



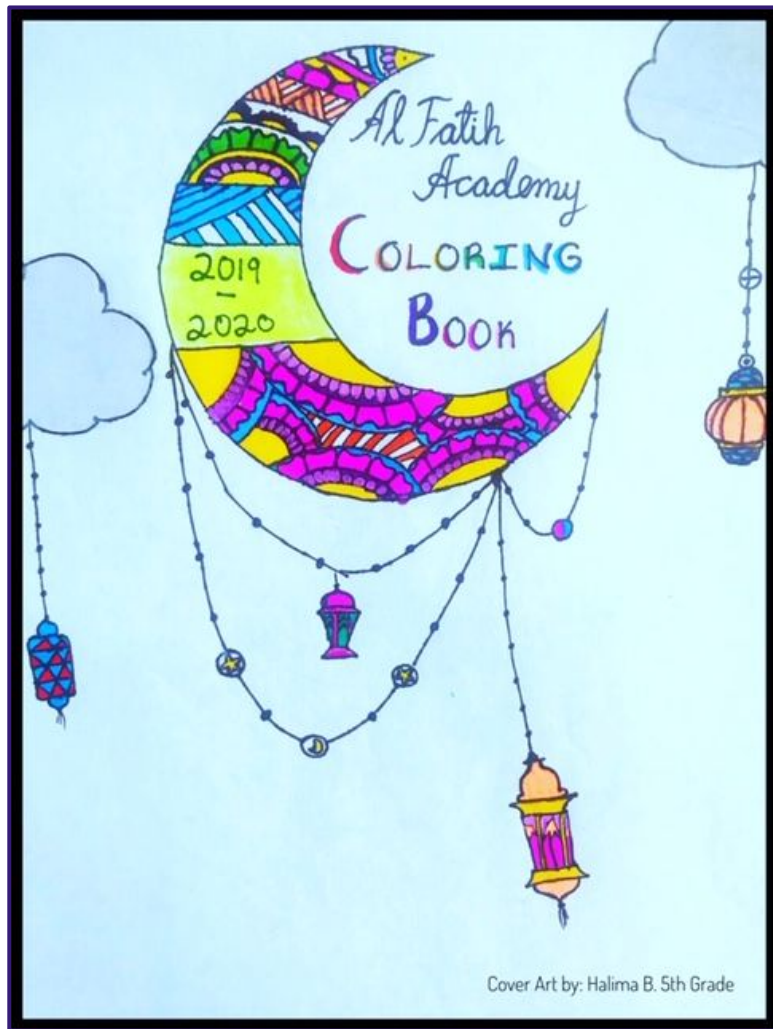
**Al Fatih  
Academy**

OPENING YOUNG MINDS TO GREAT WONDERS

**4th Quarter Grading Plan KG-5th Grade**

**AFA Virtual Elementary School**

**Parent Community Meeting April 29, 2020**



# Ramadan Schedule

(as shared previously) ~April 24 - May 24

*Remain the same*

**All regular instruction  
Preschool - Middle School  
scheduled between  
9am-2:45pm**

*New Timing*

**Hifdh classes  
move to 3:30 pm**

# Ramadan Is Here!



## **Daily** - *Ramadan Reflections*

Video Messages emailed from teachers & staff  
(parents please make sure to share w students)

## **Mondays & Thursdays 5:00-5:30pm** - *Virtual Musalla*

Zoom in for 'Asr Prayer (individually), duas and dhikr together as we've done in school (come with wudu!)

## **Fridays 3:00 - 4:00pm**- *AFA Community Kahoot!*

100 device limit per session so first come, first join!

Street clean up



Lunches for Shelter in Reston

AFA monthly activities to practice Kindness and Rahma



Senior Living Center in Reston

# What Can AFA Families Do to Practices Sadaqa Today?

#AFAHelps

# Calendar Through End of School Year

May 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	No changes to school hours in the last 10 days of Ramadan. <b>Instruction scheduled 9am-2:45pm.</b> Adjusted Hifdh schedule.				22	23
24	25 H	26	27	28	29	30
Eid al Fitr	Memorial Day					
31	Eid Holiday: May 22 Eid al Fitr: May 24 Memorial Day Holiday: May 25					

June 2020						
S	M	T	W	T	F	S
	1	2	3	4	5	6
					LD/Q4 Ends	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Administrative Workdays June 10 – June 23						

Standardized Testing Cancelled

Eid Day Announced

No changes to school hours in the last 10 days of Ramadan. **Instruction scheduled 9am-2:45pm.** Adjusted Hifdh schedule.

Eid School Holiday determined

No change to last day of school



# **Standards Based Grading Plan KG-5th**

## **for AFA Virtual School During School Closure**

***Report Card Grades reflect which standards a student has demonstrated understanding of for each quarter.***

***Students are the top priority and all considerations will be kept in mind as we help the students continue to experience the curriculum standards during virtual school.***

# Standards Based Grading Plan KG - 5th grade

## Development Considerations

### Consideration #1:

At Al Fatih Academy, there is **no calculation of End of Year Grade**. In Elementary, Quarters are not averaged at the end of the year.

**Trends towards mastery of skill**

**+ demonstration of understanding of new content**

**= Q4 Grade.**

### Consideration #2:

**Distance learning/Virtual School is a new experience for (almost) everyone.**

Students, parents, and teachers continue to work collaboratively.

Ensure that all assignments are being completed to the **students' best independent ability.**

### Consideration #3:

Report cards are a **tool to help parents and teachers understand areas of strength and areas for growth and improvement for each child.**

The report card is an assessment of what your child has learned and achieved at specific times in the school year and based on observations, daily work, projects, and tests.

# Identifying Remaining Standards

Mathematics		Taught and Assessed	Taught, Not Assessed	Not Taught, Not Assessed
(Example) M 3.17	<p><b>The student will create equations to represent equivalent mathematical relationships. The student will use problem solving, mathematical communication, mathematical reasoning, connections, and representations to</b></p> <ul style="list-style-type: none"> <li>· Identify and use the appropriate symbol to distinguish between expressions that are equal and expressions that are not equal (e.g., <math>256 - 13 = 220 + 23</math>; <math>143 + 17 = 140 + 20</math>; <math>457 + 100 \neq 557 + 100</math>).</li> <li>· Create equations to represent equivalent mathematical relationships (e.g., <math>4 \times 3 = 14 - 2</math>).</li> </ul>	✓		
	<p>Please copy all relevant skills that will be covered within that standard in each box.</p>			



# Standards/Content Prioritization for Quarter 4 Virtual School

Current Standards Completion	Quarter 4 (VS) Priority Level
Has numeric grades for Q1-Q3	<b>LOW</b> (Not Taught Not Assessed appropriate)
Has 2 NA, 2 NT, or 1 NA/1 NT over Q1-Q3 -	<b>ENCOURAGED</b> (Taught and Assessed preferable but Taught, Not Assessed acceptable)
Has 3 NA, 3 NT, or any combination of 3 NA/NT for Q1-Q3	<b>HIGH</b> (Taught and Assessed)

# Example: Standards Prioritization

Grade 4		
Subject	Standard	Priority Level
LA	2 - Locates and uses information from a variety of sources	Encouraged
HSS	2 - Reads maps and understands the impact of geography on culture	Encouraged
HSS	3 - Recognizes the structure of government and the relationship between rules, laws, and citizenship	Encouraged
HSS	4 - Understands economic concepts and the impact of economics on culture	High
Math	3 - Measures with accuracy and estimates measurements	High
Math	4 - Analyzes characteristics, properties of geometric figures and spatial relationships	High
Math	5 - Uses data to describe, interpret, and predict events	Encouraged
Science	2 - Demonstrates understanding of the concepts of physical sciences including matter, force, motion, and energy	High
Science	4 - Demonstrates understanding of Earth's patterns, cycles, changes, and Earth/Space Systems	Encouraged
IS	4 - Understands the life of Prophet Muhammad (s)	Encouraged

# Teachers will ensure that students have sufficient opportunities to complete assignments.

**Extended time up to one week (5 school days) to complete missing assignments.** Teachers will initiate contact with students/parents to inform of a missing assignment and one follow up contact will be made.

**Assignments not completed will be recorded as incomplete in the gradebook.** If a student does not have sufficient assessments for that standard, the student will receive “No Mark (NM)” for the quarter

**Summative assessment retake for grades below a 3, after a minimum of one remediation activity or lesson, completed independently or with a teacher.** Retake must be completed within one week (5 school days) of original assessment feedback provided to students.

**Teacher discretion** for opportunities to complete assignments *in addition to* those listed above.

# Putting It All Together

Current Standards Completion	Priority Level	If grade for Q4 is consistent with Q1-Q3 grades or above	If grade for Q4 is below Q1-Q3 grades
Has numeric grades for Q1-Q3	LOW	Submit Grade	Enter NM (No Mark)
Has 2 NA, 2 NT, or 1 NA/1 NT over Q1-Q3 -	ENCOURAGED	Submit Grade	Enter NM (No Mark)
Has 3 NA, 3 NT, or any combination of 3 NA/NT for Q1-Q3	HIGH	Submit Grade	Submit Grade or NM (No Mark)* <i>Remediation suggestions submitted in comments</i>

**No Mark (NM)** indicates that the **standard was taught and assessed according to school guidelines** but either **student participation and/or student work was not consistent with student** understanding/level of mastery trends that the student demonstrated prior to Virtual School implementation, despite sufficient opportunity being provided.

# Takeaways

## During the 4th Quarter...

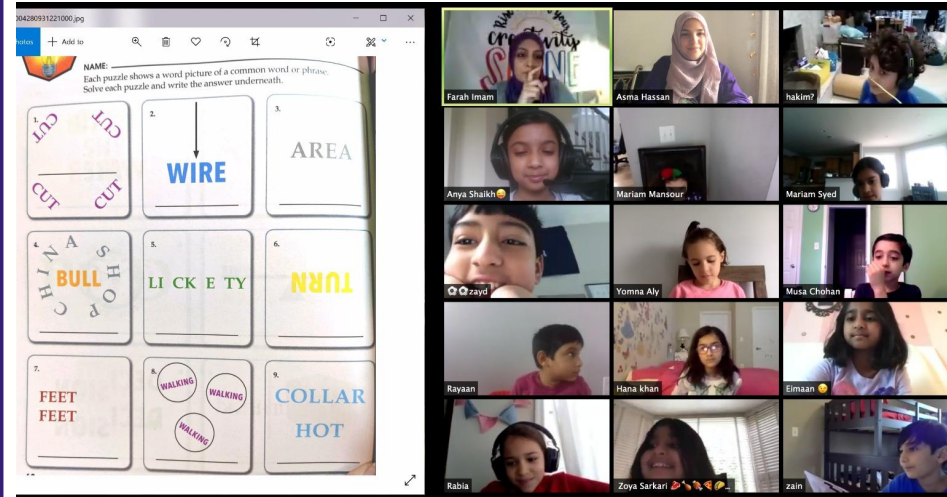
- Students will **continue to receive feedback** on any work completed through virtual school instruction identified as a **high priority standard by AFA**.
- If a student was improving all year long, that **improvement will be reflected** on the report card for Quarter 4.
- If a student's mastery trends are not consistent, is unable to demonstrate understanding for a content area, or demonstrates difficulty overall:
  - Sufficient Opportunities
  - No Mark (NM)
  - Additional comments on report card to minimize gaps in learning and more effectively remediate standards/skills not yet mastered.
- Teachers will **review trends** in how a student shows their understanding and learning
  - includes demonstration of understanding of new content through submitted work (daily assignments and assessments).

## Why Not “Pass/Fail”?

- Does not accurately reflect student level of understanding.
- Does not consider amount of student progress/growth within that standard.
- “Fail” implies that the student simply did not learn or demonstrate understanding of a skill. “Fail” does not consider other factors such as access, learning style, and ability levels.

## The Case Against “Incomplete”

- Does not provide sufficient information about student’s level of understanding after being introduced to the content/skill.
- Indicates that all work was not submitted, not considering other factors such as access, learning style, and ability levels.





# Parent Support and Expectations

## Attendance

- Students must attend live sessions daily for homeroom content as well as specials classes.
- Attendance taken during all live sessions
- Formal, daily attendance recorded at Morning Meeting for RenWeb
- Students must be in attendance for a minimum of 20 school days for the Quarter to count

## Check Emails Regularly

- Stay up-to-date with emails from teachers regarding missing assignments, attendance, and upcoming assessments

## Communicate Access Issues

- Email teachers and/or Admin directly and in a timely manner to communicate any technical issues you are experiencing. Brainstorm with teachers and admin to help ease logistics or prioritize time/assignments.

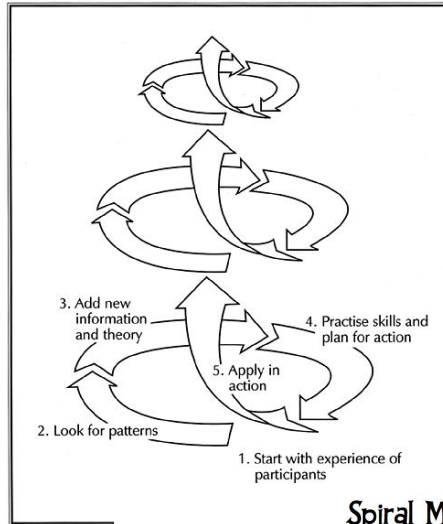
## Let Children Work Independently

- !!!!!!! :)
- Teachers cannot assess students accurately if they are receiving additional help from family members.
- If the work submitted is not consistent with student's trends, it will be entered as NM or student will retake.

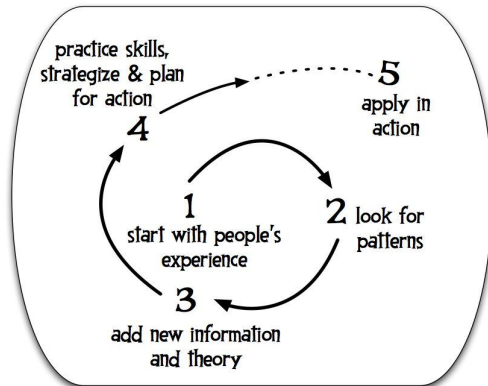
## Content Coverage

- Parents can expect to see increased focus on High Priority standards and decreased time spent on Low Priority or Encouraged standards.

# Learning Progressions - Scaffolded Curriculum



Spiral Model



2015 History and Social Science Standards of Learning  
Skills Progression by Grade or Course

Social Science Skill	Description of Skill	Grade/Course																			
		K	1	2	3	VS	USI	USII	CE	WG	WHI	WHII	VUS	GOVT							
1a Using information sources	View artifacts, primary and secondary sources																				
	Use artifacts, primary and secondary sources																				
	Identify artifacts, primary and secondary sources																				
	Analyze and interpret artifacts, primary and secondary sources																				
	Synthesize evidence from primary and secondary sources																				
1b Applying geographic skills	Use basic map skills																				
	Use geographic information																				
	Analyze the impact of geographic features																				
	Use geographic information to determine patterns and trends																				
1c Organizing information	Gather and classify information, sequence events, and separate fact from fiction																				
	Use and create charts, graphs, diagrams, and pictures to determine characteristics of people, places or events																				
	Interpret charts, graphs, diagrams, and pictures to determine characteristics of people, places or events																				
1d Questioning and using critical thinking skills	Ask appropriate questions to solve a problem																				
	Summarize points and evidence to answer a question																				
	Recognize points of view and historical perspective																				
	Use evidence to draw conclusions and make generalizations																				
	Evaluate sources for accuracy, credibility, bias, and propaganda																				
1e Comparing and Contrasting	Construct arguments using evidence from multiple sources																				
	Compare and contrast people, places, or events																				
	Compare and contrast ideas and perspectives																				
1e Comparing and Contrasting	Compare and contrast historical, cultural, and political perspectives																				
	Compare and contrast historical, cultural, and political perspectives																				

- Conceptual Understanding: The student is first introduced to the skill and applies the skill appropriately in varied situations.
- Scaffolding the Understanding: The student continues to develop the skill and integrates the skill appropriately across new concepts.
- Analyzing the Understanding: The student is knowledgeable about the skill from previous instruction, applies the skill to new concepts, and analyzes outcomes.

Virginia Department of Education  
June 2016

# Preschool and PreKindergarten

**Additional Information Coming and will be provided to PS/PK Parents**

- **End of Year Summary Report**
- **Assessment Process**
- **Kindergarten Readiness for PK**

# **Sustain and Support AFA!**

**Covid-19 quarantine has challenged many of our families and the school financially.**

**We need you to be an AFA Donor today to partner in the success of supporting children who need financial aid, to keep this institution running, and to benefit our whole community.**

**Please go to <https://bit.ly/SustainAFA> for more info and pass it on to your friends and family!**

# GIVE YOUR ZAKAH to Al Fatih Academy!



## Support & Sustain AFA Today!

24%



\$25,750  
RAISED

4  
DONATIONS

\$105,874  
GOAL

Give