



David Douglas School District

**Elementary
Standards-Based
Report Card**

Teacher Manual

**District-Wide Standards Based Report Card
Implementation beginning Fall 2011**

THANK YOU TO THE FOLLOWING WHO CONTRIBUTED THEIR TIME AND EXPERTISE TOWARDS THE COMPLETION OF THIS PROJECT:

- Citizen’s Advisory Council 2010-2011
- Teachers from the three pilot schools (Gilbert Heights, Lincoln Park, Mill Park)
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TABLE OF CONTENTS

- Overview
 - Why a Standards Based Report Card?
 - Establishing a Standards Based Reporting System
- Standards Based Grading and Reporting Guidelines
- Do’s and Don’ts of Standards Based Grading
- Effective Grade Level Planning and Collaboration
- Teacher Question and Answer
- Appendix
 - Grade Level Assessments and Reporting Guidelines
 - Sample Grade Books

OVERVIEW

Why a Standards Based Report Card?

The most important difference between standards-based education and previous curricular reforms is the focus on what students actually learn, not just what is taught. When planning instruction then, the important questions become,

- “What standard of learning do we want students to achieve through a given lesson?” and just as important,
- “How will we know if the student has achieved the standard?”

With standards based grading comes challenge, clarity, and consistency. The challenge is there for everyone- students, teachers, parents- to help students achieve at a higher level. The standards make clear what we expect all students to know and be able to do. When schools use the same standards there is consistency across the district in what is being taught and learned.

Establishing a Standards-Based Reporting System

Report cards are a part (an important part) of an integrated system that emphasizes continuous assessment of a student’s progress and achievement. An integrated system should include:

- Scoring and grading systems that integrate assessment into instruction so that classroom assessment is integral to the learning process, providing constructive feedback both students and teachers need to do their work more effectively.
- A system whereby student proficiencies are communicated to students and parents to improve their understanding of where the student is strong or weak.

These efforts will bring about the systemic reform needed to ensure that all students meet/exceed the standards. As this system is being developed, the vision remains that assessment is a teaching tool that measures student progress towards the proficiency of the standards.

The standards based report card is the summary statement of a student’s performance in subject areas each trimester. The academic evaluation will represent what students have achieved academically - not how hard they have worked, how much they have improved, how they compare with classmates, or how well they behaved. The standards based report card is another tool that will communicate to students and parents academic progress. A student’s application of life skills will be evaluated separately on the report card.

The DDS report card will communicate how well students are progressing towards their goals. Ideally, the report card will be used in an on-going conversation between teachers, students, and parents about what is expected of students and how to help them be successful in a rigorous academic program.

IMPLEMENTATION

Standards Based Grading and Reporting Guidelines

Listed below are best practices in reporting student achievement according to current educational research. Elaboration of each guideline follows the list.

1. Relate grading procedures to learning goals (i.e. content standards).
2. Use criterion-referenced performance standards as reference points to determine proficiency scores.
3. Limit the valued attributes to be included in scores to individual achievement.
4. Sample student performance (using a variety of assessment methods). Revise student scores as new evidence demonstrates proficiency.
5. Use quality assessment(s) and properly recorded evidence of achievement.
6. Discuss and involve students in assessment, including scoring, throughout the teaching and learning process.

In the sections that follow each grading guideline is fully described and its implications for classroom grading and reporting of student achievement clarified. The points made provide teachers and administrators with direction in applying the guideline to the site and classroom practices and procedures.

Grading Guideline 1: Relate grading procedures to learning goals (i.e. content standards)

- ✓ Be clear about what students must know and be able to do; have a clear understanding of what good performance looks like before students begin work.
- ✓ Include only academic factors in student scores. Academic factors refer to student achievement as a demonstration of the knowledge and skill components of the standard.
- ✓ Base grades on individual student achievement.
- ✓ Use multiple measures of student achievement. Include more than one of the same kind of assessment and more than one type of assessment to examine the same kind of knowledge or skills. Use paper/pencil assessments, essay assessments, performance assessments, and personal communication to evaluate student achievement on grade level standards.
- ✓ Include evidence from assessment related to a student's mastery of specific grade level standards and benchmarks in a student's academic score. Data collected on non-academic factors (effort, participation, attendance, and attitude) should be reported separately under the "Application of Life Skills" section.
- ✓ Incorporate both summative and formative assessments into classroom practice. Teach students how to use assessment data to improve their performance.
- ✓ Benefits: Links the basis for curriculum, instruction, and assessment, realistically reflects intentions of course/grade, provides a clear focus, is consistent and fair.

Grading Guideline #2: Use criterion referenced performance standards as reference points to determine grades

- ✓ Mark each assessment on clear, pre-established criteria (targets, standards). The meanings of scores should come from clear descriptions of performance standards.
- ✓ If the student hits the goal, then they get the score. Use only non-competitive grading practices that allow an unlimited number of good scores and that do not artificially limit good scores by the success of some.
- ✓ Include evidence from assessment related to a student's mastery of specific grade level standards and benchmarks in a student's academic grade. Data on non-academic factors (effort, participation, attendance, and attitude) should be reported separately under "Application of Life Skills".
- ✓ Create scoring guides, and scoring criteria tied to specific classroom assessments. Develop clear criteria for success that is shared with students before they begin the assessment.
- ✓ Benefits: Use of this guideline will clarify the standards, help all learners to be successful, emphasize self-assessment and growth, make grading more consistent, and contribute to improved quality of work.
- ✓ Reference the general performance standards cited here:

5	Exemplary	The student consistently demonstrates mastery of the grade level standards. With relative ease the student grasps, applies and extends processes and skills for the grade level. Above grade level standards/expectations.
4	Proficient	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level standards/expectations.
3	Approaching Proficient	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors. Is approaching achievement of grade level standards/expectations.
2	Not Yet Proficient	The student is not meeting grade level standards and is working one or more years below grade level. Limited achievement of the grade level standards/expectations.
1	Insufficient Evidence Towards Standard	Proficiency cannot be determined due to missing assignments and/or length of time in school.
X	Not Applicable	The standard was not address this term. You will see X's used the first and second term. This is because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others will be phased in as the school year progresses.

Grading Guideline #3: Limit valued attributes to be included in scores to individual achievement.

- ✓ Achievement demonstrates knowledge and skills that are stated as learning goals for a unit of instruction. (Standards)
- ✓ Include evidence from assessment related to a student's mastery of specific grade level standards and benchmarks in a student's academic score.
- ✓ Include achievement data only, based on standards, in scores. When lacking definitive district/ state standards, define as broadly or narrowly as your professional judgment dictates.
- ✓ Report effort, participation, attitude, and other personal and social characteristics separately from achievement. Use data on non-academic factors to assess application of life skills. Basing scores solely on academic achievement gives a clear picture of student achievement, whereas mixing achievement and effort gives a muddy picture of both.
- ✓ Benefits: Factoring in only individual achievement into scores creates greater accountability for really knowing student strengths and weaknesses. Scores are limited to only individual achievement and are not used as punishment for poor attendance, inappropriate behavior, or lack of punctuality.

Grading Guideline #4: Sample student performance (using a variety of assessment methods). Revise student scores as new evidence demonstrates proficiency

- ✓ Use multiple measures of student achievement. Include more than one of the same kind of assessment and more than one type of assessment to examine the same kind of knowledge or skills. Use paper/ pencil assessments, essay assessments, performance assessments, and personal communication to evaluate student achievement on grade level standards.
- ✓ Provide students with multiple opportunities to demonstrate that they have acquired the knowledge, skill, or behavior expected with proficiency on a standard or benchmark.
- ✓ Keep in mind that process and product should be assessed both formatively (**Assessment FOR Learning**) and summatively (**Assessments OF Learning**).
- ✓ Provide corrective feedback on formative assessment(s) – use words, rubrics, or checklists.
- ✓ Benefits: Effectively sampling student performance provides feedback to students allowing for improved performance, encourages both practice and risk-taking, allows for remedial instruction, intervention, and self assessment, encourages competency and mastery, and is supported through research on the use of formative assessment.

Grading Guideline #5: Use quality assessment(s) and properly recorded evidence of achievement

- Scores are meaningful when – and only when – they are based on quality assessment. Remember, we are assessing our teaching as well as content and skill acquisition.
- All assessments meet standards for quality assessment:
 - (1) setting clear and appropriate targets
 - (2) stating clear purpose(s)
 - (3) matching target to assessment method
 - (4) selecting appropriate samples for the learning domain
- Record and maintain evidence of achievement (i.e., portfolios, conferences, tracking sheets, grade book, etc.). It is essential that teachers maintain accurate and up-to-date records of student achievement on an on-going basis.
- Benefits: The quality of assessments and the accuracy of record keeping are the professional responsibility of every teacher. Such documentation provides the real measure of an individual's achievement and is fair to all learners.

Grading Guideline #6: Discuss and involve students in assessment, including scores, throughout the teaching and learning process

- ✓ Discuss assessment practices and how scores will be determined with students at the beginning of instruction.
- ✓ Make students aware of the learning goals for the course or unit of instruction. Be certain they understand what they will be asked to do to provide evidence of their learning. Tests and other assessments should not surprise students.
- ✓ Remember that quality assessment is not something that is done **to** students separate and apart from instruction; assessment must be – and must be seen to be – something that is done **with** students as an integral part of the learning process.
- ✓ Including students in classroom assessment practices and scoring ensure that the expectations are clear to all and that there is no mystery to grading, promotes student learning and student/parent buy-in, and stops any game playing or favoritism.

Standards-Based Grading and Reporting

When educators think about parents and grading, they often worry about the question foremost in any parent's mind: "What grade did he or she get?" In standards-based systems the questions parents are encouraged to ask are: "What has he or she learned about _____?" or "How well can he or she reason, write, communicate, work with others, or problem-solve?" Each of these questions arises from the shared knowledge of what constitutes achievement or mastery of a standard or set of standards.

A child's score (proficiency level at the end of a grading period) should be based on multiple measures to ensure that an adequate sample of student work has been assessed and evaluated, including teacher-generated classroom assessments. These assessments should have clear purposes, explicit targets that are aligned with the standards and should be scored using appropriate scoring guides/criteria.

In order to make sound judgments about student achievement in relationship to each of the course outcomes (standards or benchmarks), teachers need to collect information about each expectation. In some cases teachers may actually need to give more classroom assessments. Or, more likely, the teacher will simply need to record the information already being gathered in a slightly different way. For example, a teacher may well use a unit test given in a prior year. But instead of recording an overall score of 78 percent on Unit 3, for instance, under the revised system the teacher would break down that score to record information on each of the standards assessed by the unit test. The actual reporting might look like:

Standard or Benchmark/Learning Target	Score	Rubric
Solve problems that involve comparing and ordering fractions	13/15	3
Add common fractions with like denominators	5/15	2
Identify equivalent fractions using models, including a number line	20/20	4

This kind of recording system assists teachers in tracking progress over time specific to the various benchmarks that have been assessed to determine ending proficiency levels for students. This process also helps teachers to identify learning targets that may need to be re-taught to provide additional opportunities for learning and for a student to meet performance expectations.

It is recommended that teachers:

1. Clearly identify for students what they are expected to learn.
2. Fully explain and illustrate the expected performance. Define how good is good enough.
3. Teach in ways that provide opportunities for all students to learn.
4. Assess in ways that allow all students to show what they have learned.
5. Use a variety of assessment methods and inform students of the format and structure in advance of an assessment.
6. Apply a grading plan that accurately sums up a student's academic learning.
7. Clearly articulate to students and parents the connection between practice (homework) and success on the assessment.

Dos and Don'ts of Standards Based Grading

DO	DON'T
Collaborate with other teachers to establish standards for grading so that students are treated fairly and equitably and grades have universal meaning aligned with content and performance standards.	Keep your grading system personal and private from students, parents, and other educators.
Assign grades based on academic achievement, according to performance standards.	Grade on a curve.
Only include academic information in your grading system.	Include non-academic information about the student in your academic grading system.
Use the proficiency scale to indicate a student's level of mastery. Include evidence for each student.	Correlate percentages to the proficiency scale. It is about mastery, not an average.
Use collaborative projects to develop foundational knowledge and use as a basis for critical classroom discussion that will support the development of concepts and skills. Evidence that a student is proficient needs to be garnered from work that the teacher knows to be the students own.	Use collaborative projects as a single measure of proficiency.

The process of transitioning from grades to proficiency scores will require the teacher to implement the use of the standards, learning targets, and teacher created scoring guides.

As teachers arrive at a method of grading and recording student scores, it is up to them to come up with a defensible system (just as they would for letter grades) for weighting the pieces in the grade book to come up with a final proficiency level for students. This part of the teaching process is part of the professional art of teaching.

There is no single right way to do it; however whatever is done needs to reflect evidence of student's level of mastery of the targets of instruction.

Goal: Teachers working in PLTs and other building teams to calibrate their system so that scoring is consistent.

Effective Grade Level Planning and Collaboration

Changing practices and gaining new knowledge takes time, collaboration, experimentation and reflection. Success in implementing the Standards-based Report card will require patience, persistence and the commitment of all stakeholders. Successful implementation will be dependent upon continual communication and collaboration among teachers both horizontally and vertically.

Teachers need to assess student work and its quality using scoring guides and discuss their own teaching practices. The goal of team and peer communication aims at improving teaching and student learning.

Suggested Timeline for PLT Meetings and Collaboration

STANDARD BASED REPORT CARD	PLT
<p>BELOW DESCRIBES STEPS A TEACHER MAY TAKE THROUGHOUT THE SCHOOL YEAR TO ENSURE STUDENTS HAVE AN OPPORTUNITY TO SHOW THEIR PROFICIENCY OF THE GIVEN YEAR’S CONTENT STANDARDS.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gather and analyze student data such as OAKS, easyCBM, SRI- to help decide what content area/ skills your students need focused attention/ differentiation <input type="checkbox"/> Review standards and report card for expected learner outcomes. <input type="checkbox"/> Determine standards that will be uncovered and sequence of instructional delivery for the first trimester. <input type="checkbox"/> Unwrap standards as necessary to define clearly what a student is to KNOW and be ABLE TO DO <input type="checkbox"/> Develop an assessment plan that includes: pre-test/ diagnostic, formative and summative assessments that will measure student proficiency. <input type="checkbox"/> Craft assessments so they allow students to demonstrate what they KNOW and are ABLE TO DO/ proficiency <input type="checkbox"/> Methods of assessments can include: selected response, constructed response, extended written response, performance, and/ or personal communications. <input type="checkbox"/> Create scoring guides for the assessments to ensure accurate measurement of level of proficiency <input type="checkbox"/> Analyze student work on assessments- what is the student’s readiness level, skill level, and interest level <input type="checkbox"/> Utilize the results of these assessments to communicate with students and parents. <input type="checkbox"/> Develop a system for calibrating and recording the outcomes addressed within the 	<p>BELOW DESCRIBES WHAT A PLT CYCLE MAY INVOLVE. The length of time a PLT cycle runs will very depending on factors such as: “ambition” of SMART goal, difficulty of learning target (standard) chosen, and/or number of learning targets working towards impacting the SMART goal. (A typical PLT cycle may take anywhere from two to eight weeks.)</p> <ul style="list-style-type: none"> •<i>Establish Team Roles and Create Norms (at beginning of the year and as needed)</i> •<i>Look at class profile(s) (# of ESL, TAG, SpEd, TI, etc) and previous summative achievement data (OAKS, easyCBM, and/or SRI)(at beginning of the year and as needed)</i> •<i>Agree on standards this cycle will likely focus</i> •<i>Unwrap the standards, identify Big Ideas and Essential Questions (Backwards Design)</i> •<i>Agree on the learning targets (recommended no more than 8)</i> •<i>Create Common Diagnostic Assessment and calibrate test-giving conditions and scoring (may create common Post-Assessment at this time)</i> •<i>Give Common Diagnostic Assessment (2 to 3 weeks PRIOR to teaching the given unit- so that the PLT has time to analyze the data, make a goal and strategize how to approach teaching this set of learners OR plan Strategic Teaching)</i> •<i>Analyze test data: For each learning target, identify who are far below, approaching, meeting, or exceeding</i> •<i>Write SMART Goal (Based on assessment data and most important learning target(s))</i> •<i>Brainstorm/fishbone adult actions that may impact SMART Goal</i> •<i>Decide on one to four adult actions (strategies and/or lessons) PLT agrees to try</i>

<p>grading period.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop lessons for implementation. <input type="checkbox"/> Decide on what students will need to do to show their level of understanding/proficiency of the concepts/skills learned from the given lesson(s) <input type="checkbox"/> Review student work together to determine what proficiency looks like for specific student work products. <input type="checkbox"/> Continue to utilize your system for calibrating and recording student work throughout the grading period. <input type="checkbox"/> Develop future instructional strategies based on examination results. <input type="checkbox"/> Discuss and implement instructional options for re-teaching, refocusing students who are not meeting standards and enriching students who have already met the standards. <input type="checkbox"/> Continue to utilize your system for calibrating and recording student work throughout the grading period. <input type="checkbox"/> Discuss common information to include in the first parent teacher conference. <p><i>As next trimester approaches...</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Gather and analyze student data such as OAKS, easyCBM, SRI- to help decide what content area/skills your students need focused attention/differentiation <input type="checkbox"/> Review standards and report card for expected learner outcomes. <input type="checkbox"/> Determine standards that will be uncovered and sequence of instructional delivery for the first trimester. <input type="checkbox"/> Unwrap standards as necessary to define clearly what a student is to KNOW and be ABLE TO DO <input type="checkbox"/> Develop an assessment plan that includes: pre-test/diagnostic, formative and summative assessments that will measure student proficiency. <input type="checkbox"/> Craft assessments so they allow students to demonstrate what they KNOW and are ABLE TO DO/proficiency <input type="checkbox"/> Methods of assessments can include: selected response, constructed response, extended written response, performance, and/or personal communications. 	<ul style="list-style-type: none"> •<i>Create common formative assessments and calibrate assessment-giving conditions and scoring for each adult action (may need to create rubric)</i> •<i>Discuss outcomes of adult action and the data from formative assessments. May tweak and try again. (<u>do this for each agreed upon adult action</u>)</i> •<i>If not already created, begin creating Common Post-Assessment that measures the same learning targets as Common Diagnostic</i> •<i>Continue to discuss outcomes of additional adult actions and the data from formative assessments. May tweak and try again. (<u>do this for each agreed upon adult action</u>)</i> •<i>If not already done, finish creating Common Post-Assessment</i> <p><u>BEGIN Prep-Work Portion of 2nd PLT CYCLE</u></p> <ul style="list-style-type: none"> •<i>Discuss focus for next PLT Cycle</i> •<i>Agree on standards next cycle will likely focus</i> •<i>Unwrap the standards</i> •<i>Agree on the learning targets (recommended no more than 8)</i> •<i>Create Common Diagnostic Assessment and calibrate test giving conditions and scoring (may create common Post-Assessment at this time)</i> •<i>Give Common Diagnostic Assessment (2 to 3 weeks PRIOR to teaching the given unit- so that the PLT has time to analyze the data, make a goal and strategize how to approach teaching this set of learners OR plan Strategic Teaching)</i> •<i>Analyze test data: For each learning target, identify who are far below, approaching, meeting, or exceeding</i> •<i>Write SMART Goal (Based on assessment data and most important learning target(s))</i> •<i>Brainstorm/fishbone adult actions that may impact SMART Goal</i> •<i>Decide on two to four adult actions (strategies) PLT agrees to try</i> •<i>Create common formative assessments for each adult action</i>
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<ul style="list-style-type: none"> <input type="checkbox"/> Create rubrics for these assessments to ensure accurate measurement of level of proficiency <input type="checkbox"/> Analyze student work on assessments- what is the student's readiness level, skill level, and interest level <input type="checkbox"/> Utilize the results of these assessments to communicate with students and parents. <input type="checkbox"/> Develop a system for calibrating and recording the outcomes addressed within the grading period. <input type="checkbox"/> Develop lessons for implementation. <input type="checkbox"/> Decide on what students will need to do to show their level of understanding / proficiency of the concepts / skills learned from the given lesson(s) <input type="checkbox"/> Review student work together to determine what proficiency looks like for specific student work products. <input type="checkbox"/> Continue to utilize your system for calibrating and recording student work throughout the grading period. <input type="checkbox"/> Develop future instructional strategies based on examination 	<ul style="list-style-type: none"> •Give Common Post- Assessment <p><u>1st CYCLE ENDS Analyze Common Summative Assessment Data- Did PLT meet their SMART GOAL?</u></p> <ul style="list-style-type: none"> •Team celebration and reflection (which adult actions made the most impact and why? •Ask- How did we function as a team? Do we need to add, delete, or reemphasize a norm(s)? <p><u>Adult Action Portion of 2nd PLT CYCLE BEGINS</u> (as communicated within SMART Goal)</p> <ul style="list-style-type: none"> •Discuss outcomes of adult action and the data from formative assessments. May tweak and try again (<u>do this for each agreed upon adult action</u>) •Continue on with PLT Cycle... Repeat PLT cycle throughout the school year.
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Teacher Question and Answer

1. Will the report card be able to be accessed anytime throughout the term?

Yes. The report card is accessible through eSIS and is available to teachers to enter information throughout the term. *Note: eSIS will eventually be phased out as our student information system. Regardless of what student information system we adopt, we will continue to use a standards based report card.

2. Are we going to assign a proficiency score based on the final assessment only?

In a standards based reporting system, teachers will use a variety of assessment practices, which will include performance assessments, formal assessments, student work and final assessments. In addition teachers will use anecdotal notes and observations as tools to document the student's growth toward proficiency. As students make progress and growth over the grading period, teachers will score students according to the proficiency level of the student at the end of the grading period. Teachers should be careful about using homework as an assessment of student proficiency because work completed outside of the classroom is not under the control and supervision of the teacher. In addition, the purpose of homework is practice, and the student should not be penalized for practice towards proficiency. Failure to turn in assignments or work is a nonacademic factor that is considered in the "Application of Life Skills" section on the report card.

3. Do you keep assessing the same standard through the year if a student is proficient?

Yes, as students progress toward full proficiency at grade level standards, teachers continue to provide multiple opportunities to re-check for understanding. No matter where a student falls in regards to proficiency levels, a teacher must continue to provide challenging learning opportunities to take the student to a deeper level of understanding. Whenever appropriate, acceleration strategies and techniques such as differentiation must occur to move the student to the next level. The standards are not a checklist.

7. Does proficient mean "all" the time, or above 80-85% of the time?

The only way that staff will be able to come to consensus on this is by looking at student work and having discussions about what proficiency at each performance level looks like. In terms of assigning particular "percentages" to student work, we need to discuss how students evolve into proficiency. If you say that a student is proficient or basic 70-80% of the time what does that mean? How is proficiency being assessed? The only way to achieve a given "percentage" is through selected response testing. However, in a proficiency-based system, multiple measures should be used. It would make little sense to combine all test scores for a given student (by computing an average score, for example) during a unit, because this might penalize the student for his lack of knowledge at the beginning of the unit. The driving force behind criterion-referenced grading is to ascertain the extent to which students reach a specific level of knowledge or skill in a specific learning outcome at the end of a grading period." *Transforming Classroom Grading, Robert Marzano, page 22.* Over the course of a trimester or reporting period, students should be given multiple opportunities to become proficient. At the point that they are able to exhibit proficiency in terms of knowledge of a particular standard, as evidenced by a variety of work, a performance level should be assigned.

8. Using the scores 2, 3, 2, 4 from core assessments, would you average the number?

Teachers will get a better understanding of a student's proficiency level at the end of a grading period by taking a "snapshot" of student learning by looking at a student's most recent assessment of the standards. During the course of the grading period assessments should be formative in nature. This means that the teacher should be able to analyze student performance and provide needed intervention during the grading period to move each student toward proficiency on the targeted standards and benchmarks. On going collaboration that includes teachers looking at student work alongside scoring guides will provide directions and continuity in grading practices.

9. How does a student exceed when you either know it or not (Example- Uses beginning letters/left to right-top to bottom, knows letter and sounds)

Teachers will use state or teacher created scoring guides that define proficiency and exemplary work. Scoring guides provide definitions of what the different levels of student work “look like” in order to assign a level of proficiency for the work sample. To score a 5 the student must consistently demonstrates mastery of the grade level standards. With relative ease the student grasps, applies and extends processes and skills for the grade level.

10. Should we include OAKS, easyCBM, and DRA scores in determining grades?

While scores are useful in measuring student progress toward proficiency in grade level standards, these scores are not meant to be summative in nature or used in isolation. These assessments are NOT to be used as a sole decision point for a student’s proficiency level. Multiple measures (i.e.. running records, anecdotal notes, teacher developed and base program assessments, classroom work) must be used over time as instruction is provided to ensure that the student meets the proficiency level on time. If the DRA is going to be used as one of the multiple measures, it would have to be administered at the end of each trimester to demonstrate growth over time.

11. Do you give a student a score in every math standard each trimester?

No. In order to accurately report information a teacher must determine the standards that will be the focus of instruction for the reporting period. Teachers have the option to use their professional judgment to place a larger emphasis on particular math standards at a given trimester. Based on their outlined sequence of instruction and needs of students, a teacher may not score a student on every standard each trimester and that’s ok. However, all math standards should receive a score prior to year’s end.

12. If a student demonstrates proficiency do they have to complete any more work?

Teachers have an obligation to continue to teach every student at the highest level. This means that when a student consistently demonstrates over time command and proficiency of a standard that the teacher must provide increasingly challenging assignments, allowing the student to explore subjects at greater levels of depth and complexity. This is not an easy thing to do, but it is incumbent that educators provide this level of instruction for every learner.

13. Will the new report card be used with Special Education Students?

Yes. Federal law requires that the report cards of special education students will look exactly like the report cards of general education students. However, as is also required, each special education student will additionally receive a copy of his/her progress towards IEP objectives.

14. Will the new report card be used with English Learners?

Yes, exactly as it is for other students. This means reporting honest information about the English Learners student’s achievement against the same standards that all other students are expected to meet. However, depending on the English Learners language skills he/she may also be enrolled in ESL, which has its own specific standards.

15. How do we align assessments for ERC students? According to grade level? According to student's performance level?

In a standards reporting system, all student progress is measured against the standard of the grade level. The system provides for consistency and continuity by assessing a student's learning and achievement against the same criteria for the grade level. Assessments provide valuable information such as child's strengths and areas of need so that the teacher can effectively target their instructional program that aligns with the student's opportunity to work towards proficiency. Information from assessments is not only used to design a targeted instructional program, but intervention as needed in order for students to recoup deficits as well. All students, including Special Education and English Learners are included in the Standards Based Reporting System. Teachers are to report academic information on how a student is performing in relation to the standards being assessed.

16. How do you keep a grade book with work samples?

In a standards based reporting system teachers use multiple sources of information, grade books, student work samples and other assessment information. The grade book will take a different form with some teachers opting to use a three ring binder in which each student has a separate grade sheet and where a teacher can store samples of the student's work. The system that works best for each teacher is often individually determined. We suggest that teachers look at different formats and experiment to find the one that best meets their needs. Traditional students grades, such as percentages, are replaced with levels of proficiency in a standards based reporting system.

17. A student comes into a classroom below proficient. Over the course of the trimester, the student slowly improves and exhibits proficiency at the proficient level during the last two weeks of the grading period. What should his/her mark be 2, 3, 4?

A mark should be given based on a student's ability to exhibit proficiency for a given standard. The student may exhibit proficiency at any point in the grading period. A teacher would make a decision based upon a collection of student work and classroom assessments.

18. What happens to the report card as we transition to the Common Core State Standards?

The report card will be revised as needed to reflect changes in adopted standards.

APPENDIX

- **District Assessments and Proficiency Guidelines**
- **Sample Grade Book**
 - **By Standard**
 - **By Assignment**

KINDERGARTEN

*Shaded= required assessments

	No Evidence	Not Yet Proficient	Approaching Proficient	Proficient	Exemplary
easyCBM Reading Risk Factor		4-6	2-3	0-1	
DD Writing Assessment		1-2	3	4	5-6
Print Concepts Foundational Skills Sheet		43 or below	44 - 54	55 out of 55	
Phonics and Word Recognition Foundational Skills Sheet		48 or below	49 - 59	60 out of 60	
easyCBM Math		Less than 50 th Percentile		Greater than or Equal to 50 th Percentile	
Math Foundational Skills Sheet		39 or below	40 - 50	51 out of 51	
DRA2		Independent Level 2 and below	Instructional Level 3	Independent Level 3	Independent Level 4 and above

FIRST GRADE

Shaded = Required Assessments	No Evidence	Not Yet Proficient	Approaching Proficient	Proficient	Exemplary
easyCBM Reading Risk Factor		4-6	2-3	0-1	
DD Writing Assessment		1-2	3	4	5-6
easyCBM Math		Less than 50 th Percentile		Greater than or Equal to 50 th Percentile	
DRA2		Instructional Level 14 and below	Independent Level 14 to Instructional Level 16	Independent Level 16 to Instructional Level 18	Independent Level 18 and above

SECOND GRADE

Shaded = Required Assessments	No Evidence	Not Yet Proficient	Approaching Proficient	Proficient	Exemplary
easyCBM Reading Risk Factor		4-6	2-3	0-1	
DD Writing Assessment		1-2	3	4	5-6
easyCBM Math		Less than 50 th Percentile		Greater than or Equal to 50 th Percentile	
DRA2		Independent Level 20 and below	Instructional or Independent Level 24	Independent Level 28 to Instructional Level 30	Independent Level 30 and above

THIRD GRADE

Shaded = Required Assessments	No Evidence	Not Yet Proficient	Approaching Proficient	Proficient	Exemplary
easyCBM Reading Risk Factor		4-6	2-3	0-1	
DD Writing Assessment		1-2	3	4	5-6
easyCBM Math		Less than 50 th Percentile		Greater than or Equal to 50 th Percentile	
DRA2		Independent Level 30 and below	Independent Level 34 to Instructional Level 38	Independent Level 38 to Instructional Level 40	Independent Level 40 and above

FOURTH GRADE

Shaded = Required Assessments	No Evidence	Not Yet Proficient	Approaching Proficient	Proficient	Exemplary
easyCBM Reading Risk Factor		4-6	2-3	0-1	
DD Writing Assessment		1-2	3	4	5-6
easyCBM Math		Less than 50 th Percentile		Greater than or Equal to 50 th Percentile	
DRA2		Intervention Level 40 and below	Instructional Level 40	Independent Level 40	Instructional Level 50 and above

FIFTH GRADE

Shaded = Required Assessments	No Evidence	Not Yet Proficient	Approaching Proficient	Proficient	Exemplary
easyCBM Reading Risk Factor		4-6	2-3	0-1	
DD Writing Assessment		1-2	3	4	5-6
easyCBM Math		Less than 50 th Percentile		Greater than or Equal to 50 th Percentile	
DRA2		Intervention Level 50 and Below	Instructional Level 50	Independent Level 50	Instructional Level 60 and Above



GRADE BOOK EXAMPLE: BY STANDARD

Standards Based Grade Book

Trimester: 1 2 3

School:

Grade:

Teacher:

Standard(s):

Assignments/Assessments				Final Proficiency Level						Final Proficiency Level		
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
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16												
17												
18												
19												
20												
21												
22												
23												

GRADE BOOK EXAMPLE: BY ASSIGNMENT



Standards Based Grade Book *Trimester: 1 2 3*

School:

Grade:

Teacher:

Assignments/Assessments

Standard(s)										
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										