

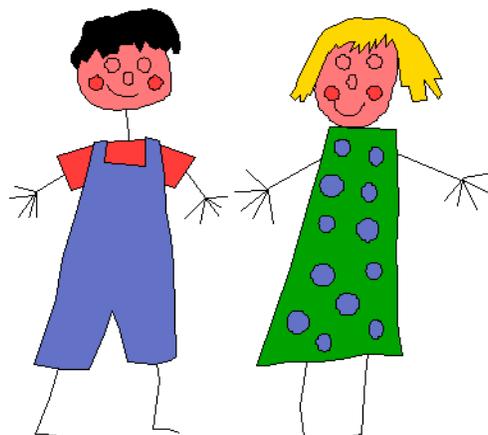
Grading Policy ~ Reporting To Parents

The means of communicating progress to you complies with the philosophy that children entering school are at different developmental / experiential levels.

Instruction is based on DoDDS Standards.



<p>Literacy Reading</p>	<p>Vocabulary: Students will be assessed on their ability to interact with the vocabulary items introduced in class. <input checked="" type="checkbox"/>worksheets <input checked="" type="checkbox"/>oral/silent reading <input checked="" type="checkbox"/>wordlists <input checked="" type="checkbox"/>charts</p> <p>Comprehension: <input checked="" type="checkbox"/>predict outcomes <input checked="" type="checkbox"/>follow directions <input checked="" type="checkbox"/>identify plot/character/setting <input checked="" type="checkbox"/>sequence <input checked="" type="checkbox"/>make inferences <input checked="" type="checkbox"/>main idea and details <input checked="" type="checkbox"/>identify cause of an event</p> <p>Oral Reading: Students will be assessed on their knowledge of vocabulary and growth in The Reading Process using the 3 cuing systems.</p> <p>Reading As A Choice: Reading charts will be used to monitor the W.E.B. Home Reading Program. The number of hours and books read during the quarter will be used to evaluate progress.</p>
<p>Literacy Writing</p>	<p>Spelling: <input checked="" type="checkbox"/> Weekly test on phonetically consistent vocabulary words that have been presented in a guided lesson. These words are sent home (via e-mail) each week and a cumulative list is on the WEB page. <input checked="" type="checkbox"/> A maximum of 5 words will be chosen from the students writing or picked by the learner. These words will remain on the list until they are mastered. There is a periodic review of all words. <input checked="" type="checkbox"/> Students will be assessed on their developmental progress toward standardized spellings in their written work.</p> <p>Handwriting: Students will be formally assessed 3 times each quarter on their ability to form letters correctly, use appropriate spacing and produce a legible product. Neatness counts! ☺ <input checked="" type="checkbox"/> 1 Homework Assignment <input checked="" type="checkbox"/> 1 announced class assignment <input checked="" type="checkbox"/> 1 unannounced class assignment</p> <p>Writing To A Prompt: Students will be formally assessed 3 times during the year. (See the information on scoring writing using a holistic approach.)</p> <p>Skills: <input checked="" type="checkbox"/> Identifying nouns-verbs-adjectives-pronouns ~ This concept is introduced at this level. Students are assessed on their ability to identify these words. Although mastery is not expected, student writing will improve when the syntax of these words is understood. <input checked="" type="checkbox"/> ABC Order to at least the 2nd letter,</p>
<p>Math</p>	<p>Students will be assessed on their ability to</p> <p><input checked="" type="checkbox"/> demonstrate an understanding of the concepts introduced <input checked="" type="checkbox"/> identify shapes <input checked="" type="checkbox"/> communicate their approach to problem solving <input checked="" type="checkbox"/> recognize-order-write # 0-100 <input checked="" type="checkbox"/> count to 100 by 1's, 5's, 10's and by 2's to 50 <input checked="" type="checkbox"/> learn + / - facts to 10.</p>
<p>Social Development</p>	<p>Students are assessed on their ability to work and play as an individual or a group member both inside and outside the classroom setting.</p>



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- Many types of assessment tools are used to evaluate progress.



What Is Used	What Does the Student See?
<p>Observations Observation is a powerful assessment tool. Observed behaviors of significant importance are recorded and kept in the portfolio.</p>	<ul style="list-style-type: none"> • Digital photos
<p>Learning Logs and Journals</p>	<ul style="list-style-type: none"> • Problem Solving Activities (S.I.P.) • Writing Journal • Math Journal • Words and Language Log
<p>Individual Assessments</p> <ul style="list-style-type: none"> • Conferencing for Writing • Basic Skills Assessments • Checklists • Computer Programs • Story Retelling 	<ul style="list-style-type: none"> • Writing Process • "Look What I Can Do" Checklist • Sight Word Vocabulary • Addition / Subtraction Math Facts • Counting • Time • Money • Reading Counts
<p>Working In Groups</p>	<ul style="list-style-type: none"> • Whole Group meets for introduction to the skill / concept. • Small Groups work together for
<p>Paper / Pencil Assessments</p>	<ul style="list-style-type: none"> • Weekly Paperwork Assignments • Handwriting (1 announced, 1 unannounced per quarter) • Spelling Tests (Group and Individual) • Projects • Unit / Mid Year Reading Tests

- Letter grades (A-B-C-D-F) are not given.

Report Card ⇔ **Teacher Attachment** Indicators are:

CD ⇔ +	The student has achieved mastery or is consistently displaying understanding of a skill.
P ⇔ P	The student is making expected progress in working with the concept or skill.
N ⇔	The student needs more time / opportunities to understand the concept.

With these assessments, you will be able to see the growth your child has made. It is my belief that there are skills to be mastered; however, there is a growth process that needs to be acknowledged. My attachment to each report card will be a more accurate reflection of how your child is progressing with respect to specific skills. *Please note that every skill is not assessed every quarter.

WE ARE LOOKING FOR PROGRESS,
NOT PERFECTION.

A portfolio of your child's work will be kept during the year. You will receive this in June.