



THE SCHOOL DISTRICT OF PHILADELPHIA

2017 – 2018

APPENDICES FOR MARKING GUIDELINES



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Grades

4 - 8

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Notes:

The *Appendices for the Marking Guidelines* supplement the *Amended Marking Guidelines*. The appendices provide instructional factors for consideration in subject-area grading. No policy changes have been made; however, the content is streamlined to provide quick, relevant information for consistent grading.

There are no appendices for Math, Science and Social Studies.

Promotion Policy (as applies to grades 1 – 8)

In grades 1 and 2, students must pass reading and math.

In grades 3 through 7, students must pass reading, math and science.

In grade 8, students must pass reading, math, science and social studies.

Promotion Statement

School District policy requires all students to meet specified requirements for promotion and graduation in accordance with federal, state and local guidelines.

Children with disabilities will be promoted or will graduate if they satisfy the requirements of a program developed by an Individualized Education Program team.

Policy Procedures

Principals are required to monitor all report card grade entries made by teachers.

NOTE: This Promotion and Graduation Policy is on record as of 2004/2005. This revision reflects this policy, with the exception of the TerraNova and End of Grade (EOG) tests, which are no longer used.

Special Education: Students with Disabilities

Students with disabilities are expected to make ongoing progress on their IEP goals and objectives that are based on the general education curriculum.

Progress monitoring is reflected by:

- Performance on curricular goals
- The process used for completing work
- Sustaining effort on meeting individual goals and objectives are supported through appropriate aids, services and accommodations

IEP teams are to review, monitor and revise the IEP as necessary to support and sustain the student's progress

English Learners (EL)

- **English Learners cannot be given a failing mark based on their entering, beginning, developing, or expanding level of English proficiency. For any failing marks, teachers must provide documentation that instruction and assessment was modified appropriately and parents must be notified.**
- 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 ESOL teacher when determining the reading, writing, and oral communication grades.
- Grading in all subjects must follow the same procedures outlined in the grade-level marking guidelines. However, teachers must use the WIDA Can Do Descriptors, available in the appendices or at www.wida.us/standards/CAN_DOs/, to modify instruction and assessments. Grades must be determined based on modified instruction and assessment.
- Students that have been in the country less than 15 school days can be given an 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: webapps1.philasd.org/downloads/tdm/Dual_Language_Program_Handbook.pdf

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reading
LISTENING	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil.") 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences 	<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content-based presentations State opinions Connect ideas in discourse using transitions (e.g., "but," "then") Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitor) 	<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reading
LISTENING	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil.") 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally 	
SPEAKING	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences 	<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content-based presentations State opinions Connect ideas in discourse using transitions (e.g., "but," "then") Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitor) 	<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice) 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Reading

Goals for Instructional/Independent Reading Levels - in Grades 4 and 5

- The Goals for Instructional and Independent Reading Levels serve as a guide. Please use a combination of anecdotal notes, running records, and reading assessments to accurately identify a need for strategic or intensive interventions.
- Please note that “+” includes the level and above; for example W+ indicates that the student is reading at level “W or Higher”

Grade 4	September	1st TERM (November)	2nd TERM (February)	3rd TERM (April)	4th TERM (June)
TARGET LEVEL <i>F & P Instructional Level</i> <i>F & P Independent Level</i> <i>Grade Level Based on Month</i>	P+ O+ 3.9+	Q+ P+ 4.2+	Q - R+ P - Q+ 4.5 +	R+ Q+ 4.7 +	S+ R+ 4.9+
STRATEGIC INTERVENTION <i>F & P Instructional Level</i> <i>Grade Level Based on Month</i>	O (3.0 - 3.8)	P (3.3 - 4.1)	P - Q (3.6 - 4.4)	Q (3.8 - 4.6)	R (4.0 - 4.8)
INTENSIVE INTERVENTION <i>F & P Instructional Level</i> <i>Grade Level Based on Month</i>	Below O 2.9 and Below	Below P 3.2 and Below	Below P 3.5 and Below	Below Q 3.7 and Below	Below R 3.9 and Below
Grade 5	September	1st TERM (November)	2nd TERM (February)	3rd TERM (April)	4th TERM (June)
TARGET LEVEL <i>F & P Instructional Level</i> <i>F & P Independent Level</i> <i>Grade Level Based on Month</i>	S+ R+ 4.9+	T+ S+ 5.2+	T - U+ S - T+ 5.5+	U+ T+ 5.7+	V+ U+ 5.9+
STRATEGIC INTERVENTION <i>F & P Instructional Level</i> <i>Grade Level Based on Month</i>	R (4.0 - 4.8)	S (4.3 - 5.1)	S - T (4.6 - 5.4)	T (4.8 - 5.6)	U (5.0 - 5.8)
INTENSIVE INTERVENTION <i>F & P Instructional Level</i> <i>Grade Level Based on Month</i>	Below R 3.9 and Below	Below S 4.2 and Below	Below S 4.5 and Below	Below T 4.7 and Below	Below U 4.9 and Below

Goals for Instructional/Independent Reading Levels – in Grades 6-8

- The Goals for Instructional and Independent Reading Levels serve as a guide. Please use a combination of anecdotal notes, running records, and reading assessments to accurately identify a need for strategic or intensive interventions.
- Please note that “+” includes the level and above; for example W+ indicates that the student is reading at level “W or Higher”

Grade 6	September	1st TERM (November)	2nd TERM (February)	3rd TERM (April)	4th TERM (June)
TARGET LEVEL <i>F & P Instructional Level</i> <i>F & P Independent Level</i> <i>Grade Level</i>	V/W+ U+ 5.9+	W+ V+ 6.2+	X+ W+ 6.5+	X+ W+ 6.7+	Y+ X+ 6.9+
STRATEGIC INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	U 5.0-5.8	V 5.3 - 6.1	W 5.6 - 6.4	W 5.8 - 6.6	X 6.0 - 6.8
INTENSIVE INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	Below U 4.9 and below	Below V 5.2 and below	Below W 5.5 and below	Below W 5.7 and below	Below X 5.9 and Below
Grade 7	September	1st TERM (November)	2nd TERM (February)	3rd TERM (April)	4th TERM (June)
TARGET LEVEL <i>F & P Instructional Level</i> <i>F & P Independent Level</i> <i>Grade Level</i>	Y+ X+ 6.9+	Y+ X+ 7.2+	Z+ Y+ 7.5+	Z+ Y+ 7.7+	Z+ Y+ 7.9+
STRATEGIC INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	X 6.0 - 6.6	X 6.3-7.1	Y 6.6 - 7.4	Y 6.8 - 7.6	Y 7.0 - 7.8
INTENSIVE INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	Below X 5.9 and Below	Below X 6.2 and below	Below Y 6.5 and below	Below Y 6.7 and Below	Below Y 6.9 and Below
Grade 8	September	1st TERM (November)	2nd TERM (February)	3rd TERM (April)	4th TERM (June)
TARGET LEVEL <i>F & P Instructional Level</i> <i>F & P Independent Level</i> <i>Grade Level</i>	Z+ Y+ 7.9+	Z+ Y+ 8.2+	Z+ Y+ 8.5+	Z+ Y+ 8.7+	Z+ Y+ 8.9+
STRATEGIC INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	Y 7.0 - 7.8	Y 7.3 - 8.1	Y 7.6 - 8.4	Y 7.8 - 8.6	Y 8.0 - 8.8
INTENSIVE INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	Below Y 6.9 and Below	Below Y 7.2 and Below	Below Y 7.5 and Below	Below Y 7.7 and Below	Below Y 7.9 and Below

Note: See pages 3 and 4 for information regarding Special Education: Students with Disabilities and English Learners (EL).

NOTE: By the End of Grade 3, Students should be exposed to the Grade 4 – 8 Text Dependent Analysis Rubric (below).

PSSA TEXT-DEPENDENT ANALYSIS SCORING GUIDELINES

Score Point	Description	Score Point	Description
4	<ul style="list-style-type: none"> Effectively addresses all parts of the task demonstrating in-depth analytic understanding of the text(s) Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Strong organizational structure that effectively supports the focus and ideas Thorough analysis of explicit and implicit meanings from text(s) to effectively support claims, opinions, ideas and inferences Substantial, accurate, and direct reference to the text(s) using relevant key details, examples, quotes, facts, and/or definitions Substantial reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose Skillful use of transitions to link ideas Effective use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	2	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) Weak organizational structure that inconsistently supports the focus and ideas Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat supports claims, opinions, ideas, and inferences Vague reference to the text(s) using some details, examples, quotes, facts, and/or definitions Weak reference to the main idea(s) and relevant details of the text(s) to support the writer's purpose Inconsistent use of transitions to link ideas Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
3	<ul style="list-style-type: none"> Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) Clear introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Appropriate organizational structure that adequately supports the focus and ideas Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer's purpose Appropriate use of transitions to link ideas Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	1	<ul style="list-style-type: none"> Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) Minimal evidence of an introduction, development, and/or conclusion Minimal evidence of an organizational structure Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions Minimal reference to the main idea(s) and/or relevant details of the text(s) Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

Instructional Factors in Writing 4-8

- Each term students must be exposed to multiple genres / modes of writing. Literature used throughout the school year will serve as an exemplar for content, focus, organization, style and conventions of language as aligned to specific genres / modes of writing.
- Students must be given the opportunity to identify, comprehend and use effective writing strategies.
- The incorporation of Writer's Workshop and/or use of a writing portfolio allows students to reflect on their growth as writers and provides a view of the student's development and growth over time.
- Writing may serve as a response to reading, as a means to express oneself, as a source of information, as a mechanism to defend arguments, as an instrument to persuade, or as the foundation for a literary work.
- Written pieces should be edited and revised to produce a publishable product that demonstrates a student's ability to appropriately address audience, content, and purpose.
- Writing may occur over extended periods of time as students brainstorm, research, plan, edit and revise their written work.

PSSA GRADES 3–5 OPINION SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Sharp, distinct opinion introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective order and organizational structure that support reasons and evidence • Substantial and relevant content that demonstrates a clear understanding of the purpose • Thorough elaboration with clearly presented reasons that are consistently supported with facts and details • Effective transitions that connect opinions and reasons • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience • Logical order and organizational structure that support reasons and evidence • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented reasons that are supported with facts and details • Clear transitions that connect opinions and reasons • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Vague opinion introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inconsistent order and organizational structure that somewhat support reasons and evidence • Inadequate, vague content that demonstrates a weak understanding of the purpose • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts and details • Inconsistent/limited transitions that somewhat connect opinions and reasons • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimal evidence of an opinion introduced, developed, and concluded with little awareness of task, purpose, and audience • Minimal order and organizational structure • Minimal content that demonstrates little or no understanding of the purpose • Undeveloped opinion with little support; may be a bare list • Minimal transitions that may or may not connect opinions and reasons • Ineffective formal style with little control of language* • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.

PSSA GRADES 3–5 NARRATIVE SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters • Effective narrative pattern that sequences events and provides a conclusion • Thorough elaboration that effectively supports the storyline • Effective use of narrative techniques to develop experiences and events • Effective use of transitions • Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details* • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clearly established situation/theme that orients the reader and introduces the narrator and/or characters • Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur • Sufficient elaboration that supports the storyline • Adequate use of narrative techniques to develop experiences and events • Clear use of transitions • Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details* • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters • Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion • Weak elaboration that somewhat supports the storyline • Limited use of narrative techniques to somewhat develop experiences and events • Inconsistent/limited use of transitions • Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details* • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimal evidence of a situation/theme • Minimal sequencing of events that may or may not establish a narrative pattern • Minimal elaboration that may or may not support the storyline • Minimal use of narrative techniques • Minimal use of transitions • Insufficient control of language (words, phrases, and sensory details)* • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.

PSSA GRADES 3–5 INFORMATIVE/EXPLANATORY SCORING GUIDELINES

Score Point	Description
4	<p>Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience</p> <p>Effective order and organizational structure that develop a topic</p> <p>Substantial and relevant content that demonstrates an understanding of the purpose</p> <p>Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details</p> <p>Effective transitions that connect ideas and concepts</p> <p>Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Consistent control of sentence formation</p> <p>Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with</p>
3	<p>Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience</p> <p>Adequate order and organizational structure that develop a topic</p> <p>Adequate and relevant content that demonstrates an understanding of the purpose</p> <p>Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details</p> <p>Clear transitions that connect ideas and concepts</p> <p>Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Adequate control of sentence formation</p> <p>Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with</p>
2	<p>Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience</p> <p>Inconsistent order and organizational structure that somewhat develop a topic</p> <p>Inadequate, vague content that demonstrates a weak understanding of the purpose</p> <p>Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details</p> <p>Inconsistent/limited transitions that somewhat connect ideas and concepts</p> <p>Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety*</p> <p>Inconsistent control of sentence formation</p> <p>Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning</p>
1	<p>Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience</p> <p>Minimal order and organizational structure</p> <p>Minimal content that demonstrates little or no understanding of the purpose</p> <p>Undeveloped writing with little support; may be a bare list</p> <p>Minimal transitions that may or may not connect ideas and concepts</p> <p>Ineffective formal style with little control of language*</p> <p>Minimal control of sentence formation</p> <p>Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with</p>

*This bullet point does not apply at grade 3.

PSSA 6–8 ARGUMENTATIVE SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Sharp, distinct claim made convincing through a thoughtful and substantiated argument with evident awareness of task, purpose, counterargument,* and audience • Effective organizational strategies and structures that logically support reasons and evidence • Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose • Thorough elaboration that includes a clear position that is consistently supported with precise and relevant evidence • Effective transitions that connect and clarify ideas and concepts • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clear claim made convincing through a credible and substantiated argument with general awareness of task, purpose, counterargument,* and audience • Adequate organizational strategies and structures that support reasons and evidence • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration that includes a clear position that is supported with relevant evidence • Appropriate transitions that connect and clarify ideas and concepts • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Claim may lack a credible and/or substantiated argument; limited awareness of task, purpose, counterargument,* and audience • Inadequate organizational strategies and structures that ineffectively support reasons and evidence • Inadequate, vague content that demonstrates a weak understanding of the purpose • Insufficient elaboration that includes an underdeveloped position supported with little relevant evidence • Inconsistent transitions that somewhat connect ideas and concepts • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimal evidence of a claim that lacks a credible and/or substantiated argument with little awareness of task, purpose, counterargument,* and audience • Minimal organizational strategies and structures • Minimal content that demonstrates little or no understanding of the purpose • Underdeveloped position with little support; may be a bare list • Minimal transitions that may or may not connect ideas and concepts • Ineffective formal style with little control of language • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

* Counterargument is not required at grade 6.

PSSA GRADES 6–8 NARRATIVE SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Distinctly established context and point of view that effectively orient the reader and introduce the narrator and/or characters • Skillful narrative pattern/storyline that clearly sequences events and provides a conclusion • Thorough elaboration that effectively supports the writer's purpose • Effective use of narrative techniques to develop characters, experiences, and/or events • Effective use of a variety of transitional words and phrases • Precise control of literary devices, sensory language, and sentence structure that clearly conveys experiences and events • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clearly established context and point of view that orients the reader and introduces the narrator and/or characters • Adequate narrative pattern/storyline that sequences events; minor interruptions to the sequence may occur • Adequate elaboration that supports the writer's purpose • Adequate use of narrative techniques to develop characters, experiences, and/or events • Appropriate use of transitional words and/or phrases • Appropriate control of literary devices, sensory language, and sentence structure that conveys experiences and events • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Weakly established context and point of view that inconsistently orients the reader and introduces the narrator and/or characters • Weak narrative pattern/storyline that inconsistently sequences events; interruptions to the sequence may detract from the story • Weak elaboration that somewhat supports the writer's purpose • Inconsistent/limited use of narrative techniques • Inconsistent/limited use of transitional words and/or phrases • Limited control of literary devices, sensory language, and sentence structure that inconsistently conveys experiences and/or events • Limited control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimally established context and/or point of view • Minimal narrative pattern/storyline that may or may not sequence events • Minimal elaboration that may or may not support the writer's purpose • Minimal use of narrative techniques • Minimal use of transitional words and/or phrases • Minimal control of literary devices, sensory language, and sentence structure • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

PSSA GRADES 6–8 INFORMATIVE/EXPLANATORY SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective organizational strategies and structures that develop a topic • Substantive, specific, and relevant content that demonstrates a clear understanding of the purpose • Thorough elaboration with clearly presented information that is consistently supported with well-chosen facts, examples, and concrete details • Effective transitions that connect and clarify ideas and concepts • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience • Adequate organizational strategies and structures that develop a topic • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented information that is supported with well-chosen facts, examples, and concrete details • Appropriate transitions that connect and clarify ideas and concepts • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Incomplete topic introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inadequate organizational strategies and structures that somewhat develop a topic • Inadequate, vague content that demonstrates a weak understanding of the purpose • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details • Inconsistent/limited transitions that somewhat connect ideas and concepts • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience • Minimal organizational strategies and structures • Minimal content that demonstrates little or no understanding of the purpose • Undeveloped writing with little support; may be a bare list • Minimal transitions that may or may not connect ideas and concepts • Ineffective formal style with little control of language • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

Digital Literacy and Technology Skills

The purpose of assessing digital literacy and technology skills is to measure levels of proficiency as indicated in Pennsylvania Business, Computers and Informational 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 and reports. **See the Curriculum Engine for additional resources**

Scoring: Multiple assessments are needed to calculate one report card grade.

Assessments for each marking period should be based on the following Digital Literacy and Technology Strands:

- Computing and Society: Internet Safety
- Digital Tools and Collaboration
- Digital Media and Literacy
- Computer Science Fundamentals and Coding

Health Education

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, human growth and sexuality, tobacco, alcohol and other drugs, consumer health, environmental health, nutrition, physical activity, injury prevention and disease prevention. Health Education **skills** include the 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 and decision-making skills to enhance health and 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.

First Term	Nutrition Physical Activity
Second Term	Personal Health Mental Health Human Growth and Sexuality
Third Term	Disease Prevention Injury Prevention
Fourth Term	Tobacco, Alcohol and Other Drugs Consumer Health Environmental Health

Health Education Assessment Project

Health Education Assessment Project (HEAP) resources and materials include an assessment framework for elementary, middle and high school Health Education concepts and skills, performance tasks that support Health concepts and skills and rubrics to score student work. The project also has a literature-based component entitled, *A HEAP of Books*. Materials are only available with professional development, through the Office of Health, Safety, and Physical Education.

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.

Physical Education Instructional Strands K-12
Physical Fitness
Skills Development
Self-Confidence/Self-Reliance/Social Responsibility
Movement

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.

Physical Education, Continued

By the end of grade eight, students will:

10.4.8 Physical Activity

- A. Identify, engage in and analyze moderate to vigorous physical activities that support achievement of personal fitness and activity goals.
- B. Explain and analyze the positive and negative effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- C. Identify and analyze ways to monitor body responses during moderate to vigorous activity.
- D. Describe and analyze factors that affect physical activity preferences of adolescents, participation in physical activity and motor skill improvement.
- E. Identify and analyze the effects of positive and negative interactions of group members in physical activities.

10.5.8 Concepts, Principles and Strategies of Movement

- A. Explain, describe and apply the components of skill-related fitness to movement performance.
- B. Identify, describe and apply the concepts of motor skill development to a variety of basic skills.
- C. Identify, describe and apply practice strategies for skill developments and improvement.
- D. Identify, describe and apply the principles of exercise to the components of health-related and skill-related fitness.
- E. Identify, analyze and use scientific principles that affect basic movement and skills using appropriate vocabulary.
- F. Identify, describe and apply game strategies to basic games and physical activities.

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:

Finished projects (individual/group), portfolios, journal entries, reflective writings, rubrics, quizzes/tests, anecdotal records, reports, sketches, notebooks, peer reviews, oral presentations, checklists, logs, class participation and homework.

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:

Art Production	Demonstration of technical skill using variety of media, techniques and processes Understanding and application of elements and principles
Art history and cultural contexts	Responding perceptively to works of art and artifacts from diverse cultures
Art criticism	Describing, analyzing and synthesizing to making informed judgments
Aesthetics	Reflective thinking about the meaning of art and its role in society.
Class participation	
Homework	

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:

1. performing, listening/responding, and creating;
2. providing multicultural and historical perspectives of music that reflect a wide diversity of peoples, styles, and times; and
3. 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)	25%
Elements & Principles: rhythm, melody, form, dynamics	15%
Historical and Cultural Contexts	15%
Critical Response	15%
Aesthetic Response	10%
Class Participation	20%

Dance

Instructional Factors in Dance

Teachers are encouraged to use multiple opportunities throughout the term to evaluate student progress in dance. Assessment for each term should be based on the student engagement in following:

Performance	Demonstrates knowledge of varied dance styles
Dance Concepts	Identifies and interprets dance vocabulary (body alignment, balance, flexion, extension, isolation)
Dance	Executes movements with shifting weight, elevation and landing; fall and recovery using basic dance steps and patterns using isolation and whole body movements
Listening	Responds to changes in tempo and rhythms
Repertoire	
Class Participation	

Theatre

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 is unique as it encompasses all of the arts. Due to the literature upon which it rests, theater is directly linked to the humanities. Since theater is a social art that depends on a collaborative group process, it is an excellent foundation upon which to build community, group dynamics, and 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. Research has shown a scientific correlation between the acting out of plays in school with direct improvements in the reading and writing scores of standardized tests. (Podlozny, A. (2000). Strengthening verbal skills through the use of classroom drama: A clear link. The Journal of Aesthetic Education v 34, # 3 and 4.)

In a theater course, students gain awareness of presentation styles and techniques often used in the performance assessments linked to the exhibition phase of project-based learning. Theater is inclusive to its core and enables all students to shine.

Theater project-based learning is directed by research. In Theater, research is called dramaturgy. This is the research needed to understand the time period of a play, the original concept and vision of the playwright, and the unique qualifiers of characters that facilitate the drama (tension and conflicts due to a character’s economic, education, or social status, the degree of individual or social liberty, and issues related to character prejudice such as economic, gender, ethnic, or racial equality). Teachers as directors facilitate research methods and offer ideas on the resources available in supporting the successful completion of theater integrated projects.

Due to the complex nature of this kind of research, theater can also be an excellent foundation upon which to facilitate character education programs. Since a staged performance takes place on a specific date, theater teaches students the discipline of maintaining work timelines and schedules.

Theater naturally creates a bond between school, family, and the larger community in celebration of learning and life. Theater allows for diverse theatrical experiences drawn from individual student traditions and cultures and is a natural foundation for the study of citizenship and units in multiculturalism.

A balanced theater education curriculum, regardless of the theatric forms or styles selected, includes a variety of learning experiences in all four of these discipline areas:

Theater Vocabulary	Stanislavski or method acting, dramaturgy, character development, key names or trends in theater history
Play Writing	Write plays, scripts and or scenarios
Theater Engagement	Communicating with others through interactive storytelling, enhanced story reading, puppetry, enhanced retelling
Theater Research	Asking questions, researching, and theorizing about characters as they experience drama while researching the cultural, social, historical, and philosophical contexts of the play

Theatre, Continued

Scope and Sequence

The Scope and Sequence lists the standards, skills, and assessment methods describing what students should know and be able to demonstrate at each grade level. This guide for instruction provides the teacher with the sequence or order in which each concept is to be taught. In primary grades, teachers facilitate class-wide projects. Each child will maintain a portfolio that reflects his/her unique participation in individual or collective projects.

Assessment in Theater shall include both class participation and basic theater skills:

Performance	Demonstrates knowledge of varied theater skills in interactive storytelling, enhanced story reading, acting, or enhanced retelling
Theater concepts	Identify and interpret theater vocabulary (dramaturgy, character, script, scene, stage, set)
Script writing	Characters, dialogue, setting, dramatic focus
Listening	Respond to direction
Portfolio	
Class participation	

4 – 8 Theater Education Rubric

Four assessments are needed in one term to calculate the mark. Assessment is not cumulative. The assessment for each term reflects the student's progress on the skills and concepts taught during that term. By the third term, performance in all areas should be assessed and coded.

Theater	A 90-100	B 80-89	C 70-79	D 60-69
<p>Standard A.</p> <p>Students know and use the elements and principles of Theater. (Scenario, voice)</p>	<p>Appropriate use of theatric tools:</p> <ul style="list-style-type: none"> • writes dialogue • dramatic voice • defined gestures • stage space 	<p>Appropriate use of theatric tools:</p> <ul style="list-style-type: none"> • writes monologue • voice • gestures • personal space 	<p>Use of some theatric tools:</p> <ul style="list-style-type: none"> • voice • gestures 	<p>Inadequate use of theatric tools:</p> <ul style="list-style-type: none"> • voice
<p>Standard B.</p> <p>Students recognize, know, use and demonstrate a variety of theater elements and principles to produce original works in Theater.</p>	<p>Theatric skill demonstrations:</p> <ul style="list-style-type: none"> • Projected voice • Interpretative expression • Engaging script writing • Full range of stage movement 	<p>Theatric skill demonstrations:</p> <ul style="list-style-type: none"> • Strong voice • Dramatic expression • Organized script writing • Good range of movement 	<p>Theatric skill demonstrations:</p> <ul style="list-style-type: none"> • Clear voice • Script writing • Some range of movement 	<p>Little Theatric skill demonstration:</p> <ul style="list-style-type: none"> • Uneasy voice • Disorganized writing • Little range of movement

Instructional Factors in World Language

Assessment in World Language classrooms is ongoing with teachers assessing students' communicative skills. Students are encouraged to speak in the target language whenever possible. The quality of student communication in the target language improves with consistent practice.

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 use to measure performance and achievement levels:

Teacher made oral and written tests
Quizzes
Projects
Peer assessment
Presentations (individual and group)
Journals
Projects
Research reports
Portfolios
Class work and participation
Oral and written (individual and group) discussion
Field trips to historical/ cultural institutions
Interviews
Debates