

## First Grade Grading Policy

First grade is a year of tremendous growth as students learn many fundamental skills across the content areas through lessons designed around the Common Core Learning Standards. Report cards reflect students' learning across several disciplines. Since test scores alone are not an accurate measure of progress, students will be evaluated and assessed continually so that instruction is targeted to their needs in whole group, small group, and individual lessons. Ultimately, what this means is that students will have multiple opportunities to learn the curriculum and receive additional instruction as necessary to master the material. Since all children learn differently, the varying assessment tools will also allow children multiple opportunities to present information in a way they learn best.

At All Saints we have a standards-based reporting system, which ultimately gives us more information regarding a student's strengths and weaknesses. What this means is that rubrics will be used to measure a student's demonstration and understanding of the standards. The following components will all be considered to determine each student's mastery of a standard: unit tests, classwork, oral and written responses, experiments, projects, teacher observations, writing portfolios, checklists of skills, homework completion, journals, classroom participation, and informal assessments. Additionally, individual rubrics for projects and written assignments will be sent home further explaining grade level expectations. Study sheets will also be provided for unit tests.

While there will be specific rubrics for varying assignments, the following rubric will help you in understanding what each number means:

4	Student work demonstrates a <b>thorough and consistent</b> understanding of grade level standards and objectives. Student completes work independently and integrates learned concepts and skills.
3	Student work demonstrates an <b>understanding</b> of grade level standards and objectives. Student completes work satisfactorily and applies expected skills to work.
2	Student work demonstrates a <b>partial understanding</b> of grade level standards and objectives. Student exhibits inconsistent understanding and application of concepts and skills.
1	Student work demonstrates <b>minimal understanding</b> of grade level standards and objectives; evidences very limited organizational, reasoning, and critical thinking skills; completing independent tasks only with assistance; struggles with grade level standards and objectives producing less than expected work.

Each subject area is further broken down into the specific standards relating to the subject. Standards codes include E, S, N, and N/A as outlined below to further communicate strengths and weaknesses or as a measure of effort, conduct, and personal growth.

E – Excellent – After a skill has been taught, the student is able to perform the skill or activity independently. The student has mastered the objective and applies the skill across subject areas with little or no assistance or intervention, reaching a level of independence with the skill.

S – After a skill has been taught, the student may need some assistance when applying the skill or completing the activity. The student is not yet consistently independent when applying the skill, but is showing improvement and working toward mastery.

N – Needs Improvement - The student is not demonstrating the progress necessary to meet performance expectations for grade level work. The student needs more time to develop skills and strategies before being able to master the skill. Assistance is needed to complete assignments.

NA – Not Assessed at this time

I am here to work with you towards a successful school year. If you have any concerns, please don't hesitate to contact me so we may discuss ways to help your child.