



# The School District of Pickens County Weightings Assessment Guidelines

Assessment is a key component of an instructional program. The following table lists the weightings of assessments and a **\*MINIMUM NUMBER OF ASSESSMENTS\*** expected in each category (shown in parenthesis). Examples of assessments are also listed. Homework and home projects done outside of school may count for no more than 10% of the total quarterly grade and be included in minor assessments. Homework should be practice. Home projects at the elementary level should be completed with the support of the teacher. Extra credit should not be assigned for activities such as food drives, wearing spirit attire, meeting MAP goals, etc.

Level	Content Area	Minor Assessments	Major Assessments
<b>Elementary (Grades 3-5)</b> (PK, K, 1 <sup>st</sup> and 2 <sup>nd</sup> use checklist/portfolio assessments)	<b>Reading</b>	<b>(7*) 60%</b> Phonemic Awareness/Phonics, Vocabulary, Oral Reading Accuracy & Fluency Assessments, Comprehension Strategies and Skills, Retelling, Responses to Literature, Observations, Checklists, Harcourt Skills Tests, etc.	<b>(2*) 40%</b> Selection Assessments, Novel/Chapter Book Tests, Skills Test
	<b>Language Arts</b> (Writing, Research and Language Skills)	<b>(7*) 60%</b> Response Journals, Learning Logs, Writing Conventions, Writing Process, Writing Rubrics, Research Process, Reference Materials, Presentation Rubrics, Writing Prompts, Constructed Responses, Anecdotal Records, Observation Checklists, etc. Spelling is embedded.	<b>40% (1*) Writing Portfolio</b> <b>(2*) Major Tests</b>
	<b>Math</b>	<b>(7*) 60%</b> Grades based on daily activities/assignments including subject-specific content knowledge, process skills including communication, and/or effort; quizzes, writing assignments, observation, checklists, extending/refining assignments, presentations, performance assessments	<b>(2*) 40%</b> examples include: major tests, culminating projects, performance assessments, portfolios; grades should be based on subject-specific content knowledge, process skills including problem solving and communication
	<b>Science</b>	<b>(5*) 60%</b> Grades based on daily activities/assignments including subject-specific content knowledge, process skills including communication, and/or effort; quizzes, science lab participation, science lab/class journal entries, writing assignments, observation, checklists, extending/refining assignments, presentations, performance assessments	<b>(2*) 40%</b> major tests, culminating projects, performance assessments, portfolios, science fair projects; grades should be based on subject-specific content knowledge, process skills including problem solving and communication
	<b>Social Studies</b>	<b>(5*) 60%</b> Grades based on daily activities/assignments including subject-specific content knowledge including map skills, quizzes, writing/research assignments, observation, rubrics/checklists, extending/refining assignments, presentations, performance assessments.	<b>(2*) 40%</b> major tests, culminating projects and performances; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills
	<b>Physical Education</b>	<b>(2*) Active Class Participation and Effort</b> Students are on task and actively engaged in standards-based learning experiences. Effort refers to energy expended to achieve competency. Effort also includes teamwork, sportsmanship, cooperation, following procedures to complete tasks, and work completion. Students must be dressed for physical activity in order to participate safely in class activities. One participation grade should be documented at mid-term and end-term.	<b>(1*) Standards-Based Assessment</b> These assessments may be formal or informal, written or performance oriented, projects, skill development, portfolios, rubrics, checklists, etc. At least 1 standards-based assessment should be recorded each quarter.
	<b>Art &amp; Music</b>	<b>(2*) Active Class Participation</b> The following may be included within this category: students' on-task attention, following directions, work with other students, taking care of materials/instruments, wise use of time on projects, minor quizzes or projects, homework or required outside activities. One participation grade should be documented at mid-term and end-term.	<b>(1*) Standards-Based Assessment</b> Included within this category are larger standards-based projects or performances, portfolios or group based activities, based on rubrics or established guidelines within the discipline. At least 1 standards-based assessment should be recorded for each major project, with a minimum of 1 per quarter.
	<b>K-12<sup>th</sup> Academic Support</b>	<b>(8*) 80% Active Class Participation, Performance and Effort</b> Students are on task and actively engaged in standards based learning experiences. Grades may be based on daily activities/assignments including subject-specific content knowledge including quizzes, assignments, observation, rubrics/checklists, extending/refining assignments, presentations, performance assessments.	<b>(2*) 20% Assessments</b> Assessments might include, but are not limited to: Major tests, culminating projects and/or timed performance oriented assessments, performance oriented products. The assessments may be formal or informal.



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Level	Content Area	Minor Assessments	Major Assessments
<b>Middle School</b>	<b>English Language Arts</b>	<b>(6*) 50%</b> Including but not limited to quizzes (vocabulary, reading, skill based), small writing assignments, journals, write to learn assignments, informal oral presentations, other class work and homework	<b>50% (1*) Writing Portfolio</b> <b>(2*) Major Tests</b> Including but not limited to tests, formal writing, portfolios, research based products, culminating products (i.e. group or individual presentations, etc.)
	<b>Math</b>	<b>(6*) 50%</b> Grades based on subject-specific content knowledge and process skills including problem solving and communication; examples include class work, homework, quizzes, writing assignments, extending/refining assignments, presentations, performance assessments	<b>(3*) 50%</b> Grades should be based on subject-specific content knowledge, process skills including problem solving and communication; examples include major tests, culminating projects, performance assessments, portfolios
	<b>Science</b>	<b>(6*) 50%</b> Grades based on subject-specific content, thinking/reasoning skills, communication skills; may include quizzes, journals, informal writing assignments, informal oral presentations, informal laboratory write-ups/reports, homework, class work. Laboratory experiences should be designed to explore subject specific content.	<b>(3*) 50%</b> Grades based on subject-specific content knowledge, thinking/reasoning skills, and communication skills; may include tests, research based products, culminating products, major oral presentations, formal lab write-ups and presentations. Laboratory experiences should be designed to explore subject specific content.
	<b>Social Studies</b>	<b>(6*) 50%</b> Grades based on daily activities/assignments including subject-specific content knowledge including map skills, quizzes, writing/research assignments, observation, rubrics/checklists, extending/refining assignments, presentations, performance assessments.	<b>(3*) 50%</b> Major tests, culminating projects and performances; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills
	<b>Physical Education</b>	<b>(6*) 50% Active Class Participation and Effort</b> Students are on task and actively engaged in standards-based learning experiences. Effort refers to energy expended to achieve competency. Effort also includes teamwork, sportsmanship, cooperation and following procedures to complete tasks. Students must be dressed for physical activity in order to participate safely in class activities	<b>(2*) 50% Standards-Based Assessments</b> These assessments may be formal or informal, written or performance oriented, projects, skill development, portfolios, rubrics, checklists, etc. At least 2 standards-based assessments should be recorded each quarter
	<b>Art &amp; Music</b>	<b>(6*) 50% Active Class Participation</b> Assessments might include, but are not limited to: quizzes, in-class work, homework, ensemble work, small scale individual or group projects/performances, written, oral, visual, aural or kinesthetic activities, participation/effort in individual or group work	<b>(3*) 50% Standards-Based Assessments</b> Assessments might include, but are not limited to: ensemble performances, group or individual projects or portfolios, original compositions, choreography, or works of art, final productions, major tests, inter-disciplinary projects
	<b>Modern Languages</b>	<b>(6*) 50%</b> Interpretive Tasks (15%) one way listening or reading such as a news broadcast; Interpersonal Tasks (20%) two way speaking activity such as interview or debate; Presentational Tasks (15%) formal speaking or writing activity for an audience such as advertisement, speech or essay	<b>(3*) 50%</b> Interpretive Tasks (15%) one way listening or reading such as a news broadcast; Interpersonal Tasks (20%) two way speaking activity such as interview or debate; Presentational Tasks (15%) formal speaking or writing activity for an audience such as advertisement, speech or essay
	<b>CTE Courses</b>	<b>(6*) 60% Active Class Participation, Performance and Effort</b> Students are on task and actively engaged in standards based learning experiences. Grades may be based on daily activities/assignments including subject-specific content knowledge including quizzes, assignments, observation, rubrics/checklists, extending/refining assignments, presentations, performance assessments.	<b>(3*) 40% Assessments</b> Assessments might include, but are not limited to: Major tests, culminating projects and/or timed performance oriented assessments, performance oriented products. The assessments may be formal or informal.

**CTE Courses:** Business, Agricultural Education, Family and Consumer Sciences, Industrial Technology, and Careers Courses

Middle School Carnegie Classes follow High School Weightings



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Level	Content Area	Minor	Major
<b>High School</b>	<b>English Language Arts</b>	<b>(6*) 40%</b> including but not limited to quizzes (vocabulary, reading, skill based), small writing assignments, journals, write to learn assignments, informal oral presentations, other class work and homework	<b>60% (1*) Writing Portfolio</b> <b>(2*) Major Tests</b> Including but not limited to tests, formal writing, portfolios, research based products, culminating products (i.e. senior projects, research papers, group or individual presentations, etc.) (If course has an End of Course exam, this exam must count as 20% of the final grade)
	<b>Math</b>	<b>(6*) 40%</b> Grades based on subject-specific content knowledge and process skills including problem solving and communication, examples include class work, homework, quizzes, writing assignments, extending/refining assignments, presentations, performance assessments. Communication skills include written, oral, and technology-related communication.	<b>(3*) 60%</b> Grades should be based on subject-specific content knowledge and process skills including problem solving and communication, examples include major tests, culminating projects, performance assessments, portfolios. Communication skills include written, oral, and technology-related communication. (If course has an End of Course exam, this exam must count as 20% of the final grade)
	<b>Science</b>	<b>(6*) 40%</b> Grades based on subject-specific content, thinking/reasoning skills, communication skills; may include quizzes, journals, informal writing assignments, informal oral presentations, informal laboratory write-ups/reports, homework, class-work. Laboratory experiences should be designed to explore subject specific content.	<b>(3*) 60%</b> Grades based on subject-specific content knowledge, thinking/reasoning skills, communication skills; may include tests, research based products, culminating products, major oral presentations, formal lab write-ups and presentations. Laboratory experiences should be designed to explore subject specific content. (If course has an End of Course exam, this exam must count as 20% of the final grade)
	<b>Social Studies</b>	<b>(6*) 40%</b> Grades based on daily activities/assignments including subject-specific content knowledge including map skills, quizzes, writing/research assignments, observation, rubrics/checklists, extending/refining assignments, presentations, performance assessments.	<b>(3*) 60%</b> Major tests, culminating projects and performances; grades may be based on subject-specific content knowledge, thinking/reasoning skills, communication skills (If course has an End of Course exam, this exam must count as 20% of the final grade)
	<b>Physical Education</b>	<b>(6*) 50% Active Class Participation and Effort</b> Students are on task and actively engaged in standards-based learning experiences. Effort refers to energy expended to achieve competency. Effort also includes teamwork, sportsmanship, cooperation, and following procedures to complete tasks. Students must be dressed for physical activity in order to participate safely in class activities.	<b>(2*) 50% Standards-Based Assessments</b> These assessments may be formal or informal, written or performance oriented, projects, skill development, portfolios, rubrics, checklists, etc. At least 2 standards-based assessments should be recorded each quarter
	<b>Art &amp; Music</b>	<b>(6*) 40% Active Class Participation</b> Assessments might include but are not limited to: homework, class work, quizzes, minor individual or group projects, evaluation of skill development, written or performed tasks, ensemble cooperation and on-task skills	<b>(3*) 60% Standards-Based Assessments</b> Assessments might include but are not limited to: large-scale class, school or community performances or finished artistic projects for portfolio or exhibition, arts integration projects, individual research-oriented papers, major tests
	<b>Modern Languages</b>	<b>(6*) 40%</b> Interpretive Tasks (10%) one way listening or reading such as a news broadcast; Interpersonal Tasks (20%) two way speaking activity such as interview or debate; Presentational Tasks (10%) formal speaking or writing activity for an audience such as advertisement, speech or essay	<b>(3*) 60%</b> Interpretive Tasks (20%) one way listening or reading such as a news broadcast; Interpersonal Tasks (20%) two way speaking activity such as interview or debate; Presentational Tasks (20%) formal speaking or writing activity for an audience such as advertisement, speech or essay
	<b>CTE Courses</b>	<b>(6*) 70% Active Class Participation, Performance and Effort</b> Students are on task and actively engaged in standards based learning experiences. Grades may be based on daily activities/assignments including subject-specific content knowledge including quizzes, assignments, observation, rubrics/checklists, extending/refining assignments, presentations, performance assessments.	<b>(3*) 30% Assessments</b> Assessments might include, but are not limited to: Major tests, culminating projects and/or timed performance oriented assessments, performance oriented products. The assessments may be formal or informal.

CTE Courses: Business, Agricultural Education, Family and Consumer Sciences and Career Center Courses. Drivers Education and AP Weightings are not included.