**Quarterly Effort Enhancement Grades**

(Examples include, but are not limited to, Art, Music, PE, Media, Technology, Spanish, Global Awareness, Dance, etc.)

Student performance in enhancement classes are assessed based on required curriculum objectives for each specific enhancement class and student observable skill level.

Progress will be indicated in each specific area by using the following number scale:

3 – Student **masters** the required objectives with consistent high quality.

2 – Student **masters most** required objectives and does what is required.

1 – Student **has not mastered** required objectives and does less than required.

---

**Work Habits**

Work habit skills provide an essential foundation for life-long learning for each individual student. The use of work habit skills help to create and maintain a positive learning climate for all students in our schools and are addressed, developed, and supported throughout the curriculum.

Student progress in work habits will be assessed by the following indicators:

+ – Student demonstrates proficiency of the work habit.

★ – Student needs improvement of the work habit.

---

**For More Information Visit:**

www.johnston.k12.nc.us

**Parents:**

Contact your child’s teacher or school
North Carolina’s *Standard Course of Study* defines the appropriate content standards for each grade level and provides a uniform set of learning standards for every public school in North Carolina. Based on a philosophy of teaching and learning that is consistent with current research, exemplary practices, and national standards, the *Standard Course of Study* is designed to support North Carolina educators in providing the most challenging education possible for the state’s students. The goal of these standards is to prepare all students to become career and college ready.

Schools communicate with parents and guardians about their child’s academic, behavior, and work habits throughout the year with progress reports and quarterly with report cards. Report cards and progress reports reflect learning standards from the Standard Course of Study and inform parents and students of progress toward the desired outcomes for yearly learning goals.

Johnston County Schools values a strong partnership and effective communication between home and school. In this endeavor, students in Kindergarten through second (K-2) grade will receive a new standards-based progress report and report card to serve as a tool in furthering a shared understanding about student growth.

Standards-based grading communicates student progress throughout the year in meeting end of year (EOY) expectations. Teachers assess student performance on learning standards which are specific and observable grade level skills defined in the K-2 elementary curriculum. *(JCS Board Policy 3400)*

### Academic Performance Skills Indicators

Standards-based grading uses academic performance indicators that are observable and objective. Standards are grade-level, end of year benchmarks that specify what students should know and be able to do at each grade level. They serve as a basis for our curriculum, instruction, and assessments, based upon a child’s individual achievement. Within the North Carolina Standard Course of Study, Johnston County Schools has identified priority standards for English Language Arts and Mathematics. These priority standards will be listed on the progress report and report card. The priority standards must be mastered by the end of the year to ensure readiness and success in the next grade level.

Below is a detailed explanation of each of the academic performance indicators:

- **M** – Indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standard. Students who receive “M” are completing the expected learning at end of year grade level standard. Mastery indicates that the student has reached a level of performance expected of grade level students for that standard with consistency, accuracy, independence, and quality. Instruction will: focus on more complex problems, offer more levels of challenge for the learner in application, and provide more in depth and critical thinking in the area of that standard.

- **P** – Indicates that the student is progressing toward consistent and independent mastery of/proficiency of the grade level standard. Students who are progressing toward the standard are demonstrating a level of understanding that is typically/appropriately expected during the course of the academic year.

- **B** – Indicates that the student is beginning to progress toward the grade level standard. Students who are beginning to progress toward a standard may require additional support, monitoring, and/or assistance for clarification in order to assist in progress and support.

- **N** – Indicates that the student is not yet demonstrating progress toward the grade level standard. Students who receive “N” are still acquiring prerequisite skills in order to understand the content of the grade-level standard. Students need additional assistance, increased time, smaller chunks of learning, and/or alternate strategies for gaining foundational standards that will lead to the grade level standards.