MARKING GUIDELINES

School Year 2020 - 2021

GRADE K
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Introduction

The School District of Philadelphia has implemented a standards-driven curriculum with aligned assessments in all content areas. Grading students requires a defined marking system to provide uniformity across the district. These guidelines rely upon evidence of daily formal and informal observations by classroom teachers. The purpose of this document is to ensure consistency across the district as teachers calculate report card grades which reflect their classroom-based data and observations. Further details can be found on SchoolNet and in the Marking Guidelines.

According to the Pennsylvania Department of Education Chapter 4 regulations, all students are required to be instructed in the Arts (Visual Arts, Music, Theater, and Dance), Health Education, and Physical Education during the school year. In some cases, schools are not able to provide these subjects during a given term. If a classroom teacher does not provide the Arts, Health Education, or Physical Education, then no grade will be given during that particular Term.

In kindergarten, students' “pre-reading” skills are assessed using aimswebPlus. The assessments consist of Letter Naming Fluency (LNF), Initial Sounds (IS), Letter Word Sounds Fluency (LWSF), Auditory Vocabulary (AV), Phoneme Segmentation (PS), Word Reading Fluency (WRF), and Nonsense Word Fluency (NWF). These assessments, along with instructional routines and activities, contribute to the grades for Listening, Speaking, Concepts of Print, and Comprehension as listed on the report card. These skills are assessed using the Kindergarten Marking Guidelines scale listed below.

<table>
<thead>
<tr>
<th>Kindergarten Marking Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0 – Outstanding (100-90):</strong> The student understands all skills and concepts taught during the specific cycle and can demonstrate understanding with little or no teacher support. The student’s progress consistently demonstrates mastery of grade level standards and consistently meets or exceeds grade level goals and objectives.</td>
</tr>
<tr>
<td><strong>S – Satisfactory (89-75):</strong> The student understands most skills and concepts taught during the specific cycle and can demonstrate understanding with average teacher support. The student’s progress demonstrates proficiency in most grade level standards and steady progress towards achieving grade level goals and objectives.</td>
</tr>
<tr>
<td><strong>N – Needs Improvement (74-50):</strong> The student understands few skills and concepts taught during the specific cycle and can demonstrate some understanding with intensive teacher supports. The student demonstrates limited progress in grade level standards and requires strong supports and consistent teacher reinforcement to achieve grade level goals and objectives.</td>
</tr>
<tr>
<td><strong>NG – No Grade: Content Not Taught</strong></td>
</tr>
</tbody>
</table>
Students with Disabilities

Grading of students who have Individualized Education Plans (IEPs) should be in collaboration with the special education teacher(s) that service the student. If a student has a 504 Accommodation Plan that requires accommodations in the educational setting, grading should be in collaboration with the 504 team members.

Students who have Individualized Education Plans (IEPs) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards as determined by their IEP team. Students who have IEPs are a heterogeneous group with various disabilities which impact learning.

IEP teams, including the family of the student, determine the accommodations and modifications appropriate for the student. For some students with accommodations, the content of the standard remains the same, but the method of learning and demonstrating mastery of the standard may be adjusted.

Modifications, on the other hand, may mean changing identifying standards that are fundamentally related to the student’s grade level but are also developmentally appropriate, effecting a change in the learning goal for the student. The IEP team makes decisions regarding what content areas, if any, require modifications of the grade level standards. The adaptations should result in grades that communicate clear information to students and their families.

For all students who have an IEP, a progress monitoring report must be provided with the report card that states how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP.

Students who have IEPs may not be given a failing mark, due to factors directly impacted by their disability. For any failing marks, teachers (special education and classroom) must provide documentation that instruction was provided per the student’s IEP. In addition, families must be notified when a student is not making sufficient progress, and it is recommended that the IEP team reconvene an IEP meeting to discuss failing marks and any lack of progress, as well as any additional support or services that the student requires to make progress.

A student who has an IEP may have an instructional and independent reading level(s) that is below grade level because of their disability. When this is the case, a below-grade reading level is not sufficient cause to lower the student’s reading grade.

English Learners

- English Learners may not be given a failing mark based on their level of English proficiency. For failing marks, teachers (classroom and ESL) must provide documentation that instruction was scaffolded and multiple forms of assessment were utilized. In addition, parents must be notified when a student is not making sufficient progress.
- An English Learner’s instructional and independent reading level(s) may be below grade level because of his/her English language proficiency level. When this is the case, a below-grade reading level is not sufficient cause to lower a student’s reading grade.
- The classroom teacher must collaborate with the ESL teacher when determining the reading, writing, and oral communication grades.
- Grading in all subjects must follow the same procedures outlined in the alphanumeric Equivalency Chart. However, teachers must use the WIDA Can Do Descriptors, available in the appendices or at
www.wida.us/standards/CAN_DOs/, to inform scaffolded instruction and assessments. Grades must be determined based on scaffolded instruction and assessment.

- Students that have been in the country less than 15 school days may be given a NG (No Grade). The reason code is “No grade due to late admission.”

For further information regarding assessment of students in dual language programs, see the Dual Language Program Handbook, downloadable at: SY20-21 Dual Language Handbook.

Promotion and Retention

A pupil may only be required to repeat kindergarten in accordance with the School Code. Retention in kindergarten is permitted only if the parent or guardian, the teacher, the principal, and the assistant superintendent agree that retention is in the best interest of the child. Such cases must be referred to the assistant superintendent by May 16 of the current school year, accompanied with supporting documentation (which should include a letter signed by the parent or guardian and principal). If May 16 falls on a weekend day, the deadline is the Friday prior to May 16. Assistant superintendents must approve all requests for retention.

Grading Policy

All grades will be recorded in the district’s electronic Student Information System (SIS), Infinite Campus. It is suggested that students receive written feedback twice weekly. Therefore, at a minimum, teachers would enter at least two grades per week.

Reading

In adherence with the PA Core Standards for reading, the purpose of a reading assessment is to measure a student’s ability to gather, comprehend, evaluate, synthesize, report on, and interact with an extensive range of print. Teachers evaluate student progress using the following:

- Reading Assessments (aimswebPlus, formative assessments, summative assessments, etc.)
- Anecdotal Records
- Student-teacher conferences
- Observations
- Analysis of Writing Samples

Students must receive grade appropriate instruction in phonemic awareness, phonics and vocabulary in order to develop fluency and comprehension. Effectively monitoring student progress allows teachers to select appropriate instructional materials to scaffold and sustain student reading–level growth.

Appropriate instructional material is comprised of varied text that is inclusive of, but not limited to:

- multiple modalities (narrative, informational, argumentative, etc.)
- multiple themes
- grade-level text complexity
- student interests
- interdisciplinary works
Writing

In adherence with our instructional model based on the Common Core Writing Standards, the purpose of assessment is to measure students’ growth in their ability to use writing as a way of offering and supporting opinions, demonstrating understanding, and conveying thoughts, feelings, as well as real and imaginary experiences. Teachers evaluate student progress and growth over time by assessing a collection of writing. Marks must be based on the body of the student’s writing during the report period.

A student will develop as a writer, at his/her own pace, as the teacher models and provides reading and writing experiences. A student’s writing in kindergarten should not be expected to move sequentially from Stage 1 to 6 and will rarely exhibit all the traits of any one stage. Writing samples from an individual student may exhibit traits from several stages depending on different writing experiences throughout the school year. Teachers should expose students to a variety of literature and provide numerous opportunities to write. The stages of a student’s writing can be determined by identifying the pattern that most closely matches the student’s writing. At least one piece of writing should be published each term. Students will often work on a single writing sample over a period of time as they revise and improve their writing. This gives the teacher a view of each student’s development and growth over time.

K-1 Developmental Writing Stages

Stage 1
- Draws a picture only
- Tells about drawing
- Uses scribbling and letter-like symbols
- Draws a picture and uses scribbling
- Imitates writing

Stage 2
- Draws a recognizable picture
- Uses own drawing to tell a story and is able to tell an adult a word, label, thought, or a complete sentence about the drawing
- Attempts written symbols (circles, shapes, squiggles, or more controlled lines) and may say a story
- Attempts to read message
- Writes own name

Stage 3
- Draws a picture and is able to tell an adult a complete sentence or a story that relates to the picture
- Begins to make the connection that written symbols convey a message
- May use strings of numbers and letters
- May use names or parts of names
- May copy words from the environment
- May spell some frequently used and/or familiar words correctly
- May demonstrate limited knowledge of letter-sounds and is able to tell what the letters says
- Knows the direction of print

Stage 4
- Draws a picture and labels it
- Connects letters and sounds, usually beginning and ending and some vowels, uses phonetic spelling
- Spells some frequently used words correctly
- Knows the direction of print
- Demonstrates the spacing between words
Stage 5 - Goal End of Kindergarten, Beginning of Grade 1
- Writes complete thoughts in sentence form (capitalization and punctuation may be absent or incorrect)
- Writes sentences that make sense (sentences may or may not be related but text has no sense of story)
- Writes sentences that may be short, simple and uses them more than once
- Represents most letters and sounds in words (phonetic spelling is evident)
- Spells many frequently used words correctly; may spell other familiar words correctly
- Text is readable without telling it to an adult

Stage 6 - Goal End of Grade 1
- Begins to develop a sense of story (may have appropriate beginning, ending and/or logical connection of events)
- Writes sentences that focus on a topic much of the time
- Composes text that contains basic ideas with some details
- Begins to vary sentence lengths and patterns
- Spells most frequently used words correctly
- Represents most sounds in words; spells some words correctly
- Begins to use some correct capitalization and punctuation
- May attempt to use talk in writing
- Begins to include colorful words to describe objects, people and events
- Begins to choose words and phrases that show evidence of literary language (writes the way authors do)
- Begins to express ideas in a creative way or writing may contain original ideas

Mathematics

The goal of mathematics instruction is to promote conceptual understanding, while supporting procedural fluency and application. Mathematical proficiency in kindergarten includes Counting and Cardinality, Numbers and Operations in Base Ten, Operations and Algebraic Thinking, Geometry, and Measurement and Data.

Teachers should support students consistently as they:
- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Grading in mathematics is consistent with the criteria as indicated on Kindergarten Marking Guidelines Chart page 3.
Science

In adherence with our instructional model based on the Pennsylvania Standards for Science, the purpose of assessment is to formulate useful questions that provoke scientific inquiry. Assessment is embedded in the science instruction and is part of the learning process. Teachers have multiple opportunities to evaluate student progress using a variety of strategies (science notebooks, class participation, observation and hands on activities).

Grading in science is consistent with the criteria as indicated on Kindergarten Marking Guidelines Chart page 3.

Social Studies

In adherence with our instructional model based on the Pennsylvania Standards for Social Studies, the purpose of assessment is to measure students’ understanding of civics and government, geography, and history. Teachers have multiple opportunities to evaluate student progress using a variety of strategies (class participation, journal writing, and portfolios).

Grading in social studies is consistent with the criteria as indicated on Kindergarten Marking Guidelines Chart page 3.

Digital Literacy and Computer Skills

The purpose of assessing digital literacy and computer skills is to measure introductory levels as indicated in the International Society for Technology in Education and the PA Business Computer Information Technology Standards.

Teachers are encouraged to use multiple opportunities to evaluate student progress using the following suggested assessment tools:

- Anecdotal Records
- Class Participation
- Finished Projects (individual/group)
- Logs
- Portfolios
- Presentations
- Quizzes/Tests
- Reports
- Rubrics

See Appendix for additional resources.

Scoring: At least 4-6 assessments are needed to calculate one report card grade depending upon the number of times the students receive computer lab instruction per week.

Assessment for each marking period should be based on the student engagement in the following:

- Internet Safety
- Computer Basics
- Keyboarding
Health Education

In adherence with our instructional model based on the national, state and local standards, the purpose of assessment is to measure a student’s acquisition of knowledge and skills related to health concepts. These concepts include personal health, human growth and sexuality, nutrition and disease prevention. Teachers have multiple opportunities to evaluate student progress by using interactive activities that promote wellness.

Grading in health is consistent with the criteria as indicated on Kindergarten Marking Guidelines Chart page 3. See Appendix for additional information on instruction.

Physical Education

In adherence with our instructional model based on the national, state and local standards for physical education, the purpose of assessment is to measure a student’s knowledge and skills that will help them maintain an active and healthy lifestyle. Assessment is ongoing and progressive as students practice and improve skills and knowledge in the areas of movement and principles of exercise. Physical fitness assessment tools are used to evaluate progress.

Grading in physical education is consistent with the criteria as indicated on Kindergarten Marking Guidelines Chart page 3. See Appendix for additional information on instruction.

Visual Arts

In adherence with our instructional model based on the State Standards for Arts and Humanities Education, the purpose of assessment is to measure a student’s ability to observe, reflect and participate both in the arts of their culture and the cultures of others. Teachers have multiple opportunities to evaluate student progress by using observations and portfolios.

Grading in visual arts is consistent with the criteria as indicated on Kindergarten Marking Guidelines Chart page 3. See Appendix for additional information on instruction.
Music

In adherence with our instructional model based on the State Standards for Arts and Humanities Education, the purpose of assessment is to measure a student’s understanding of musical concepts and performance. Teachers have multiple opportunities to evaluate student progress by using observation and performance checklists.

Grading in music is consistent with the criteria as indicated on page Kindergarten Marking Guidelines Chart page 3. See Appendix for additional information on instruction.

Dance

In adherence with our instructional model based on the State Standards for Arts and Humanities Education, the purpose of assessment is to measure a student’s understanding of rhythms, patterns, balance, elements of movement and interpretation. Teachers have multiple opportunities to evaluate student progress by using observations and performance checklists.

Grading in dance is consistent with the criteria as indicated on Kindergarten Marking Guidelines Chart page 3. See Appendix for additional information on instruction.

Theatre

In adherence with our instructional model based on the State Standards for Arts and Humanities Education, the purpose of assessment is to measure a student’s understanding of theater vocabulary, script writing, and enhanced story reading and performance. Teachers have multiple opportunities to evaluate student progress by using observations and performance checklists.

Grading in theater is consistent with the criteria as indicated on Kindergarten Marking Guidelines Chart page 3. See Appendix for additional information on instruction.

World Languages

In adherence with our instructional model based on the American Council for the Teaching of Foreign Languages National Standards, the purpose of assessment is to evaluate a student’s level of communication skills (listening, speaking, reading and writing) in world language. Teachers have multiple opportunities to evaluate student progress by using oral and written tests, and activities such as dialogues and presentations.

Grading in world languages is consistent with the criteria as indicated on Kindergarten Marking Guidelines Chart page 3. See Appendix for additional information on instruction.
APPENDICES
Writing

<table>
<thead>
<tr>
<th>Goals for Developmental Writing in Kindergarten</th>
<th>November</th>
<th>February</th>
<th>April</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stages 1, 2</td>
<td>Stages 2, 3</td>
<td>Stage 4</td>
<td>Stage 5</td>
<td></td>
</tr>
</tbody>
</table>

Health

**Instructional Factors in Health**

The planned instruction for Health Education is based on the Scope and Sequence developed around the national, state and local standards for Health Education. Student progress is based on the acquisition of knowledge and skills related to health concepts.

Health Education **concepts** include:
- personal health
- mental health
- healthy behaviors
- tobacco
- alcohol and other drugs
- consumer health
- environmental health
- nutrition
- physical activity
- injury prevention
- disease prevention.

Health Education **skills** include:
- ability to access accurate health information
- ability to practice health enhancing behaviors
- ability to analyze the influences of culture, media and technology
the ability to use interpersonal communication skills
the ability to use goal-setting, decision-making skills to enhance health
the ability to advocate for personal, family and community health

The goal of the Health Education curriculum is to promote accurate, age-appropriate health-literacy among all children.

Scope and Sequence

The Health Education Scope and Sequence includes the concepts, skills and assessment suggestions necessary to provide rich instruction and to assess knowledge and skills. The Scope and Sequence fully supports standards-based teaching, including multiple opportunities for project-based, interactive activities that promote wellness. The Health Education Scope and Sequence can be found on the Health and Physical Education website: www.philasd.org/healthphysed/. The Scope and Sequence defines the concepts to be taught throughout the school year.

Physical Education

Instructional Factors in Physical Education

The School District of Philadelphia planned instruction for Physical Education is based on the Scope and Sequence that was developed around the National, State and Local standards for Physical Education. The Physical Education standards are designed to provide students with the knowledge and skills that will enable them to achieve and maintain a physically active and healthy lifestyle. By becoming and remaining physically healthy, students will increase their chances of achieving at their highest academic potential. Student progress is based on the acquisition of knowledge and skills related to physical activity and wellness. It is critical for instructors to assess student progress in the affective, cognitive and physical domains of learning. The goal of the Physical Education curriculum is to develop positive attitudes towards healthy lifestyles, lifelong participation in physical activity and wellness activities.

Scope and Sequence

The Physical Education Scope and Sequence includes the concepts, skills and assessment suggestions necessary to provide rich instruction and to assess students' knowledge and skills. The Scope and Sequence fully supports standards based teaching and serves as a vital resource for physical education teachers as they guide students toward self-directed, independent, and cooperative learning and living consistent with real-life experiences. The Physical Education Scope and Sequence can be found on the Health and Physical Education website: www.philasd.org/healthphysed/. The Scope and Sequence defines the concepts to be taught throughout the school year.

<table>
<thead>
<tr>
<th>Physical Education Instructional Strands K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Fitness</td>
</tr>
<tr>
<td>Skills Development</td>
</tr>
<tr>
<td>Self-Confidence/Self-Reliance/Social Responsibility</td>
</tr>
<tr>
<td>Movement</td>
</tr>
</tbody>
</table>

The Physical Education Standards stress these four main components with an added emphasis on developing leadership, critical thinking, decision-making, teamwork skills, and application of movement concepts and principles.
This checklist outlines the developmental concepts and skills of the Physical Education curriculum.

<table>
<thead>
<tr>
<th>Term</th>
<th>Standard</th>
<th>Content</th>
<th>Met (4,3)</th>
<th>In Progress (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity</td>
<td>Name fitness activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Name activities that promote health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Name positive effects of participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Identify components of fitness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Participate in fitness activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Describe and explain reasons for safety</td>
<td>rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Describe the role of the team leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Describe cooperation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Explain why sharing is important</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts, Principles and Strategies of Movement</td>
<td>Demonstrates basic movement skills: runs, skips, leaps, hops and jumps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts, Principles and Strategies of Movement</td>
<td>Demonstrates non-movement skills: bend, stretch, twist, and reach</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts, Principles and Strategies of Movement</td>
<td>Demonstrates manipulative movements: throw, catch and kick</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts, Principles and Strategies of Movement</td>
<td>Demonstrate movement relationships: over, under and beside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts, Principles and Strategies of Movement</td>
<td>Demonstrate combination movements: locomotor and non-locomotor combinations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts, Principles and Strategies of Movement</td>
<td>Identify principles to improve fitness: FITT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concepts, Principles and Strategies of Movement</td>
<td>Explain game strategies: faking, dodging, passing, receiving, defending and following rules of the game</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Visual Arts

Instructional Factors in Visual Arts

The primary purpose of the assessment of visual arts is to measure achievement of students in artistic expression and response, acquisition of art knowledge, skills mastered and attitudes enriched through rigorous investigation of the four major disciplines of art education: art production, art history, art criticism and aesthetics.

Teachers are to use the Core Curriculum in Art Education that describes the standards, content, skills and assessments for each grade K through 12 in four terms. The Core Curriculum is based on an orderly learning sequence of cumulative instruction that allows the student to progress through increasingly complex aspects of the discipline. The document describes what students should know and be able to do at each grade level and encourages the infusion of the visual arts across the curriculum through an interdisciplinary approach to learning. Included in the Core Curriculum are performance examples that illustrate the benchmarks at each grade level and appropriate assessment tools to evaluate student learning in the visual arts.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: projects (individual/group) that are rubric based, portfolios, journaling/reflective writing, quizzes/tests, anecdotal records, reports, teacher and or peer critiques, oral presentations and class participation.

Scoring: At least 4-6 assessments are needed to calculate one report card grade depending upon the number times the students receive art instruction per week.

Assessment for each term should be based on the student engagement in the following:

<table>
<thead>
<tr>
<th>Art Production</th>
<th>Demonstration of technical skill using variety of media, techniques and processes. Understanding and application of elements and principles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art history and cultural contexts</td>
<td>Responding perceptively to works of art and artifacts from diverse cultures.</td>
</tr>
<tr>
<td>Art criticism</td>
<td>Describing, analyzing and synthesizing to making informed judgments.</td>
</tr>
<tr>
<td>Aesthetics</td>
<td>Reflective thinking about the meaning of art and its role in society.</td>
</tr>
<tr>
<td>Class participation</td>
<td>Prepared, contributes to discussion, shows interest in and respects others' views, involved in small group activities.</td>
</tr>
</tbody>
</table>
Music

Instructional Factors in Music

“Music Education is an aural art form that satisfies the human need to respond to life experiences through singing, listening, and/or playing an instrument.”

The primary purpose of the assessment of vocal and instrumental music is to measure achievement of students in a variety of music experiences that include:

- performing, listening/responding, and creating
- providing multicultural and historical perspectives of music that reflect a wide diversity of peoples, styles, and times
- providing appropriate assessment tools to evaluate student learning in vocal and instrumental music

Teachers are to use the Core Curriculum in Music Education that describes the standards, content, skills and assessments for each grade K through 12 in four terms. The Core Curriculum is based on a sequential order of cumulative instruction that allows the student to progress through increasingly complex aspects of the discipline. The document describes what students should know and be able to do at each grade level and encourages the integration of music across the curriculum through an interdisciplinary approach to learning. Included in the Core Curriculum are instructional models that illustrate the benchmarks at each grade level and appropriate assessment tools to evaluate student learning in vocal and instrumental music.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: Student performances (individual/group), portfolios, journal entries, reflective writings, rubrics, quizzes/tests, anecdotal records, reports, peer reviews, oral presentations, checklists, logs, class participation and homework.

Performance: singing, playing an instrument, movement (at least 3 performances – individual/group)

Elements & Principles: rhythm, melody, form, dynamics

Historical and Cultural Contexts

Critical Response

Aesthetic Response

Class Participation
Dance

Instructional Factors in Dance

Dance education develops the knowledge and skills required to create, perform, and understand movement as a means of artistic communication. A comprehensive education includes improvisation, technique, choreography, performance, observation and analysis.

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress using the following suggested assessment tools: projects (individual/group) that are rubric based, portfolios, journaling/reflective writing, quizzes/tests, anecdotal records, reports, teacher and or peer critiques, oral presentations and class participation.

Scoring: At least 4-6 assessments are needed to calculate one report card grade depending upon the number times the students receive art instruction per week.

Assessment for each term should be based on the student engagement in the following:

<table>
<thead>
<tr>
<th>Performance</th>
<th>Demonstration of technical skills using variety of techniques and genres Understanding and application of elements and principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical and Cultural Contexts</td>
<td>Identifies and interprets dance based on ancient and current cultures</td>
</tr>
<tr>
<td>Critical Response</td>
<td>Describing, analyzing and synthesizing to making informed judgments of dance performances</td>
</tr>
<tr>
<td>Aesthetic Response</td>
<td>Reflective thinking about the meaning of dance and its role in society</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Prepared, contributes to discussion, shows interest in and respects others' views, involved in small group activities</td>
</tr>
</tbody>
</table>
Theater

Instructional Factors in Theater

“Theater Education is an interdisciplinary art form that satisfies the human need to express thoughts and feelings through written text, dramatic interpretation and multimedia production.”

Theater encompasses all of the arts. Theater is a social art that depends on a collaborative group process, builds interpersonal collaboration skills using project-based learning.

Theater courses afford students the opportunity to present uniquely personal representations of text and ideas. It offers students complex problem-solving skills and strengthens communication and social skills. Through performing producing technical skills and script writing.

Theatre is an excellent vehicle to create school-based character education programs as well as teach students the discipline of maintaining work timelines and schedules.

<table>
<thead>
<tr>
<th>Performance</th>
<th>Demonstration of technical skills using variety of techniques and genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical and Cultural Contexts</td>
<td>Identifies and interprets theatre styles based on ancient and current cultural performance genres</td>
</tr>
<tr>
<td>Critical Response</td>
<td>Describing, analyzing and synthesizing to making informed judgments of theatrical performances</td>
</tr>
<tr>
<td>Aesthetic Response</td>
<td>Reflective thinking regarding the meaning of theatrical performances and its role in society</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Prepared, contributes to discussion, shows interest in and respects others’ views, involved in small group activities</td>
</tr>
</tbody>
</table>
Instructional Factors in World Language

Assessment in a World Language classroom is ongoing with teachers always assessing students' communicative skills. Students in this age group may initially demonstrate comprehension through a variety of verbal and non-verbal responses. As they acquire the language over time, the length and accuracy of student responses may progress from one-word to phrasal responses. Class time should maximize opportunities for students to listen to and interact in the target language.

In World Language the teacher focuses on four major skill areas: Listening, Speaking, Reading, and Writing with the ultimate goal being proficiency in communication. The following assessments may be used to measure performance and achievement levels:

<table>
<thead>
<tr>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher made assessments</td>
</tr>
<tr>
<td>Class work and participation</td>
</tr>
<tr>
<td>Oral and written (individual and group) discussion</td>
</tr>
</tbody>
</table>

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