and fine arts.

4th grade students will receive a letter grade of A (excellent), B (good), C (average), D (poor), or F (failing). The grading scale is as follows:

A	92-100	D	68-73
B	83- 91	F	0-67
C	74-82		

Letter grades will be recorded for students in the following subject areas:

Reading
English/Writing
Spelling
Math
Social Studies
Science/Health

4th grade students will be formally assessed in specific skills (developed from the Core Content for Assessment) in art, music, physical education, process lab, and fine arts. Their progress will be indicated with an O (Outstanding), S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory).

Penmanship and Conduct and will also be assessed using O, S, N, or U.

5th grade students will receive a letter grade of A (excellent), B (good), C (average), D (poor), or F (failing). The grading scale is as follows:

A	92-100	D	68-73
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B 83- 91 F 0-67

C 74-82

Letter grades will be recorded for students in the following subject areas:

Reading

English/Writing

Spelling

Math

Social Studies

Science/Health

Arts & Humanities/Practical Living/Vocational Studies

5th grade students will be formally assessed in specific skills (developed from the Core Content for Assessment) in art, music, physical education, process lab, and fine arts. Their progress will be indicated with an O (Outstanding), S (Satisfactory), N (Needs Improvement), or U (Unsatisfactory) A separate conduct grade will also be given indicated by O, S, N, or U.

Penmanship and Conduct and will be assessed using O, S, N, or U.

Adopted: 9-14-99

Amended: July 15, 2002

Amended: July 14, 2003