

ELEMENTARY AND SECONDARY STUDENT EVALUATION

Mingo County's K-3 and 4-6 Programs of Studies cover the content areas of reading/language arts, mathematics, art, music, science, health, physical education and social studies. Included in these content areas are essential competencies to be taught to all students and competency requirements which should be mastered on each grade level. This skill continuum should serve as a basis for evaluation and grading. The child's performance in relationship to the skills taught will determine the grade.

Students in Kindergarten are graded on the basis of specific skill knowledge. The academic progress in the skills categories is indicated on the Pupil Progress Report as being introduced, accomplished, and not mastered. The progress report is distributed four times a year during the months of November, January, April and June. The skills designated on the report card serve as a basis of the parent/teacher conference, to be held on request by teacher and/or parent.

In grades 1-3 the report card is issued at the end of each six-weeks period. Work habits and social attitudes are evaluated by teacher judgment and discussed with the student in a conference setting. Cumulative records in reading and mathematics indicate the student's placement in materials. The student's knowledge of reading/language arts and mathematics is shown by performance of essential competencies and competency requirements in the K-3 Program of Studies. Evaluation in the other subject areas will be based on mastery of skills/content as specified in the other curricular Programs of Studies.

Markings to indicate performance on the report card are:

Outstanding	"A"	93 - 100
Commendable	"B"	85 - 92
Satisfactory	"C"	77 - 84
Needs Improvement	"D"	69 - 76
Condition		68
Fail		67

In grades 4-6 the report card is distributed at the end of each six weeks. Work habits and social attitudes are evaluated by teacher judgment and discussed with the student in a conference setting. Cumulative records show the student's placement in reading and mathematics materials. Because all children do not achieve at the same level, it is necessary that they be properly grouped in reading and mathematics. Instruction and evaluation must be considered at each individual's placement level. Following are the marks and interpretation: