

FCA KINDERGARTEN ESSENTIAL STUDENT OUTCOMES

Essential Student Outcomes & Criteria	Specific EO Assessments & Criteria
LANGUAGE ARTS K	
• READ K	
By the end of the 2nd semester, the student will be able to read a DRA level 3 with 94% accuracy in the areas of fluency and comprehension.	DRA assessment booklet and corresponding script/packet-oral assessment
The student will read and decode CVC words	Saxon phonics-oral assessment
The student will identify and manipulate sounds in words - oral discussions and written responses of beginning, middle, and ending sounds, rhyming words, word families, counting syllables, and phoneme isolation.	Phonemic Awareness Assessment #4-oral assessment
The student will read the kindergarten level FRY word list at 70% accuracy.	FRY word assessment packet used K-5-oral assessment
• WRITING K	
The students will write one sentence (three to four words).	Written assessment with rubric-biblically integrated
The student will identify the parts of a sentence and identify organization as a writing trait.	Recite a poem-Identify and define organization, students identify capital, etc.-biblically integrated
MATH K	
The student will identify the following two dimensional shapes: circle, triangle, square, and rectangle.	Shapes Assessment-oral and biblically integrated
When given grade level appropriate word problems requiring either addition or subtraction, the student will be able to extrapolate the information correctly in order to solve the problem.	Saxon phonics worksheets 126 and 128-written assessment
The student will read and write time on a digital clock to the hour.	Student reads analogue clock and converts the time on to a digital clock-written assessment
The student will identify a penny and a dime and their values.	Student counts differing amounts of money and circles the corresponding price-written assessment
When given addition and subtraction equations with numbers below 10, the student will use manipulatives to solve addition and subtraction equations.	Student uses linking cubes to explain various addition and subtraction equations-oral assessment
SCIENCE K	
The student will classify objects by physical properties.	Students observe and categorize living and nonliving objects-written assessment
After matching an animal with its habitat, the student will explain how God designed the habitat to meet the needs of His animals.	Zoo field trip "Animal Habitats" booklet completion-written and biblical assessment
The student will identify 6 types of weather.	Identify type of weather with corresponding pictures-oral assessment
The student will label plant parts and needs.	Label plant parts and 3 basic plant needs-written assessment

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The student will identify the sun in the solar system, and identify heat and light as the two types of energy provided by the sun	On a colored and labeled display of the solar system, students identify parts outlined in the rubric-oral assessment
The student will identify each of the five senses and their function with everyday objects.	Students label each of the five sense and match each labeled sense with a given object-written and biblical assessment
SOCIAL STUDIES K	
The student will identify Jesus as the most important human in history.	Student gives three examples of why Jesus is the most important human-written and biblical assessment
The student will sing the names of the seven continents in a song.	Student sings song-oral assessment
The student will explore how work and money are connected.	Student sings song with corresponding hand motions-oral assessment
The student will compare how Christmas was celebrated in the past and how it is celebrated now.	Students complete a Venn diagram with a given word bank-written assessment that is biblically integrated
The student will evaluate information provided on a pictograph.	Students count items on two pictographs and answer questions about the information provided-written assessment
The student will identify appropriate classroom behavior.	Students answer true or false questions about appropriate classroom behavior and then write a sentence dictating two ways to be a good classroom citizen

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Essential Student Outcomes & Criteria	Specific EO Assessments & Criteria
LANGUAGE ARTS 1	
• READ 1	
By the end of the 2nd semester, the students will be able to read a DRA level 18 with 94% accuracy in the areas of fluency and comprehension.	Reading-DRA
The student will recognize and read words with short and long vowel sounds, digraphs, combination sounds and blends.	Reading-Running Record
The students will read the kindergarten and first grade level fry word list.	Reading-FRY words
• WRITING 1	
The students will orally explain two traits of good writing (organization and ideas).	Writing-traits-oral(Biblical Integration)
The students will write five sentence narrative paragraphs (beginning, middle, and end).	Writing-paragraphs
When given a list of sentences, the students will be able to label the following two parts of speech: nouns and verbs.	Grammar-parts of speech
When given a sentence, the students will identify beginning capitals and the proper pronoun "I", end marks, and correct spelling of kindergarten fry words.	Grammar
MATH 1	
The students will compose the following two dimensional shapes including the number of sides: circle, triangle, square, and rectangle.	Shapes-oral
When given grade level appropriate word problems requiring either addition or subtraction, the student will be able to extrapolate the information correctly in order to solve the problem.	Word Problems-written
The student will read and write time on an analog and digital clock to the half hour and full hour.	Time-written
The student will identify and give the value of a penny, dime, nickel, and a quarter, and be able to count the value of assorted pennies, nickels, and dimes.	Coins-written
The students will add all single digit numbers without regrouping. The students will subtract all single digit numbers without regrouping.	Adding and Subtracting without Regrouping-written
When given a number to the 10's place, the students will orally identify the place value of each digit in random order.	Place Value
SCIENCE 1	
The student will identify the four states of matter and their properties.	Science-physical
The student will distinguish the biblical truth of creation from the theory of evolution through the study of dinosaurs/fossils.	Science-life science

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The student will describe how God designed ocean animals to live in a watery habitat.	Science-life science
The student will identify the eight planets in order from the sun.	Science-earth and space
The student will identify the physical properties of rocks.	Science-earth and space
The student will match appropriate scientific tools (magnifying glass, balance scale, thermometer, etc.) with their intended use.	Science-scientific inquiry
SOCIAL STUDIES 1	
The students will identify George Washington and Abraham Lincoln and their impact on US history.	History-Notable Figures and Events (Written)
The students will analyze tables, charts, and graphs in order to interpret historical or economic data.	Economics-Charts and Graphs (Written)
The students will distinguish between needs and wants. The students will explore how work and money are connected in order to obtain needs and wants.	Junior Achievement (Written) (Biblical Integration)
The students will identify US patriotic symbols (Liberty Bell, Statue of Liberty, US flag, Washington Monument, Capitol and White House). The students will connect US national holidays (Independence Day, President's Day, and Martin Luther King Jr. Day) with their significance.	US Symbols/Holidays (Oral)
The students will locate all seven continents on a map and create a compass rose.	Geography-Seven Continents (Written)
The students will describe how communication and transportation have changed over time.	Timelines (Written)

FCA SECOND GRADE ESSENTIAL STUDENT OUTCOMES

Essential Student Outcomes & Criteria	Specific EO Assessments & Criteria
LANGUAGE ARTS 2	
• READ 2	
Reading Fluency and Comprehension ESO: By the end of 2nd semester, the students will be able to read a DRA level 28 with 94% accuracy in the areas of fluency and comprehension.	DRA Assessment
Word Recognition ESO: The students will read the first and second grade level fry word list.	Fry Word List, Words 51-200
• WRITING 2	
Grammar ESO: When given a list of sentences, the students will be able to label the following three parts of speech: nouns, verbs, and adjectives.	Label Parts of Speech Sentences
Grammar ESO: Students will be able to edit for capitals, end marks, and first grade fry words without assistance.	Worksheet
Writing ESO: The students will write a five sentence paragraph.	Explanatory Paragraph Rubric
Writing/Biblical ESO: The students will orally explain three traits of good writing (ideas, organization, and voice) and explain why God wants them to learn to be a good writer.	Personal Narrative Rubric
MATH 2	
Number and Operations ESO: The students will add all two-digit numbers using proper regrouping, and subtract two-digit numbers with no regrouping.	Worksheet
Place Value ESO: When given a number to the thousand's place, the students will orally identify the place value of each digit in random order.	Oral assessment
Geometry ESO: The students will compose the following 2 dimensional shapes including the number of sides: circle, triangle, square, rectangle, pentagon, hexagon, and octagon	Worksheet
Problem Solving ESO: When given grade level appropriate word problems requiring either addition or subtraction, the student will be able to extrapolate the information correctly in order to solve the problem.	Saxon Lesson 110-2, Written Assessment 21, Problem #1
Time ESO: The students will read and write time on an analog and digital clock to the half-hour and full hour.	Worksheet
Money ESO: The students will be able to identify and give the value of a penny, dime, nickel, quarter, and a dollar, and be able to count the value of assorted pennies, dimes, nickels and quarters.	Oral assessment

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SCIENCE 2	
Physical Science ESO: The students will identify that changes in speed and direction of motion are caused by forces such as pushes and pulls.	Worksheet
Life Science ESO: The students will create a food chain labeled with the following: producer, herbivore, omnivore, and carnivore.	Worksheet
Life Science ESO: The students will categorize animals according to three distinct habitats and explain how they are perfectly designed by God to live in that environment.	Worksheet
Earth and Space ESO: The students will label the phases of the moon.	Oral
Scientific Inquiry ESO: The students will display evidence of inquiry-based learning.	Scientific Inquiry Worksheet
Biblical ESO: The students will explain God's provision for His creation (both man and animals) based on Psalm 104:27.	Written Question on ESO #3 Assessment (see above)
SOCIAL STUDIES 2	
Historical Figures ESO: The students will identify how historical people (Columbus, Pilgrims, Martin Luther King, Jr.) influenced the history of our nation.	Worksheet
Timeline ESO: The students will outline the events of early settlement of America (1620) by the Pilgrims.	Worksheet
Geography ESO: The students will locate and name all seven continents, five oceans, USA, Colorado and label cardinal directions on a compass rose.	Worksheet
Analyze Data ESO: Students will analyze tables, charts, and graphs in order to interpret historical or economic data.	Worksheet
Economic ESO: The students will distinguish between needs and wants.	Worksheet
Economic ESO: The students will distinguish between goods and services in our community.	Worksheet

FCA THIRD GRADE ESSENTIAL STUDENT OUTCOMES

Essential Student Outcomes & Criteria	Specific EO Assessments & Criteria
LANGUAGE ARTS 3 <ul style="list-style-type: none"> READING 3 	
DRA: By the end of the 2nd semester, the students will be able to read a DRA level 38 with 94% accuracy in the area of fluency and a score of 19 in the area of comprehension.	DRA
Fry Words: Correctly spell the 2nd grade Fry words.	ESO Language Assessment - Spelling 2nd Grade Fry 3 ESO Language Assessment Key - Spelling 2nd Grade Fry 3
Fry Words: Correctly read the second and third grade level fry word list.	Student's Fry Records
<ul style="list-style-type: none"> WRITING 3 	
Classifying Sentences: When given a list of sentences, the students will be able to label the following four parts of speech: noun, verbs, adjectives, and adverbs.	ESO Language Assessment - Classifying Sentences 3
Editing Sentences: When given a sentence, the students will identify beginning capitals and proper nouns, end marks, and correct spelling of 2nd grade fry words (without assistance).	
Write a seven sentence two point expository paragraph.	ESO Language Assessment - 2 Point Expository Paragraph 3
6+1 Traits: When given a graphic organizer that includes the following four traits of good writing (organization, ideas, voice, and word choice), the students will define and explain the importance of those four traits.	ESO Language Oral Assessment - 6+1 Traits 3 ESO Language Oral Assessment Rubric - 6+1Traits 3
MATH 3	
Adding: correctly add three digit numbers with two addends using proper regrouping.	1.) ESO Math Assessment - Addition & Subtraction 3
Subtracting: correctly subtract two digit numbers with proper regrouping.	2.) ESO Math Assessment - Addition & Subtraction 3
Place Value: When given a number to the 100 thousand's place, the students will orally identify the place value of each digit in random order. <i>*Biblical Integration</i>	3a.) ESO Math Oral Assessment- Place Value 3 3b.) ESO Math Oral Assessment Rubric - Place Value 3 3c.) ESO Math Oral Assessment Directions - Place Value 3
Measurement: Measure and Calculate the perimeter of a four sided polygon to the exact inch.	Measuring Perimeter 3
Telling Time: read and write time on an analog clock to the five minute, quarter, half and full hour.	Telling Time 3

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Counting Money: count an assortment of coins to determine their value and illustrate a predetermined amount of money with correct monetary labels.	ESO Math Assessment - Counting Money 3
SCIENCE 3	
Matter: list the three most common a states of matter and give examples of each state as it changes by heating and cooling. (Physical Science)	1a.) ESO Science Oral Assessment Rubric - Common States of Matter 3 1b.) ESO Science Oral Assessment Directions - Common States of Matter 3
Solar System: Label the position of the sun in the solar system and describe how it affects our life on earth. (Earth and Space)	Solar System (Earth and Sun) BI 3
Rocks and Minerals: Name the 3 categories of rocks. (Earth and Space)	
Animals: Categorize animals into vertebrate and invertebrate groupings. (Life Science)	ESO Science Assessment - Classifying Animals 3
Life Cycles: Sequence life cycle stages of living organisms. (Life Science)	Life Cycles
Scientific Inquiry: Display evidence of inquiry based learning. (Scientific Inquiry)	Scientific Inquiry
SOCIAL STUDIES 3	
Notable Figures and Events: Describe how (Pocahontas, Squanto, George Washington and Abraham Lincoln) influenced the early development of the United States of America.	Biblical Integration
Chronology: Communicate the cause and effect of the civil War.	2a.) ESO Social Studies Oral Assessment Rubric - Civil War 3 2b.) ESO Social Studies Oral Assessment Cards - Civil War 3
Geography: Locate and name all seven continents, five oceans, and label the cardinal directions on a compass rose.	ESO Social Studies Oral Assessment - Continents, Oceans, and Compass Rose 3 4b.) ESO Social Studies Oral Assessment Rubric - Continents, Oceans, and Compass Rose 3 4c.) ESO Social Studies Oral Assessment Directions - Continents, Oceans, and Compass Rose 3
Locate and name all 50 states.	ESO Social Studies Assessment - 50 States
Charts & Tables: Analyze tables, charts, and graphs in order to interpret historical or economic data.	
Economics: Distinguish between goods and services in our community.	
Economics: Describe what a consumer is and how to make wise choices as a consumer.	
Civics: Students will identify the parts and leaders of local government (mayor, city council).	

FCA FOURTH GRADE ESSENTIAL STUDENT OUTCOMES

Essential Student Outcomes & Criteria	Specific EO Assessments & Criteria
LANGUAGE ARTS 4	
• READING 4	
By the end of the 2nd semester, the students will be able to read a DRA level 40 with 94% accuracy in the areas of fluency and comprehension.	DRA (Material located in Intervention Room)
The students will read the third and fourth grade level Fry word list.	Fry word list (materials located in Intervention Room)
• WRITING 4	
When given a list of sentences, the students will be able to label the following six parts of speech: noun, verb, adjectives, adverbs, prepositions, and pronouns.	Grammar-Parts of Speech-Written
When composing a written paragraph(s), the students will edit (using a rubric) for : capitals, end marks, indentations, commas in a series, including correct spelling of 3rd grade fry words (without assistance).	Grammar-Editing-Written with Rubric
The student will write a 3-point expository paragraph, 7-12 sentence descriptive paragraph with support.	Writing-Expository Paragraph
The students will complete a web graphic organizer that includes the following 5 traits of good writing: (organization, ideas, voice, word choice, and sentence fluency) + 1 sentence explanation of those 5 scores	Writing Traits
MATH 4	
The students will achieve a grade of 80% or higher on a 50 question multiplication facts test through 12s.	Multiplication Facts
When given a number to the 100 million's place, the students will orally identify the place value of each digit in random order.	Place Value Assessment-Oral and Biblical-with rubric-4th
The students will calculate the perimeter of a four sided polygon and explain in writing the process used to determine the answer.	Perimeter
When given grade level appropriate word problems requiring either addition or subtraction, the student will be able to extrapolate the information correctly in order to solve the problem (Biblically Integrated)	Word Problems-written
The students will read and write time on an analog clock to the minute, five minute, quarter, half and full hour.	Time-written
The students will make change from a specific purchase in a simulated store.	Money
SCIENCE 4	

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Describe how light and sound travel in waves.	
Ecosystems-Biblically Integrated	
Label the layers of the earth.	Layers of Earth-Written-4th
Describe the earth's placement on its axis and tell the effects it has on time, weather, and seasons.	Earth's Placement on its axis-Written-Biblical-4th
Display evidence of Scientific Inquiry.	Scientific Inquiry Written Assessment
List the different steps to the scientific method (problem, hypothesis, procedure, results, conclusion).	Scientific Method-Oral-with rubric-4th
SOCIAL STUDIES 4	
The students will identify Native Americans, explorers, Spanish Americans, trappers and traders and how they influenced Colorado history	Notable Figures and Events
The students will organize a sequence of events to communicate the history of Colorado	Chronology
The students will locate and name all seven continents and five oceans.	Geography Continents/Oceans/50 States and Capitals/Compass Rose
The students will analyze tables, charts, and graphs in order to interpret historical or economic data.	Miracles of the New Testament-Biblically Integrated-Oral
The students will describe the relationship between consumers and producers, goods and services, and supply and demand.	Economics
The students will distinguish between national and state governments and explore the aspects and roles of state government (governor, state house and senate).	Government Roles

FCA FIFTH GRADE ESSENTIAL STUDENT OUTCOMES

Essential Student Outcomes & Criteria	Specific EO Assessments & Criteria
LANGUAGE ARTS 5 <ul style="list-style-type: none"> READING 5 	
By the end of the 2nd semester, the students will be able to read a DRA level 50 with 94% accuracy in the areas of fluency and comprehension.	DRA Assessment
The students will read the fourth and fifth grade level fry word list.	ESO Oral Assessment Rubric Fry Word List
<ul style="list-style-type: none"> WRITING 5 	
The students will create a web graphic organizer that includes the 6 + 1 traits of good writing plus a one sentence explanation of each trait.	Six + 1 Traits of Good Writing Assessment
The student will write an eight sentence, three point expository paragraphs with no support.	Expository Paragraph Rubric: 3 Favorite Things about Fifth Grade
The students will write an eight sentence paragraph using the writing prompt, 'What does it mean to be a Christian and how does your life show it?'	Parts of Speech Assessment
When given a list of sentences, the students will be able to label the following eight parts of speech: noun, verbs, adjectives, adverbs, prepositions, pronouns, conjunctions, and interjections.	Parts of Speech Assessment
When given a list of helping verbs and prepositions in random order, students will correctly identify the words as either helping verbs or prepositions.	Preposition/Helping Verb Quiz
MATH 5	
The students will multiply any three digit numbers by any two digit numbers.	Multiply 3 Digit Numbers Assessment
The students will add, subtract, and multiply simple fractions with common denominators.	Fraction Facts Assessment
When given a number to the 100 billion's place, the students will orally identify the place value of each digit in random order.	Place Value Oral Assessment
Students will calculate the area and perimeter of a 4 sided polygon when given the information in a word problem and explain in writing the process used to determine the answer.	Geometry Assessment with Biblical Integration
Students will define what a polygon is as well as identify and describe each of the following: triangle, square, rectangle, pentagon, hexagon, and octagon.	Geometry Assessment with Biblical Integration
When given a word problem, the student will be able to extrapolate the information correctly and create an appropriate type of graph, as well as read and answer questions from various graphs.	Problem Solving Assessment

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Explain how the complexity and precision of the created order demonstrate the infinite wisdom of our God.	Biblical Integration
SCIENCE 5	
Name the smallest particle of all matter (atoms) and know that those particles join together to make a molecule. (Physical Science)	Physical Science Oral Assessment Rubric
Tell the effect that gravity and friction have on our lives. (Physical Science)	Gravity/Friction Assessment
Categorize vertebrates into their 5 classifications based on characteristics. (Life Science)	Vertebrate Assessment with Biblical Integration
When given rocks from 3 different categories, students will name the rock and tell why it fits as well as give a characteristic of each. (Earth and Space)	Earth Science Assessment Rubric
Display evidence of inquiry based learning. (Scientific Inquiry)	Scientific Inquiry Assessment Rubric
Extrapolate and organize the steps in the scientific method when given a scientific report. (Scientific Inquiry)	Scientific Method Oral Assessment
SOCIAL STUDIES 5	
Notable Figures and Events: The students will analyze the explorers (Columbus, Vikings, & Cortez) from multiple points of view in order to explain their motivations and accomplishments.	Notable Figures and Events Essay
Historical Chronology: The students will identify the time period in which the Declaration of Independence was written and recall at least 2 names of important people from this war along with their accomplishments.	Revolutionary War Chronology Essay
Geography: The students will locate and name all 7 continents, five oceans, 50 states and capitals, and label and use Cardinal and primary interCardinal directions on a compass rose.	Geography Assessment
Civics: The students will list the three branches of government along with their responsibilities and those who head them.	Civics Assessment
Charts and Tables: The students will analyze tables, charts, and graphs in order to interpret historical or economic data.	Charts and Tables Assessment
Economics: The students will evaluate the influence of advertising and tell why it's important to spend only within your means.	Economics Assessment

FCA ART GRADE ESSENTIAL STUDENT OUTCOMES

Essential Student Outcomes & Criteria	Specific EO Assessments & Criteria
ART KFD	
1) The learner will identify and draw basic shape, i.e.: circle, square, rectangle, oval, and triangle.	Shape ESO
2) The learner will identify and name primary and secondary colors.	Color ESO
3) The learner will demonstrate an awareness that textures exist and that objects may feel different from each other.	Texture ESO
4) The learner will identify the top, bottom, and sides of a given shape.	Shape/Direction ESO
5) The learner will correctly identify variations of a given color.	Color ESO
6) The learner will be able to group a number of objects in a line from large to small, or according to color and shape, and also recognize that he/she has created visual order.	Relative Size/Order ESO
ART 1	
1) The learner will verbally and visually identify and demonstrate lines (long, short, thin, wide, dark, light, continuous, broken, circular, straight, vertical, and horizontal).	Line Unit ESO
2) The learner will categorize geometric shaped (circle, square, triangle, oval) and differentiate sizes of shapes (large, medium, and small).	Shape/Relative Size Unit ESO
3) The learner will draw faces of people with expressions reflecting his/her own feelings or circumstances using a variety of mediums.	Techniques/Painting Unit ESO
4) The learner will recognize and discuss ways in which repetition is used in works of art to create pattern.	Pattern Unit ESO
5) The learner will demonstrate the ability to predict what specific colors will result when missing two given colors.	Color Unit ESO
6) The learner will distinguish and produce a work of art of a country other than the United States, and relate it to the cultural traditions of that country.	Cultural Traditions Unit ESO
ART 2	
1) The learner will draw people and objects with an indication of their natural size relationship.	Shape/Size Unit ESO
2) The learner will use lines to separate objects or shaped from one another and is able to create patterns by repeating the shapes.	Pattern Unit ESO
3) The learner will use a variety of lines dots, or combinations of both to create the illusion of textures such as brick, grass, shingles, and hair.	Texture Unit ESO
4) The learner will illustrate that when objects overlap in a drawing, the one in front will appear closer.	Space Unit ESO

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5) The learner will demonstrate ability to predict the outcome of mixing two or more colors.	Color Unit ESO
6) The learner will demonstrate the ability to balance objects of equal or unequal weights in a drawing.	Balance Unit ESO
ART 3	
1) The learner will recognize and discuss that colors may be organized in different ways, and is able to mix specific colors from red, yellow, and blue.	Color Unit ESO
2) The learner will use contrasting colors to create a point of interest or emphasis.	Emphasis Unit ESO
3) The learner will create depth in a picture by drawing or painting people and other objects smaller as they get farther away.	Space Unit ESO
4) The learner will draw or paint the shadow of an object falling away from the light source and will be able to verbally describe what caused the shadow.	Value Unit ESO
5) The learner will recognize that all forms are variations of the cone, cube, cylinder, sphere, and pyramid.	Shape Unit ESO
6) The learner will draw or paint distant objects as a single mass or as combinations of forms as the details seem to diminish.	Space Unit ESO
ART 4	
1) The learner will organize color in a design to give the illusion of movement.	Color Unit ESO
2) The learner will differentiate times of day in a painting by analyzing shadow position.	Value Unit ESO
3) The learner will apply a variety of materials or shapes to clay or paper mache' forms to create texture.	Texture Unit ESO
4) The learner will combine gray with a color to change the intensity of the color.	Color Unit ESO
5) The learner will draw objects or people with a light side and a shadow side.	Value/Shadow Unit ESO
6) The learner will identify situations when shapes in a design escape or move past the boundaries of the picture plane.	Space Unit ESO
ART 5	
1) The learner will develop symbols that use the elements of color, texture, line, shape and form to express mood.	Elements/Mood Unit ESO
2) The learner will choose ways to better express himself/herself by distorting or stylizing the subject.	Style ESO
3) The learner can distinguish between positive and negative space in a work of art.	Texture Unit ESO

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4) The learner can distinguish between positive and negative space in a work of art.	Space Unit ESO
5) The learner will balance parts of a design either formally or informally and achieve the balance by adjusting weights, focusing attention, or with contrasts of some kind.	Balance Unit ESO
6) The learner will categorize art styles and forms, i.e.: realistic or abstract, geometric or organic.	Art Styles/Form Unit ESO

FCA MUSIC ESSENTIAL STUDENT OUTCOMES

Essential Student Outcomes & Criteria	Specific EO Assessments & Criteria
MUSIC KFD	
Students will demonstrate listening skills and echo teacher matching pitch, volume and dynamics in five simple music songs with 80% accuracy.	Formal Assessment Students are assessed out of 100 pts. 20pts/song
Students will orally define the general music terms including melody, sound, sing, pitch, and volume, with 80% accuracy.	100pts, 20pts each
Students will verbally list five ways we can use music to glorify God.	100pts, 20pts each
Students will orally define the general music terms including melody, sound, sing, pitch, and volume, with 80% accuracy.	Students are assessed out of 100 pts. Each melody 20 pts
Students will verbally list five ways we can use music to glorify God.	100pts, 20pts each
MUSIC 1	
Students will demonstrate knowledge of the Treble Clef (note names of lines and spaces) by naming and pointing to positions on their hand staff.	Formal Assessment-Out of 100 pts: Recite music alphabet-10pts, lines- E, G, B, D, F, and spaces F, A, C, E -10 pts each.
Students will demonstrate knowledge of note values including Whole Note, Half Note, Quarter Note, Whole Rest, Half Rest and Quarter Rest with 80% accuracy.	Expository Paragraph Rubric: 3 Favorite Things about Fifth Grade
Students will perform before a live audience demonstrating a working knowledge of Elements of Voice, including posture, mouth position, expression and hand movements in a group.	This will be a formal assessment where students show up, sing together and will be evaluated out of 100 points (50-show up, 25pts- sing, 25pts- motions)
Students will demonstrate God's creativity in music by composing a simple melody in groups of 1-3 and perform it for the class using a classroom instrument. All Students must memorize the same melody in each group.	This is a formal assessment based on 100 pts. (50pts – simple repetitive melody played through 2 times, 25pts - group participation, 25pts-performance aspects including volume and expression)
Students will verbally describe five different events where music is heard and two characteristics of music used there.	100pts, 20pts each
MUSIC 2	
Students will list note names of lines and spaces on the Grand Staff (Treble and Bass Clef) with 80% Accuracy.	Formal Assessment- 20 note names, 5 pts each, 100pts total
Students will demonstrate God's creativity in music by composing a simple melody in groups of 1-3 and perform it for the class using their voice or a classroom instrument. All Students must memorize the same melody in each group.	This is a formal assessment (50pts – simple repetitive melody sung/played through 2 times, 25pts - group participation, 25pts-performance aspects including volume and expression)
Students will list 5 ways we can use music to glorify God.	100pts, 20pts each
Students will perform before a live audience demonstrating a working knowledge of Elements of Voice, including posture, mouth position, expression and hand movements in a group.	This will be a formal assessment where students show up, sing together and will be evaluated out of 100 points (50-show up, 25pts- sing, 25pts- motions)

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MUSIC 3	
Students will list note names of lines and spaces on the Grand Staff (Treble and Bass Clef) with 80% Accuracy.	Formal Assessment-20 note names, 5 pts each, 100pts total
Students will demonstrate God's creativity in music by composing a simple melody with lyrics (3-5 sentences) in groups of 1-3 and perform it for the class using a classroom instrument. (All Students must memorize the same melody in each group.)	This will be a formal assessment (50pts – simple repetitive melody played through 2 times, 25pts - group participation, 25pts-performance aspects including volume and expression)
Students will list 5 ways we can use music to glorify God.	100pts, 20pts each
Students will present a choral and/or dramatic performance before a live audience demonstrating a working knowledge of Elements of Voice, including posture, mouth position, expression and hand movements in a group.	This will be a formal assessment evaluated out of 100 points (50-show up, 25pts- sing, 25pts- motions)
Students will demonstrate basic knowledge of sight reading music by and learning material in a group, listening, singing and blending with others.	100pts Five melody's, 20 points each
BAND 4	
Students will play the concert B flat major scale with at least 80% efficiency on their instrument.	Playing Test: Correct Fingerings (80 points) Correct Notes (20 points) Total of 100 points
Students will use appropriate performance techniques. These are correct posture, embouchure, fingerings, and appropriate breathing techniques	Concert: Posture (25 points) Embouchure (25 points) Fingerings (25 points) Breathing (25 points) Total of 100 points
Students will memorize and recite Matthew 24:31.	Memorize and recite Matthew 24:31: Each word (1 point) Total of 30 points
Students will apply the general form of a major scale: Whole-Whole-Half-Whole-Whole-Half	Write down each major scale in the following keys: B flat (8 points for correct notes) C (8 points for correct notes) D (8 points for correct notes)E flat (8 points for correct notes) F (8 points for correct notes) G (8 points for correct notes) A (8 points for correct notes) Total of 56 points
Students will apply enharmonics to the chromatic scale.	Memorize and play Chromatic Scale with 80% efficiency Correct Fingerings (80 Points) Correct Notes (20 points) Total of 100 points
Students will memorize and recite Isaiah 38:20.	Memorize and recite Isaiah 38:20 Each word (1 point) Total of 24 points
BAND 5	
Students will play the concert E flat major scale with at least 80% efficiency on their instrument.	Playing Test: Correct Fingerings (80 points) Correct Notes (20 points) Total of 100 points

FCA MUSIC ESSENTIAL STUDENT OUTCOMES

Students will use appropriate performance techniques. These are correct posture, embouchure, fingerings, and appropriate breathing techniques	Concert: Posture (25 points) Embouchure (25 points) Fingerings (25 points) Breathing (25 points) Total of 100 points
Students will memorize and recite Isaiah 38:20.	Memorize and recite Isaiah 38:20: Each word (1 point) Total of 24 points
Students will apply the correct use of dynamics: p, mp, mf, f in music.	Playing Test: Concert F on piano 5 points for correct note 5 points for correct dynamic Concert E flat on mezzo piano 5 points for correct note 5 points for correct dynamic Concert G on mezzo forte 5 points for correct note 5 points for correct dynamic Concert A on forte 5 points for correct note 5 points for correct dynamic) Total of 40 points
Students will play 1st and 2nd endings correctly.	Playing Test: Student will perform a 12 measure song with first and second endings. For playing 1st ending first and returning to beginning (10 points) For skipping 1st ending second time and going straight to the 2nd ending (15 points) Total of 25 points
Students will memorize and recite Revelation 10:7	Memorize and recite Isaiah 38:20 Each word (1 point) Total of 30 points
CHOIR 4	
Students will demonstrate basic knowledge of the Grand Staff by identifying the music alphabet on all lines and spaces with 80% accuracy.	This will be a formal written assessment based on 100 pts 20 note names - 5 pts each
Students will demonstrate basic knowledge symbols in written music by identifying 20 given symbols with 80% accuracy.	This will be a formal written assessment based on 100 pts.
Students will list 5 ways music or instruments were used in the Bible.	100pts, 20pts each
Students will present a choral and/or dramatic performance before a live audience demonstrating a working knowledge of Elements of Voice, including posture, mouth position, expression and hand movements in a group.	This will be a formal assessment where students show up, sing together and will be evaluated out of 100 points (50- show up, 25pts- sing, 25pts- motions)
Students will demonstrate basic knowledge of sight reading, singing music and learning material in a group. (this includes listening, singing and blending with others).	This will be a formal assessment based on 100 pts. 50 pts participation (making a good effort) 25 pts learning parts 25 pts sound coming out of mouth
Economics: The students will evaluate the influence of advertising and tell why it's important to spend only within your means.	Economics Assessment

FCA MUSIC ESSENTIAL STUDENT OUTCOMES

CHOIR 5	
Students will demonstrate basic knowledge of the Grand Staff by identifying the music alphabet on all lines and spaces with 80% accuracy.	This will be a formal written assessment based on 100 pts. 20 note names, 5 pts each
Students will demonstrate basic knowledge symbols in written music by identifying 20 given symbols with 80% accuracy.	This will be a formal written assessment based on 100 pts.
Students will list 5 ways music or instruments were used in the Bible.	100pts, 20pts each
Students will present a choral and/or dramatic performance before a live audience demonstrating a working knowledge of Elements of Voice, including posture, mouth position, expression and hand movements in a group.	This will be a formal assessment where students show up, sing together and will be evaluated out of 100 points (50- show up, 25pts- sing, 25pts- motions)
Students will demonstrate basic knowledge of sight reading, singing music and learning material in a group. (This includes listening, singing and blending with others).	This will be a formal assessment based on 100 pts 50 pts participation (making a good effort) 25 pts learning parts 25 pts sound coming out of mouth

FCA PHYSICAL EDUCATION ESSENTIAL STUDENT OUTCOMES

Essential Student Outcomes & Criteria	Specific EO Assessments & Criteria
PHYSICAL ED KFD	
The learner will be able to perform the V-Sit, meeting the National Physical Fitness standard for Kindergarten.	Presidential Fitness Testing National Standard 5/6 year old girls reach at least 2.5" 5/6 year old boys reach at least 1"
The learner will be able to perform Curl-Ups, meeting the National Physical Fitness Standard for Kindergarten.	Presidential Fitness Testing National Standard 5/6 year old girls perform at least 25 curl-ups 5/6 year old boys perform at least 28 curl-ups
The learner will be able to perform the 1/4 mile run meeting the National Physical Fitness Standard for Kindergarten.	Presidential Fitness Testing National Standard 5/6 year old girls run at least 1/4 mile in 2:26 min. 5/6 year old boys run at least 1/4 mile in 2:21min.
The learner will be able to perform the shuttle run at or below the National Physical Fitness Standard for Kindergarten	Presidential Fitness Testing National Shuttle Run Standard for 5/6 year old girls is 13.8 seconds; boys = 12.4 seconds
The learner will match one picture of food to its appropriate stoplight color - red, yellow, or green light foods.	The learner will describe 2 food types and where they should be categorized nutritionally- Red, Yellow or Green light groups Also categorize into the proper food group (grains, fruit, vegetables, proteins and dairy. Use class list with two columns: Yes or No (Does the student categorize the food types correctly?)
6) When asked the question, "What did God give people to fuel our bodies?" the learner will respond with, "food".	Nutrition through God's Lense
PHYSICAL ED 1	
The learner will be able to perform the V-Sit, meeting the National Physical Fitness standard for 1st Grade.	Presidential Fitness Testing National Standard 6 year old girls reach at least 2.5" 6 year old boys reach at least 1"
The learner will be able to perform Curl-Ups, meeting the National Physical Fitness Standard for 1st Grade.	Presidential Fitness Testing National Standard 6 year old girls perform at least 25 curl-ups 6 year old boys perform at least 28 curl-ups
The learner will be able to perform the 1/4 mile run meeting the National Physical Fitness Standard for 1st Grade.	Presidential Fitness Testing National Standard 6 year old girls run at least 1/4 mile in 2:26 min. 6 year old boys run at least 1/4 mile in 2:21min.
The learner will be able to perform the shuttle run at or below the National Physical Fitness Standard for first grade.	Presidential Fitness Testing National Shuttle Run Standards are as follows: 6 year old girls = 13.8 sec. 7 year old girls = 13.2 sec.; 6 year old boys = 12.4 sec.; 7 year old boys = 12.1 sec.
The learner will match two pictures of food to their appropriate stoplight color - red, yellow, or green light foods.	The learner will describe 2 food types and where they should be categorized nutritionally- Red, Yellow or Green light groups Also categorize into the proper food group (grains, fruit, vegetables, proteins and dairy. Use class list with two columns: Yes or No (Does the student categorize the food types correctly?)
When asked the question, "What did God give people to fuel our bodies?" the learner will respond with, "food".	Nutrition through God's Lense

FCA PHYSICAL EDUCATION ESSENTIAL STUDENT OUTCOMES

PHYSICAL ED 2	
The learner will be able to perform the V-Sit, meeting the National Physical Fitness standard for 2nd Grade.	Presidential Fitness Testing National Standard 7 year old girls reach at least 2" 7 year old boys reach at least 1"
The learner will be able to perform Curl-Ups, meeting the National Physical Fitness Standard for 2nd Grade.	Presidential Fitness Testing National Standard 7 year old girls perform at least 25 curl-ups 7 year old boys perform at least 28 curl-ups
The learner will be able to perform the 1/4 mile run meeting the National Physical Fitness Standard for 2nd Grade.	Presidential Fitness Testing National Standard 7 year old girls run at least 1/4 mile in 2:21 min. 7 year old boys run at least 1/4 mile in 2:10 min.
The learner will be able to perform the shuttle run at or below the National Physical Fitness Standard for second grade.	Presidential Fitness Testing National Shuttle Run Standards are as follows: 7 year old girls = 13.2 sec.; 8 year old girls = 12.9 sec.; 7 year old boys = 12.1 sec.; 8 year old boys = 11.8 sec.;
5) The learner will match three pictures of food to their appropriate spotlight color - red, yellow, or green light foods.	The learner will describe 2 food types and where they should be categorized nutritionally- Red, Yellow or Green light groups Also categorize into the proper food group (grains, fruit, vegetables, proteins and dairy. Use class list with two columns: Yes or No (Does the student categorize the food types correctly?)
When asked the question, "What did God give people to fuel our bodies?" the learner will respond with, "food".	Nutrition through God's Lense
PHYSICAL ED 3	
The learner will be able to perform the V-Sit, meeting the National Physical Fitness standard for 3rd Grade.	Presidential Fitness Testing National Standard 8 year old girls reach at least 2" 8 year old boys reach at least .5"
The learner will be able to perform Curl-Ups, meeting the National Physical Fitness Standard for 3rd Grade.	Presidential Fitness Testing National Standard 8 year old girls perform at least 29 curl-ups 8 year old boys perform at least 31 curl-ups
The learner will be able to perform the 1/4 mile run meeting the National Physical Fitness Standard for 3rd Grade.	Presidential Fitness Testing National Standard 8 year old girls run at least 1/4 mile in 4:56 min. 8 year old boys run at least 1/4 mile in 4:22 min.
The learner will be able to perform the shuttle run at or below the National Physical Fitness Standard for third grade.	Presidential Fitness Testing National Shuttle Run Standards are as follows: 8 year old girls = 12.9 sec.; 9 year old girls = 12.5 sec.; 8 year old boys = 11.8 sec.; 9 year old boys = 11.1 sec.
The learner will write an example of red and green light foods.	The learner will describe 3 food types and where they should be categorized nutritionally- Red, Yellow or Green light groups Also categorize into the proper food group (grains, fruit, vegetables, proteins and dairy. Use class list with two columns: Yes or No (Does the student categorize the food types correctly?)
When asked the question, "What did God give people to fuel our bodies?" the learner will respond with, "food".	Nutrition through God's Lense
PHYSICAL ED 4	
The learner will demonstrate abdominal strength meeting the National Physical Fitness Standard for Curl-ups	Presidential Fitness National Standard: 9 year old girls perform 30 sit-ups in 1 min. 9 year old boys perform 32 sit-ups in 1 min.
The learner will demonstrate flexibility by meeting the National Physical Fitness Standard for V-sit.	Presidential Fitness National Standard: 9 year old girls will reach 2.0" 9 year old boys will reach 1.0"

FCA PHYSICAL EDUCATION ESSENTIAL STUDENT OUTCOMES

The learner will demonstrate cardio-vascular endurance by meeting the National Fitness Standard for running.	Presidential Fitness National Standard: 9 year old girls will run a mile in 11:52 min. 9 year old boys will run a mile in 10:30 min.
The learner will be able to perform the shuttle run at or below the National Physical Fitness Standard for fourth grade.	Presidential Fitness Testing National Shuttle Run Standards are as follows: 9 year old girls = 12.5 sec.; 10 year old girls = 12.1 sec.; 9 year old boys = 11.1 sec.; 10 year old boys = 10.8 sec.
5) The learner will write an example of a red, yellow, and green light food.	The learner will describe 4 food types and where they should be categorized nutritionally- Red, Yellow or Green light groups Also categorize into the proper food group (grains, fruit, vegetables, proteins and dairy. Use class list with two columns: Yes or No (Does the student categorize the food types correctly?))
When asked the question, "What did God give people to fuel our bodies?" the learner will respond with, "food".	Nutrition through God's Lense
PHYSICAL ED 5	
The learner will demonstrate abdominal strength meeting the National Physical Fitness Standard for Curl-ups	Presidential Fitness National Standard: 10 year old girls perform 30 sit-ups in 1 min. 10 year old boys perform 35 sit-ups in 1 min.
The learner will demonstrate flexibility by meeting the National Physical Fitness Standard for V-sit.	Presidential Fitness National Standard: 10 year old girls will reach 3.0" 10 year old boys will reach 1.0"
The learner will demonstrate cardio-vascular endurance by meeting the National Fitness Standard for running.	Presidential Fitness National Standard: 10 year old girls will run a mile in 11:22 minutes 10 year old boys will run a mile in 9:48 minutes
The learner will be able to perform the shuttle run at or below the National Physical Fitness Standard for fifth grade.	Presidential Fitness Testing National Shuttle Run Standards are as follows: 10 year old girls = 12.1 sec.; 11 year old girls = 11.5 sec.; 12 year old girls = 11.3 sec.; 10 year old boys = 10.8 sec.; 11 year old boys = 10.5 sec.; 12 year old boys = 10.4 sec.
The learner will write an example of a red, yellow, and green light food.	The learner will describe 4 food types and where they should be categorized nutritionally- Red, Yellow or Green light groups Also categorize into the proper food group (grains, fruit, vegetables, proteins and dairy. Use class list with two columns: Yes or No (Does the student categorize the food types correctly?))
The learner will explain why it is important to fuel our bodies well in the eyes of the Lord. Answer will reference any of the following scriptures 1 Corinthians 6:19, 1 Corinthians 10:31, or Genesis 1:26.	Nutrition through God's Lense

FCA PHYSICAL EDUCATION ESSENTIAL STUDENT OUTCOMES

CHOIR 5	

FCA TECHNOLOGY GRADE ESSENTIAL STUDENT OUTCOMES

Essential Student Outcomes & Criteria	Specific EO Assessments & Criteria
TECHNOLOGY KFD	
1 Student can manipulate a mouse.	Teacher observation with a check list
2 The student can close a program.	Teacher observation with a check list
3 Student will navigate assigned websites using mouse. Student will explain the need for God's word to navigate through life via Pirates, Pastors, & People story.	oral assessment
4 The student can navigate educational websites.	Teacher observation with a check list
5 The student can identify desktop icons for programs.	Teacher observation with a check list
6 Now you are the body of Christ, and each one of you is a part of it. 1 Corinthians 12:27 Student will name computer components (Display, CPU, Keyboard, Mouse, Headphones).	Oral assessment
TECHNOLOGY 1	
1 Student can manipulate a mouse.	Teacher observation with a check list
2 The student can close a program.	Teacher observation with a check list
3 Student will navigate assigned websites using mouse. Student will explain the need for God's word to navigate through life via Pirates, Pastors, & People story.	Oral assessment
4 The student can navigate educational websites.	Teacher observation with a check list
5 The student can identify desktop icons for programs.	Teacher observation with a check list
6 Now you are the body of Christ, and each one of you is a part of it. 1 Corinthians 12:27 Student will name computer components (Display, CPU, Keyboard, Mouse, Headphones).	Oral assessment
TECHNOLOGY 2	
1 The student will log on & off computers in FCA ES computer lab (username & password)	Teacher observation with a check list
2 Student will navigate shortcut folder to ES classes	Teacher observation with a check list
3 Love God, Love People with regard to technology	Oral assessment
4 Student will show proper placement of fingers on the keyboard.	Teacher observation with a check list
5 Student will identify and define necessary tools in Microsoft Word such as font, bold, italics, underline, and tab.	Teacher observation with a check list
6 The student can explain the parallel between God giving us guidelines (10 commandments, Exodus 20) to live by and the typist have proper finger placement/technique/posture while typing.	Oral assessment

FCA TECHNOLOGY GRADE ESSENTIAL STUDENT OUTCOMES

TECHNOLOGY 3	
1 Keyboarding WPM 15 Accuracy 96%	Typing Club Data
2 Student will navigate ES Short cut folder to access educational websites and shortcuts	Teacher observation with a check list
3 Love God, Love People with regard to technology	Oral assessment
4 Student will show how to create and save a document.	Project assessment
5 Student will show how to open and existing document, make changes, and save.	Project assessment
6 Saving Documents in relationship to Christ Saving Us.	Oral assessment
TECHNOLOGY 4	
1 Keyboarding WPM 20 Accuracy 96%	Typing Club Data
2 Demonstrate knowledge of the following components: Network, Jump Drive, Hard Drive, Folders, Desktop, Subfolders.	Teacher observation with a check list
3 Love God, Love People when using technology	Oral assessment
4 Student will identify and define the tools necessary to navigate Microsoft email client.	Project assessment
5 Student will identify and define necessary tools to create a Word document.	Project assessment
6 Saving Documents in relationship to Christ Saving Us.	Oral assessment
TECHNOLOGY 5	
1 Student can type 25 WPM with a minimum accuracy of 96%	Typing Club Data
2 Student can demonstrate how to properly insert and eject a flash drive.	Teacher observation with a check list
3 Love God, Love People when using technology	Oral assessment
4 The student can define & demonstrate basic spreadsheet commands such as sheet, columns, rows, cells and formula	Project assessment
5 The student can identify and define the tools necessary to navigate Microsoft PowerPoint.	Project assessment
6 Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things. Philippians 4:8 ESV	Oral assessment