

Dear Centerville Families:

The **Art Department** would like to welcome you to an exciting new year of artistic expression! We value the arts at CES and look forward to experiencing your child's creativity unfold throughout the year. We hope to instill a lifelong love and appreciation of the arts in all of our students. The FCPS Elementary Art Curriculum (including standards and indicators) can be found on <http://fcpssteach.org/> (hold Ctrl and then click on the link. A new window will open for this site.) The curriculum is broken into **four areas: Aesthetics, History and Culture, Production, and Criticism**. Outlined below is the grading policy for art. This policy is based on revised FCPS grading policies and regulations. In grades 1-5, there are a series of Art Common Assessments (ACAs) that are given to all FCPS students to show growth and understanding in art. In class we will prepare your students and will provide study guides to take home and practice.

For kindergarten and 1st grade the grading codes are: Exceeding Expectations (EE), Meeting Expectations (ME), Approaching Expectations (AE), Developing Expectations (DE), and Not Evaluated at this time (NE). All other grades will receive letter grade of: A (Exemplary performance meeting grade level standards), B (Skilled performance in meeting grade level standards), C (Satisfactory performance in meeting grade level standards), D (Minimal performance in meeting grade level standards), or F (Unacceptable performance in meeting grade level standards).

For <u>grades 1-5</u>, Art grades will be determined using the following three areas:	Grades 1-2	Grades 3-5
Formative Assessments/ Art Common Assessments	20%	20%
Artwork	70%	70%
Participation	10%	10%

The grade for **Effort** will be awarded separately as follows: 4= Consistently, 3 =Most of the Time, 2 = Inconsistently, 1 = Rarely, 0 = Not Demonstrating.

Please do not hesitate to contact us if you have any questions. We are looking forward to an exciting, challenging, and fun year with your child in art!

Sincerely,

Mrs. Dudek

Mrs. Johnson

Mrs. Wood

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Dear Centerville Families:

The **Music Department** would like to welcome you to an exciting new year of musical expression! We value the arts at CES and look forward to experiencing your child's creativity unfold throughout the year. We hope to instill a lifelong love and appreciation of the arts in all of our students.

The FCPS Elementary Music curriculum (including standards and indicators) can be found on <http://education.fcps.org/vpaelem/> (Hold Ctrl and then click on the link. A new window will open for this site.) The curriculum is broken into **four areas: Aesthetics, History & Culture, Creative Expression & Production, and Criticism & Evaluation.**

Below, you will find the music grading system used at CES. This system is based off FCPS grading guidelines and also follows the new report card codes. Music grades will communicate your child's mastery of curriculum standards and indicators, progress toward meeting standards and indicators, as well as an indication of participation and effort. In grades 1-5, there are a series of Music Common Assessments (MCAs) that are given to all FCPS students to show growth and understanding in music. In class, we will prepare your students and will provide study guides to take home and practice.

For kindergarten, student progress will be assessed in the following three areas:

- Participates in and responds to music
- Shows growth towards acquiring music skills and developing creativity
- Uses music vocabulary

Kindergarten and Grade 1 grading codes are Exceeding Expectations (EE), Meeting Expectations (ME), Approaching Expectations (AE), Developing Expectations (DE), and Not Evaluated at this time (NE). **Grades 2, 3, 4, and 5** will follow the A, B, C, D, and F letter grading system.

Music grades will be determined using the following breakdown. On the report card for grades 1-5, the **effort score** (4, 3, 2, 1, or 0) will be separate from their overall music grade.

Categories/Grade Level	Kindergarten	1 st grade	2 nd grade	3 rd - 5 th grade
Lessons Activities and Assessments (Lesson culminating activities, Performance Assessments, based on mastery of specific curricular standards/indicators)	40%	40%	40%	45%
Assessments (county level assessments, formative assessments)	0%	15%	15%	15%
Lesson Participation (Learning process for specific standards and indicators)	50%	35%	35%	30%
Effort (Teacher's observation of the level of participation)	10%	10%	10%	10%

Please do not hesitate to contact us if you have any questions. We are looking forward to an exciting, challenging, and fun year with your child in music! Please check out our CES music website at sites.google.com/site/cesmusicteam (Hold Ctrl and then click on the link. A new window will open for this site.).

Sincerely,

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Miss Lerch

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Mrs. Lohr

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Physical Education Assessments and Grading Guidelines

The Physical Education Curriculum Office would like to welcome you to an exciting year of fitness and fun! We want all of our students to develop a lifelong love and desire for fitness, health, and physical activity. As our nation confronts an obesity epidemic, we are dedicated to our mission of **“Inspiring others to pursue a healthy and physically active lifestyle.”**

It is important to monitor progress and measure how much students are learning in physical education. The assessment process is vital to that understanding. Below is a summary of that process; however, you can access much more detailed information, along with many other resources, via the FCPS Health & PE Website <http://education.fcps.org/healthpek12>.

The physical education curriculum can be accessed on the website in the box titled “Essential Curriculum.” It is broken into six areas or “Standards”:

1. Skillfulness
2. Biomechanical Principles
3. Motor Learning Principles
4. Exercise Physiology
5. Physical Activity
6. Social-Psychological Principles

Progress is measured in multiple ways to determine mastery of the curriculum standards listed above. Exit Outcome Assessments are one way. These are summative assessments that measure all three domains of learning. They are given to every student in Frederick County Public Schools. The purpose of these assessments is to evaluate students’ understanding of what they should know and be able to do. A minimum of two Exit Outcome Assessments will be given per term. Parents will receive an End-of-the-Year Exit Outcome Report to communicate their child’s level of performance on these assessments. Look under “Assessments” and click on “Exit Outcomes” on the website for more specific information. You will also find a rubric on the website for determining your child’s ability to meet the expectations for daily student responsibility.

Another way for teachers to measure student progress is through formative assessments. These assessments are teacher-created and can include: written tests and quizzes, self-assessments, peer assessments, teacher observations, exit questions, task sheets, performance assessments, journal entries, and other forms of classwork. Formative assessments help teachers to make instructional decisions. They also inform students about their progress toward meeting other curricular indicators or toward the Exit Outcomes.

This year, all elementary students will receive two grades in Physical Education. Each student will receive a grade for Demonstrating Skills and Concepts as well as a grade for Effort. The demonstration of skills and concepts will be based on the following:

70% - Demonstrating Appropriate Skills; Skill Performance Assessments (Psychomotor Domain)

30% - Demonstrating Knowledge of Concepts; Exit Outcomes, Summative Tests/Quizzes (Cognitive Domain)

A student’s Effort grade will be determined by a weekly evaluation of the student’s ability to meet personal and social responsibility. The teacher will use a 4-point rubric to make this weekly determination based on the following:

- Students will come dressed appropriately for physical activity and be prepared for class
- Students will demonstrate regard for safety and appropriate use of equipment.
- Students will demonstrate working effectively with others.
- Students are expected to participate actively throughout the class period.

In order to positively impact students’ health and fitness, parents must be partners. Together we can help your child learn the importance of a healthy lifestyle. Please encourage your child to participate in daily activity experiences outside of the school day as well.

Please don’t hesitate to contact your child’s physical education teacher for more information. Or, contact the Physical Education Curriculum Office at 191 South East St., Frederick, MD 21701 or (301) 644-5161.