

Assessment and Evaluation

GRADING

Students' progress will be discussed at two parent conferences: one in October and the other in April, at the end of the first and third marking periods.

Progress reports will be sent home at the end of the second marking period, in January, and at the end of the year, in June. The progress report will consist of two types of reporting:

Academic Skills: The progress reports will give you detailed information about where your child falls on a continuum of specific academic skills within each subject area, with guidance on grade-level norms. This continuum will be provided in the areas of reading, writing, science and math. Social studies is integrated in science and reading.

Work Habits: The progress reports will include descriptors that qualify your child's work habits and disposition toward learning. *Work habits and learning dispositions include, but are not limited to: completion of homework, perseverance, responsibility, attention/focus, collaboration, and citizenship*

Students in grade k-3 will be assessed on work habits with the following criteria:

S: successful progress: The student successfully demonstrates and understanding of the concepts and behaviors

P: progressing: The student continues to progress toward understanding the concepts, but needs more practice

N: not progressing: The student has not yet demonstrated knowledge of these concepts

In grades 4-5, work habits will be assessed with letter grades. Teachers in grades 4 and 5 will determine the grading scale together and communicate to families, how those grades will be determined.

Grades will be based on the following scale:

A= Outstanding progress (Outstanding work in the performance level at which the student is working)

B= Above average progress (Above average work in the performance level at which the student is working)

C= Average progress (Average work in the performance level at which the student is working)

D= Lowest acceptable progress (Needs improvement in the work at the performance level at which the child is working)

F= Failure (Below expectations for the current performance level)

ASSESSMENTS

Sigsbee Charter School is bound to administer certain statewide and district-level assessments. In addition, our staff will use individualized assessments to guide instructional and grouping decisions. The formal assessments that will be used are as follows:

Kindergarten: FLKRS Readiness Screening, FAIR testing, DRA Assessments, Running Records

First and Second Grades: FAIR Testing, DRA Assessments, Running Records, Stanford 9 (Math and Reading)

Third Grade: FAIR Testing, DRA Assessments, Running Records, Reading FCAT, Math FCAT

Fourth Grade: FAIR Testing, DRA Assessments, Running Records, Reading FCAT, Math FCAT, Writing FCAT

Fifth Grade: FAIR Testing, DRA Assessments, Running Records, Reading FCAT, Math FCAT, Science FCAT

Classroom assessments will include

- Observations and anecdotal records
- Rubrics and checklists
- Quizzes/Tests
- Performance-based assessments, including: presentations, performances, projects

Special Area Grading

- In special areas such as physical education, music, and art, students are marked on effort and participation. These marks will take the form of : 3= successful progress, 2= progressing, but needs improvement and 1= area of concern (not progressing).