

TIPS AND TOOLS FOR IMPLEMENTING PROFICIENCY- BASED TEACHING AND LEARNING

Debbie Connolly: Supervisor of Curriculum and Assessment

Carla Dahlin: Staff Development Specialist- former Middle School Math Teacher

Hal Jones: High School Vice-Principal

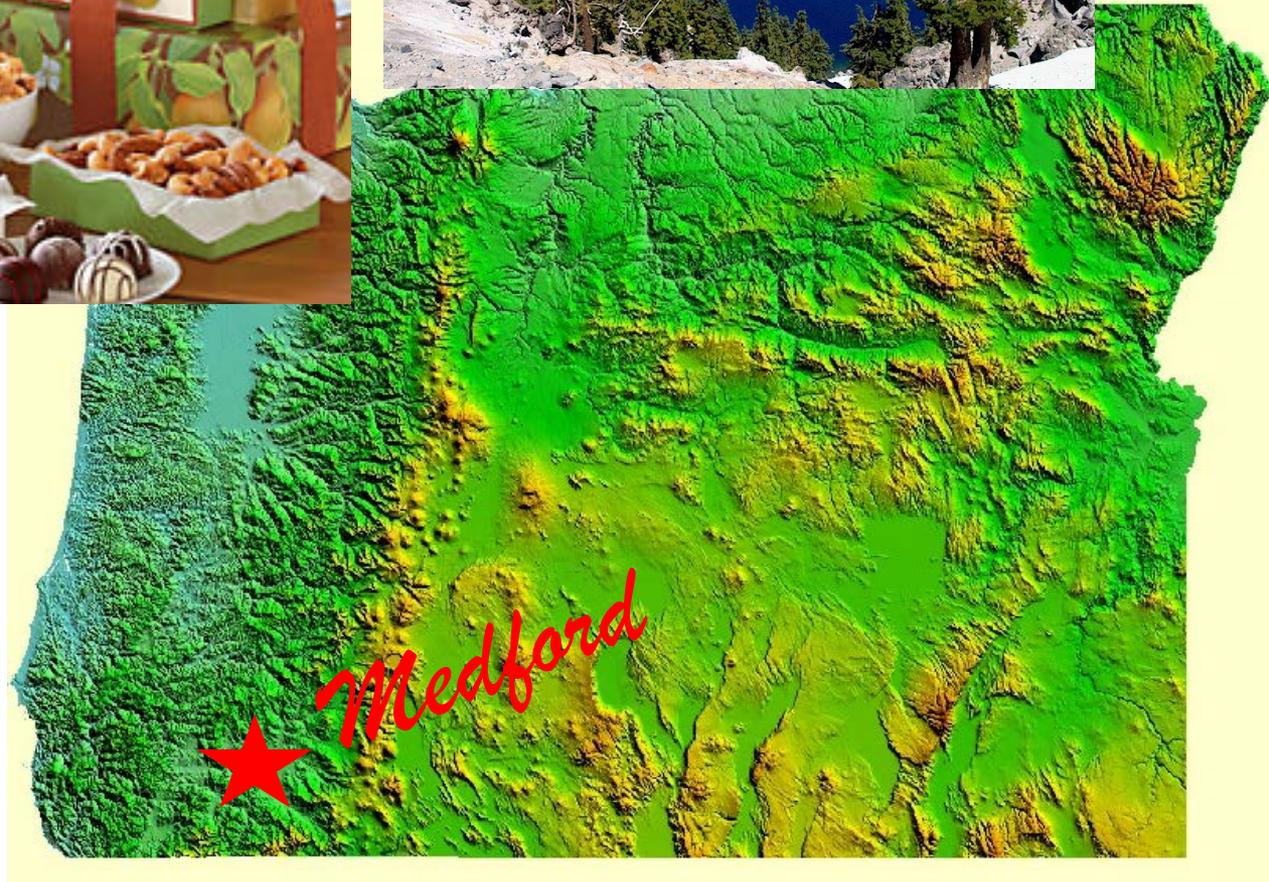
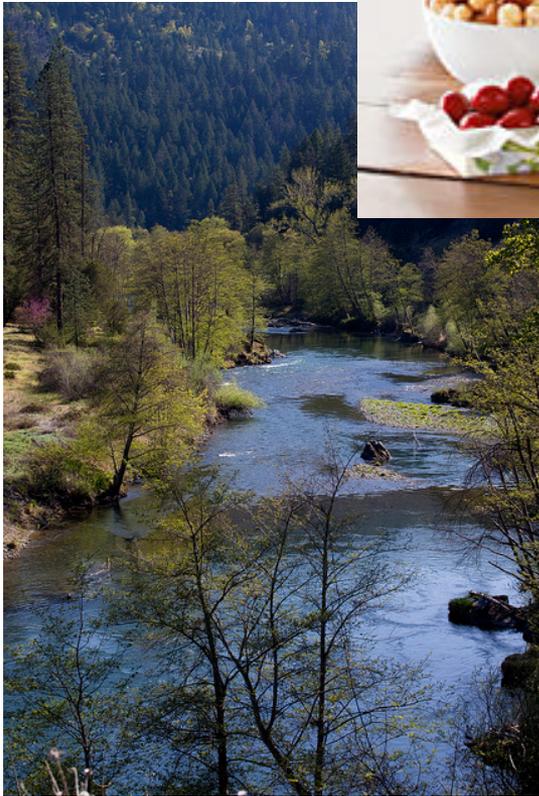
Hector Santiago: High School ELA Teacher

Andrea Jaime: High School Social Science Teacher

Matt Sniffen: High School Math Teacher

Kiernan Hodge: Middle School ELA Teacher

Medford, Oregon



Medford School District 549C

14 Elementary Schools, 2 Middle Schools, 3 High Schools,
and 3 Charter Schools



Learning Targets

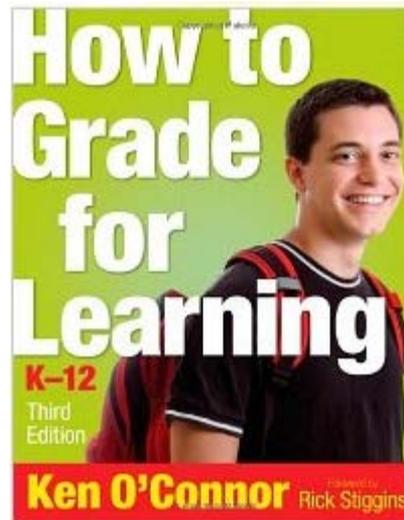
By the end of this session, you will...

- Leave with ideas and resources for implementing proficiency-based teaching and learning.
- Understand what systems and structures need to be in place to accurately report out on proficiency towards standards.
- Leave with models of proficiency-based report cards and other tools to support proficiency implementation.



What does a grade actually mean?

In 2009, Task force to research sound grading practices and write a district philosophy statement.



MEDFORD SCHOOLS ASSESSMENT AND GRADING PHILOSOPHY

Effective grading is essential for learning and student success. Beginning with clearly articulated learning goals, grading gives students timely, detailed feedback and provides parents with communication regarding academic progress.

Therefore, we are guided by the following statements.

Standards Based Grading

Student grading and reporting is based on progress towards mastery of the standards adopted by Oregon Department of Education. Learning targets are communicated to students, parents, and staff throughout the teaching and learning process.]

Communicating Achievement

Communication of achievement is clear, consistent and timely based on district-wide common language. The communication is easy for parents and students to understand and is focused on learning targets. Behavior is reported separately from achievement.

Learning Targets /Goals

Learning targets identify content and skills all students need to master within a continuum of clearly defined State Standards. They communicate expectations to students, parents, and teachers. Learning goals are specific to the student and indicate an individual path towards meeting targets.

Grading Practices

Effective grading practices communicate progress toward learning goals, contribute to student motivation, and indicate student strengths and weaknesses. Grades that reflect proficiency

New philosophy means new trainings...

Professional Development for Admin and Staff

- 15 Fixes – Philosophy behind Proficiency
- PLCs
- **CHANGE WORD BELOW**
Proficiency Continuum

Beginning	Emerging	Developing	Proficient	Mastery
F/1	D/2	C/3	B/4	A/5
No understanding or skill demonstration yet.	Partial understanding and some skill demonstrated with greater omissions or errors evident.	Though student is occasionally demonstrating a working knowledge of the essential skills that encompass the standard, there are still more weaknesses than strengths.	The student regularly meets the standard and demonstrates a working knowledge of essential skills, while there are still some weaknesses, the strengths are dominant.	Through extensive evidence, the student consistently surpasses the proficient level and demonstrates an in-depth understanding of the standard.



HB2220

WE WERE ON THE RIGHT TRACK!



“The grading system shall *clearly show* the student and parents *whether* the student is achieving course requirements at the student’s current grade level, and be based on the student’s progress toward becoming proficient in a *continuum of knowledge and skills.*”

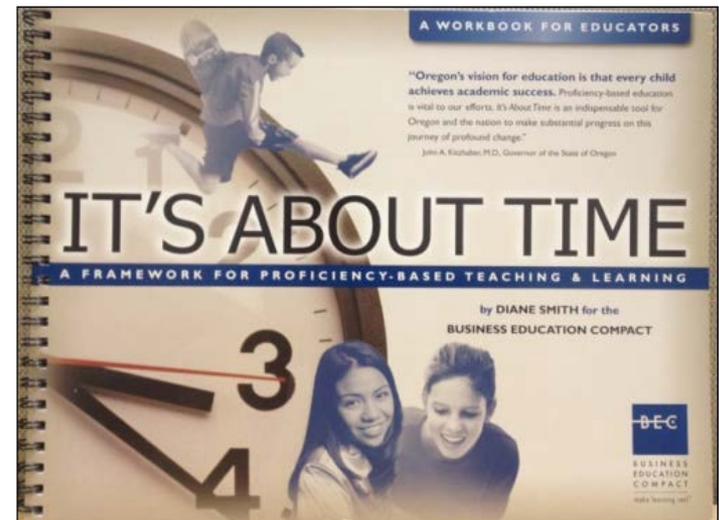
2012-13, it was go time...

NEW REPORT CARD DEVELOPMENT...

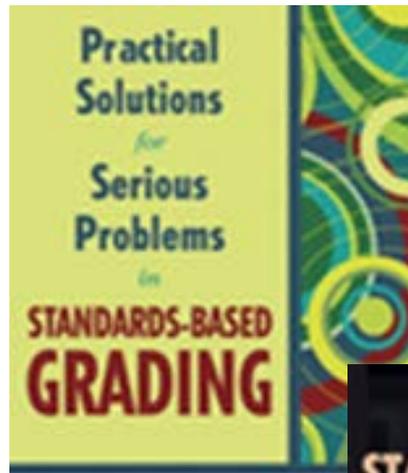
- A secondary report card design team formed

THE PILOT BEGAN...

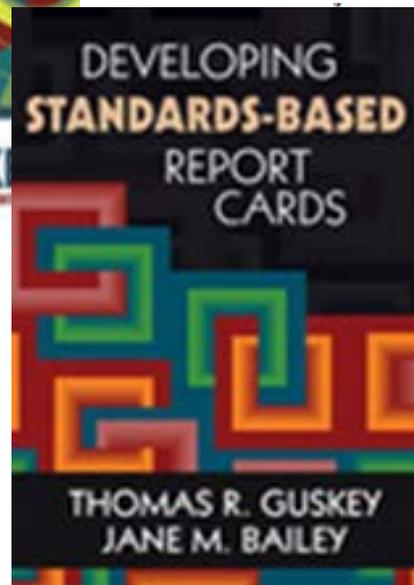
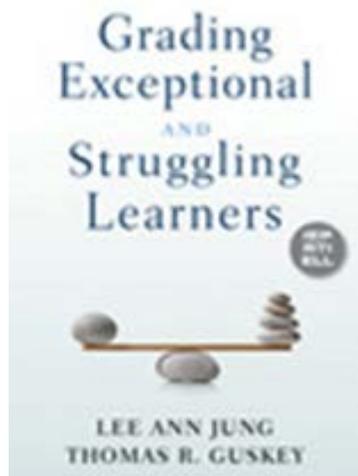
- Groups of teachers from all 4 secondary schools
- All secondary staff attended 2 day proficiency based teaching and learning workshop in the fall.
- Continued PD to support the schools
- Working through the “*Checklist*”



We read, we studied, we plotted and planned

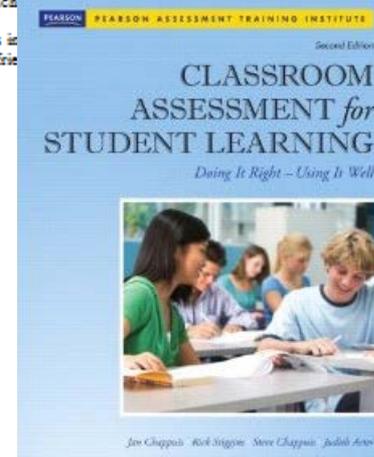


THOMAS R. GUSKY



Standards-Based Report Card Development Levels

Reporting	3. Essential Steps in Development	4. Establishing Performance Indicators	5. Special Cases: SPED, TAG, etc.	6. Additional Development Issues
Clear, concise and interpretable in each subject area Learning goals:	<p>7 questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of the report card? 2. How often? 3. Will it be specific for each grade level or general? 4. How many reporting standards for each subject area/course? <p>Steps to decide:</p> <ul style="list-style-type: none"> *Categorize by 3 types of learning goals *Id. Specific reporting standards for each area *word standards is precise, parent friendly language 	<p>8 more questions:</p> <ol style="list-style-type: none"> 8. How many levels of performance will be reported for each standard? 9. How will levels be labeled? 10. Will teacher's comments be included and encouraged? 11. How will information be arranged on the report card? <ol style="list-style-type: none"> a) Order: What is most important appears first. b) Space: What is most 	<ul style="list-style-type: none"> • Particular aspects of developing a standards-based report card for middle and high schools • Adaptations necessary to provide fair and accurate grades or marks for students with special needs who are included in regular classrooms. • Adaptations necessary to provide fair and accurate grades or marks for students with considered specially gifted or 	<p>4 qualities of Effect Report Cards:</p> <ol style="list-style-type: none"> 1. Report on product, process and progress separately 2. Accurate picture of academic strengths and challenges. <ul style="list-style-type: none"> • Parents want clearer a more understandable information about teachers' expectations learning and behavior. • Parents want more specific and detailed is about child's learning progress in school. • Parents want practical suggestions from teachers about how best to help their child when problems or difficulties arise.



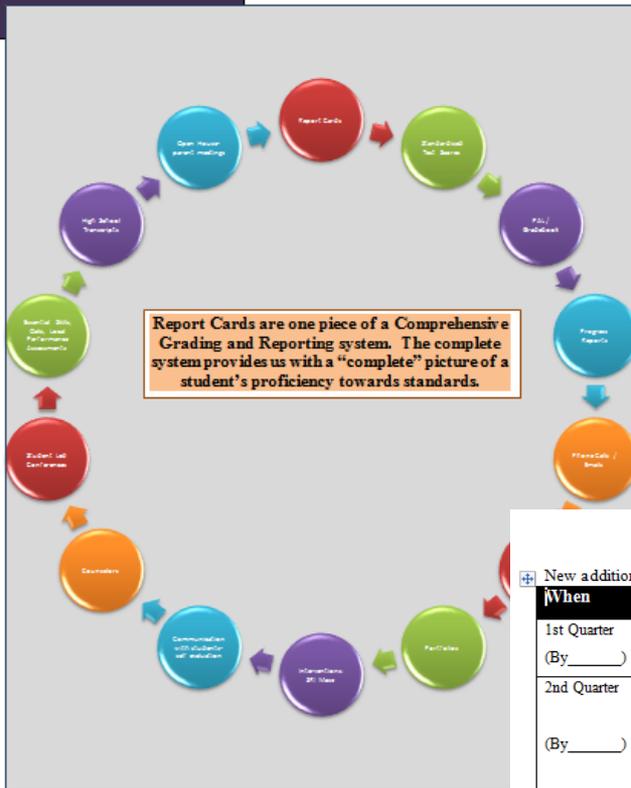
WE STATED and WE BUILT SHARED UNDERSTANDING

The purpose of this report card is to communicate with parents and students about the achievement or progress toward established learning goals for each quarter. Grades reflect how well students have met these goals in each class, indicating areas of strength and areas where additional time and effort **are** required.

Medford School District 549C Comprehensive Grading and Reporting System

The primary purpose of grading is to communicate the academic progress to the students, their families, employers, and postsecondary institutions. •A grade should reflect what a student knows and is able to do in a course. •Non-academic factors are valuable but will be communicated separately. This includes attendance, attitude, behavior in class, and completion of homework. •All grading and reporting is to be based on the standards and not on a curve. Students are not in competition with each other for the highest score.

Original Source: Minnesota Public Schools



Office of Curriculum and Assessment: Medford School District 549C



Medford School District 549C
815 S. Oakdale Avenue
Medford, OR 97501

August 2012

Dear Parents and Students,

Beginning in the 2012-2013 school year, several teachers in our secondary schools will implement a change in their grading system. This letter is one of a variety of ways we would like to provide information that explains this change. Teachers involved in this change will communicate individually with parents through their class grading policy and as well as other means of communication.

1 Medford District Grading Terminology- Vocabulary

District Vocabulary: Official term	Other terms that fit the definition	Definition
Achievement		The demonstration of student performance measured against established criteria (performance standard).
Assessment		Evidence of student learning. Gathering and interpreting information about student achievement (group or individual), using a variety of tools and techniques. It is the act of describing student performance, primarily for the purpose of enhancing learning. As part of assessment, teachers provide students with feedback that guides their efforts toward improved achievement.
Balanced		*Includes throughout the year assessment- formative, interim,

2012-2013 Timeline for Proficiency-Based Teaching and Learning

New additions and clarifications in RED

When	What	Deliverables
1st Quarter (By _____)	<ul style="list-style-type: none"> Identify Reporting Standards 	List of Reporting Standards
2nd Quarter (By _____)	<ul style="list-style-type: none"> Prioritize Standards- Staff training (if not already completed) Begin with Individual Priority → then agree on in PLC (if not already completed) District alignment 	List of priority standards
End of 3rd Quarter (By _____)	<ul style="list-style-type: none"> Check Point- administrators will check in with PLCs to make sure all are on track 	Principals gather deliverables (List of Reporting Standards and Priority Standards). Send copy to Curriculum Office
End of Second	<ul style="list-style-type: none"> Divide priority standards by content areas in to quarters. 	Copy of rubrics and

a noun followed by a show the main content does not list the s. However, content is include the skill metrics: 3D shapes

How do you prepare to use Proficiency Based Grading to assess your students?

Develop an Assessment Plan

An assessment plan is simply the plan in which a PLC determines how to measure student performance based on learning targets.

- learning targets
- rubric for each target
- common summative assessments
- formative assessments based on expectations for the summative assessments
- a capacity matrix for students to track progress towards mastery of learning targets
- intervention plan for students who need or want an additional opportunity to demonstrate learning
- plan for reassessment to demonstrate that learning

How do you prepare to use Proficiency Based Grading to assess your students?

#1: Identify and become familiar with the **standards** used in your subject matter (i.e. Common Core, state, CTE, national, etc.).



Standards By Design:
Eighth Grade for Physical Education

How do you prepare to use Proficiency Based Grading to assess your students?

#2: Identify your course **reporting standards**.

Two arrows originate from the text 'reporting standards'. One arrow points down and to the right towards the 'MUSIC' table. The other arrow points up and to the right towards the 'ENGLISH' table.

MUSIC
Reading Music
Vocal / Instrumental Performance
Music Concept Analysis

ENGLISH
Reading Literature
Reading Informational Text
Language
Speaking & Listening
Writing

How do you prepare to use Proficiency Based Grading to assess your students?

#3: Select your **priority standards**.

#	<u>Priority Standards:</u>
1	RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
1	RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes
1	RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
2	RI.7.2: Determine two or more central ideas in a text and analyze their development over the
2	RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
2	RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections
3	W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

How do you prepare to use Proficiency Based Grading to assess your students?

#4: Create **learning targets** for each priority standard (student-friendly / *Can* statements).

Priority Standards:	Learning Targets: Student-friendly / <i>Can</i> statements
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	➤ I can cite textual evidence that strongly supports my analysis of a text.
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	➤ I can analyze a character using well-selected lines of dialogue or incidents from the story or drama. ➤ I can analyze how lines of dialogue or incidents propel the action of a story or drama.

How do you prepare to use Proficiency Based Grading to assess your students?

#5: Create **rubrics** for each learning target.

I can analyze a character using well-selected lines of dialogue or incidents from the story or drama.				
<u>Mastery:</u>	<u>Proficient:</u>	<u>Approaching:</u>	<u>Developing:</u>	<u>Beginning:</u>
<p>I have selected the strongest lines of dialogue <u>and</u> character actions to accurately and insightfully explain a character's personality.</p> <p>I provide a thorough, sophisticated explanation/analysis of how specific lines of dialogue and character actions reveal a character's personality.</p>	<p>I have selected lines of dialogue <u>and</u> character actions that accurately explain a character's personality.</p> <p>I provide a clear explanation/ analysis of how specific lines of dialogue and character actions reveal a character's personality.</p>	<p>I have selected either lines of dialogue <u>or</u> character actions that accurately explain a character's personality.</p> <p>I provide a basic explanation/ analysis of how specific lines of dialogue or character actions reveal a character's personality.</p>	<p>I have attempted to select specific lines of dialogue <u>and/or</u> character actions to explain character personality; however, my selections may not adequately or accurately fit or describe the character.</p> <p>I provide a limited or inaccurate explanation/analysis of how specific lines of dialogue and character actions reveal a character's personality.</p>	<p>I do not include specific lines of dialogue or character actions to explain character personality, or my selections do not fit or describe the character.</p> <p>I provide no explanation/analysis of how specific lines of dialogue and character actions reveal a character's personality.</p>

How do you prepare to use Proficiency Based Grading to assess your students?

#6: Create **summative** and **formative assessments** for each

learning target. *Note: an assessment can cover more than one target.

Learning Target #2:

I can analyze a character using well-selected lines of dialogue or incidents from the story or drama.

Summative Assessments
assessment of learning

“The Tell-Tale Heart” short story analysis test
(assesses Learning Targets #1, 2, & 3)

Formative Assessments
assessment for learning

- Exit ticket: Identify the antagonist in the story and write down two words that describe his personality.
- Worksheet question: Record two lines of dialogue that show the character Frankie is greedy.
- Class discussion/observation (informal)

How do you prepare to use Proficiency Based Grading to assess your students?

#7: Create **capacity matrices** for each learning target.

Are You Proficient at Analyzing a Story?

Name: _____

Period: _____

Standards

- CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- CCSS.ELA-Literacy.RL.8.6** Analyze how differences in the point of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor

Learning Target #1:
I can cite textual evidence that strongly supports my analysis of a text. i.e. (Homes 1)

Current Level of Proficiency

-BEG-----DEV-----APP-----PRO-----MAS-

Learning Target #2:
I can analyze a character using well-selected lines of dialogue or incidents from the story or drama.

Current Level of Proficiency

-BEG-----DEV-----APP-----PRO-----MAS-

Learning Target #3:
I can analyze how lines of dialogue or incidents propel the action of a story or drama.

Current Level of Proficiency

-BEG-----DEV-----APP-----PRO-----MAS-

Evidence shown to prove that "I can":

Highlight supportive learning targets I KNOW and am able to DO on my own:

Steps to Learning Target #1:

I can **describe** the ways to cite textual evidence

1. Directly quoted
2. Paraphrased
3. Parenthetical citation

I can **define** the following terms:

1. Analyze/Analysis
2. Inference
3. Textual Evidence
4. Explicit Evidence

I can **select** the strongest evidence to support my analysis.

How to make a quick capacity matrix

Unintentional Injury Prevention Unit Rubric

Reporting Standard: Unintentional Injury Prevention

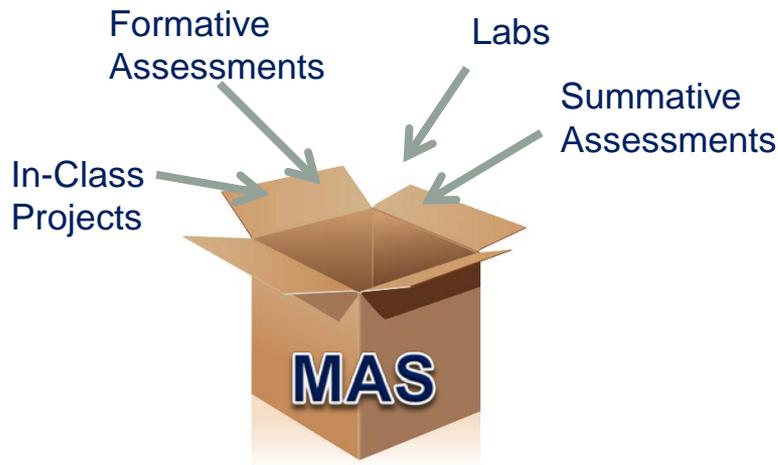
Priority Standard: Acquire knowledge and skills necessary to be safe at home, on move, at school, at work and in the community.

Student Name: _____ □

I can...	Mastery	Advanced	Meets	Approaching	Beginning
Distinguish ways to prevent fires and reduce risk of injuries related to fire and water.	Student develops a well-crafted plan on how to reduce risk of fire and water injuries around the home and in the community.	Student develops a convincing plan on how to reduce risk of fire and water injuries around the home and in the community.	Student develops an adequate plan on how to reduce risk of fire and water injuries around the home and in the community.	Student develops a partial plan on how to reduce risk of fire and water injuries around the home and in the community.	Student develops an insufficient plan on how to reduce risk of fire and water injuries around the home and in the community.
The EVIDENCE showing that I can...					
Identify ways to prevent situations that might harm vision and hearing.	The student develops a prepared & superior message promoting safety protection.	The student develops a prepared & detailed message promoting safety protection.	The student develops a prepared & clear message promoting safety protection.	The student develops a prepared but limited message promoting safety protection.	The student develops an unprepared and/or insufficient message that does not promote safety protection.
The EVIDENCE showing that I can...					

Medford's Proficiency Report Card

Academics



Career-Related Learning Standards



Independence and Initiative

Strand	Measurement Topic	Overview	Description of Meets
Independence and Initiative	Seeks assistance when necessary	This skill addresses your ability to recognize when you do not understand a task or concept, and you seek out help from classmates, teachers, or other helpful persons.	A student who is meeting expectations in this area demonstrates the following characteristics: <ul style="list-style-type: none"> • seeks help when struggling or needing clarification. • seeks help right away.
	Follows routines and instructions without supervision	This skill addresses your ability to listen to instructions and directions and follow them independently (on your own) without reminders. You also remember what the school and classroom routines are and follow them consistently, even when not being monitored by adults.	A student who is meeting expectations in this area demonstrates the following characteristics: <ul style="list-style-type: none"> • follows instructions the first time given. • seeks clarification of instructions in an appropriate manner and time. • follows the school and classroom routines.
	Accepts responsibility for own behavior	This skill addresses your ability to take ownership of your behavior, recognize when you have not acted responsibly, and do something to make the situation better or make sure you won't make the same mistake again. This skill addresses your ability to create and work toward goals; shows commitment and perseverance by sticking with problems until solved. This skill addresses your ability to take reasonable risks and challenge yourself by seeking new learning opportunities.	A student who is meeting expectations in this area demonstrates the following characteristics: <ul style="list-style-type: none"> • responds respectfully and positively • redirects behavior when acting irresponsibly. • sets and works toward goals. • When struggling, keeps working until goals are achieved. • challenges self to continue to grow academically and personally.

Work Completion and Work Habits

Work Completion and Work Habits	Completes tasks and assignments on time and with care	<p>This skill addresses your ability to complete assignments in a timely manner in order to be prepared for learning every day. Achievement in this area has a direct correlation to success in and out of the classroom by building important study habits and skills.</p>	<p>A student who is meeting expectations in this area demonstrates the following characteristics:</p> <ul style="list-style-type: none"> • completes classroom tasks in the time provided • regularly completes assigned work by the given deadline • comes to class sufficiently prepared to continue in the learning process
	Uses time efficiently	<p>This skill addresses your ability to work toward goals, show initiative, commitment and perseverance. This skill area looks at how well you manage your own learning process, prioritize the use of your time, and take advantage of the resources provided at your school.</p>	<p>A student who is meeting expectations in this area demonstrates the following characteristics:</p> <ul style="list-style-type: none"> • efficiently manages time provided • takes advantage of school resources (office hours, interventions, etc.) • is aware of the learning targets and what is needed to achieve them • stays on task during work time
	Organizes and manages work effectively	<p>This skill addresses your ability to organize your time and resources and prioritize your actions. Achievement in this area means you become more systematic about using organizers and planners to guide you toward success.</p>	<p>A student who is meeting expectations in this area demonstrates the following characteristics:</p> <ul style="list-style-type: none"> • uses tools provided (capacity matrix, planner, PAL, etc.) in order to track expectations and progress towards mastery of learning targets • comes to class with all needed materials

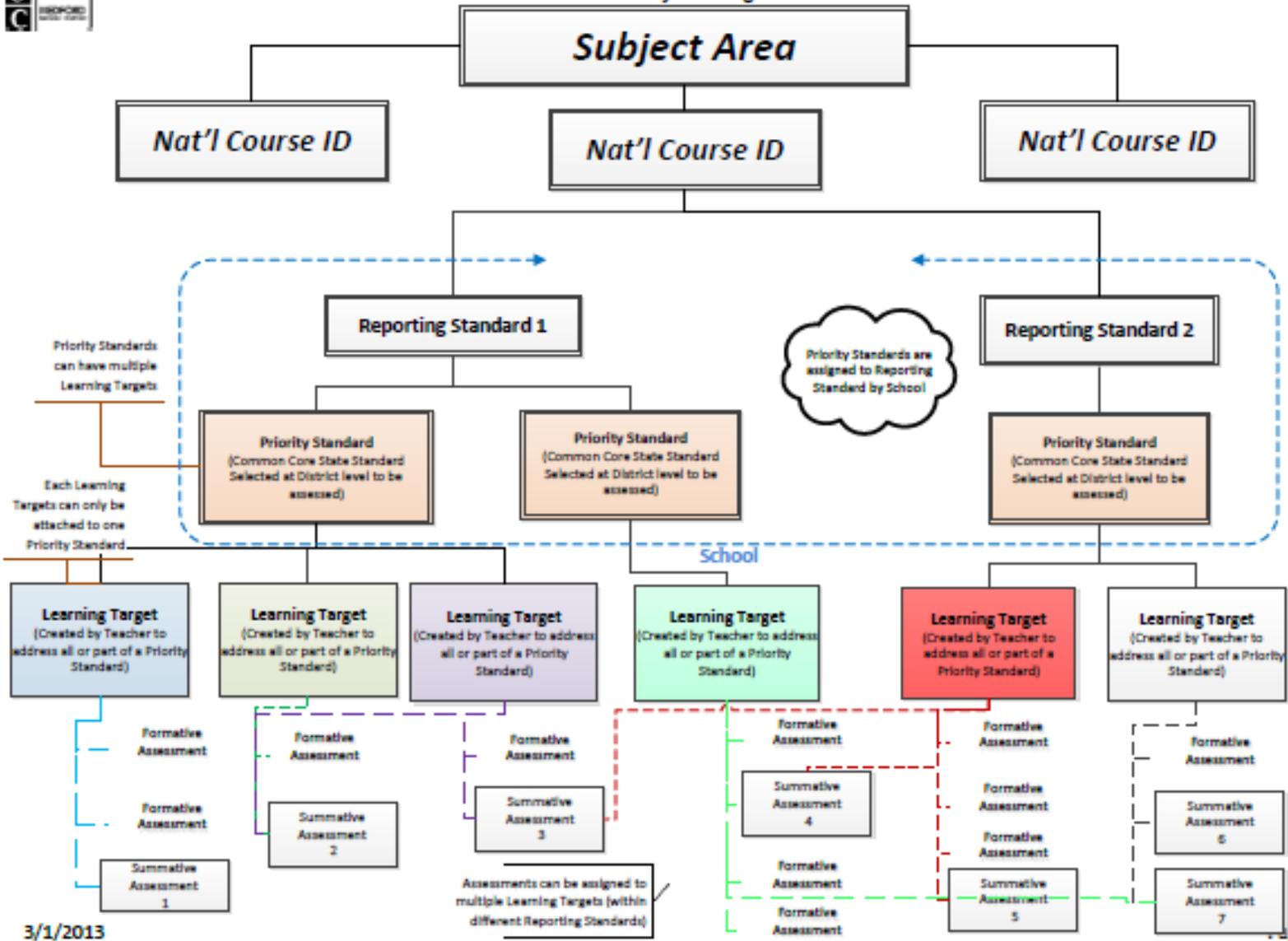
Cooperation and Participation

Cooperation and Participation	Participates in and contributes to class and group activities	This skill addresses your ability to cooperate with teachers and peers and to be personally involved in classroom or group activities. This skill also addresses your ability to participate positively in a common activity and contribute to the discussion in an appropriate manner. Achievement in this area has a direct correlation with success when working independently or in groups.	A student who is meeting expectations in this area demonstrates the following characteristics: <ul style="list-style-type: none"> • Follows instructions for the activity • Is engaged in classroom activities • Willingly accomplishes tasks with others • Balances listening and offering own opinion
	Listen to understand others without interrupting others	This skill addresses your ability to actively listen to learn and understand others' ideas and diverse viewpoints without interrupting.	A student who is meeting expectations in this area demonstrates the following characteristics: <ul style="list-style-type: none"> • Actively listens to others without interruption • Asks questions to increase understanding
	Respects the ideas, opinions, and property of others	This skill addresses your ability to value the thinking, personal property and viewpoints of others. This skill focuses on your ability to respect others in the same way you would want to be respected.	A student who is meeting expectations in this area demonstrates the following characteristics <ul style="list-style-type: none"> • Encourages others to voice their viewpoint without judgment • Shows support for differing ideas • Asks for permission before using others' things



Secondary Gradebook

Proficiency Grading



NORTH MEDFORD HIGH SCHOOL
1900 N KEENE WAY DR
MEDFORD OR 97504

Report Card
Medford School District 549C
Medford, Oregon



TO PARENT/
GUARDIAN OF:

NAME: [REDACTED]
ADDRESS: [REDACTED]
CITY: [REDACTED]

The purpose of this report card is to communicate with parents and students about the achievement or progress toward established standards. Grades reflect how well students have met these standards in each class, indicating areas of strength and areas where additional evidence of learning is required.

Front of Report Card

Student Name			Id.	Grade			
[REDACTED]			[REDACTED]	[REDACTED]			
Period / Term(s)	Course	Teacher	Term				
			1	2	3	4	
00	12	FAMILY HEALTH	Schuler	C			
Reporting Standards							
Promotion of Mental, Social, and Emotional Health				MTS			
Career Related Learning Standards							
Absences				8/NI			
Tardies				3/NI			
Independence & Initiative				NI			
Work Completion & Work Habits				NI			
Cooperation & Participation				NI			

Student Name			Id.	Grade			
[REDACTED]			[REDACTED]	[REDACTED]			
Period / Term(s)	Course	Teacher	Term				
			1	2	3	4	
02	12	ECONOMICS	Karrick	A			
Reporting Standards							
Basic Economic Concepts				MAS			
Supply and Demand and the Circular Flow				INC			
Career Related Learning Standards							
Absences				0/MS			
Tardies				2/MS			
Independence & Initiative				MS			
Work Completion & Work Habits				MS			
Cooperation & Participation				MS			

Student Name			Id.	Grade			
[REDACTED]			[REDACTED]	[REDACTED]			
Period / Term(s)	Course	Teacher	Term				
			1	2	3	4	
04	1234	AP CALCULUS	Lane	B			
Reporting Standards							
Introduction to Calculus				ADV			
Limits				MAS			
Career Related Learning Standards							
Absences				0/MS			
Tardies				0/MS			
Independence & Initiative				MS			
Work Completion & Work Habits				MS			
Cooperation & Participation				MS			

Counselor	Term	Term End Date	School Year				
Cowden	1	11/01/13	2013-14				
Period / Term(s)	Course	Teacher	Term				
			1	2	3	4	
01	1234	ENG 4	Cox	A			
Reporting Standards							
Reading Informational Text				ADV			
Writing				MAS			
Language Use & Grammar				MAS			
Career Related Learning Standards							
Absences				0/MS			
Tardies				1/MS			
Independence & Initiative				MS			
Work Completion & Work Habits				MS			
Cooperation & Participation				MS			
03	1234	STUDENT GOVT	Barry	A			
Reporting Standards							
Personal Management				ADV			
Problem Solving				INC			
Teamwork				INC			
Career Related Learning Standards							
Absences				0/MS			
Tardies				0/MS			
Independence & Initiative				MS			
Work Completion & Work Habits				MS			
Cooperation & Participation				MS			
05	12	VIDEO ADV	Mayben, M	A			
Reporting Standards							
Personal Management				MAS			
Teamwork				MAS			
Career Related Learning Standards							
Absences				0/MS			
Tardies				0/MS			
Independence & Initiative				MS			
Work Completion & Work Habits				MS			
Cooperation & Participation				MS			

Explanation of Report Card

Student Name		Id.	Grade			
			11			
Period / Term(s)	Course	Teacher	Term			
			1	2	3	4
01 234	BIOLOGY	ALMANZA	I	C	C	C
Reporting Standards						
Test Standard 1			MAS	ADV	MTS	
Test Standard 2			ADV	MTS		MAS
Test Standard 3					MAS	ADV
Test Standard 4			INC	MAS	ADV	MTS
Career Related Learning Standards						
Attendance			0/MS	1/MS	9/NI	4/NI
Tardy			0/MS	2/MS	1/MS	1/MS
Independence & Initiative			MS	NI	MS	NI
Work Completion & Work Habits			MS	NI	MS	NI
Cooperation & Participation			MS	NI	MS	NI

The grade comes from the Reporting Standards which includes summative (end of learning) scores. Students must MEET in all Reporting Standards to receive a grade.

These are general categories for reporting student learning for this course. These come from the Oregon State standards.

These scores let you know your child's progress towards meeting the standards.

NI= Needs Improvement
MS= Meets standard
Number = days absent or tardy.

We know that behavior impacts a student's grades. These standards let you know about your student's behavior while they are learning, in areas like study skills, effort, work habits, class participation, attendance, punctuality, and turning in assignments.

Back of Report Card

Student Name			Id.	Grade		
Period / Term(s)	Course	Teacher	Term			
			1	2	3	4
08	1234	AP GOVERNMENT	Bolling	B		
Reporting Standards						
Political Beliefs and Behaviors			ADV			
Comparison and Contextualization			MAS			
Political Institutions			MTS			
Historical Interpretation and Synthesis			ADV			
Chronological Reasoning			ADV			
Career Related Learning Standards						
Absences			0/MS			
Tardies			0/MS			
Independence & Initiative			MS			
Work Completion & Work Habits			MS			
Cooperation & Participation			MS			

Counselor		Term	Term End Date	School Year		
Cowden		1	11/01/13	2013-14		
Period / Term(s)	Course	Teacher	Term			
			1	2	3	4
08	1234	TORNADO BLOCK	Lane	P		
Reporting Standards						
Career Education			MTS			
Career Related Learning Standards						
Absences			0/MS			
Tardies			0/MS			
Independence & Initiative			MS			
Work Completion & Work Habits			MS			
Cooperation & Participation			MS			

2014 Graduation Requirements		Academic G.P.A.		Reporting Standards Grades	
0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5		This Term	Accumulative	MAS - Mastery † - Modified Coursework ADV - Advanced □ - Not Enrolled MTS - Meets Blank - Not Assessed INC - Student is not meeting in one or more learning targets within this reporting standard. Student must demonstrate proficiency of all targets in order to earn credit. For more information see PAL or contact teacher.	
Career Education		3.429	3.553	Overall Academic Grades A - Mastery of Subject I - Incomplete B - Advanced Quality Work W - Withdrawn C - Proficient X - No Grade F - Below Proficiency P - Pass N - No Pass † - Modified Coursework * - Honors Coursework	
Basic Computer Skill		Overall State Attendance Days Absence (Percentage of Days Present)			
Economics					
Elective					
Arts/Cte/2Nd Lang		Term 1	Term 2	Term 3	Term 4
World Studies		0.0 (100.0%)			
Cont Issues/GovT		Typical Progress Toward Graduation (Credits Earned)			
Health Ed		0 3 6 9 12 15 18 21 24			
American Studies		Progress Toward Graduation			
Language Arts		0 3 6 9 12 15 18 21 24			
Mathematics		Essential Skills			
Physical Education		Subject	Skill Met By	Date Met	
Science		Math	OAKS	04/05/2011	
		Reading	OAKS	04/14/2011	
		Writing	Work Sample	04/13/2012	
Credits Required Credits Earned		Eligibility for Activities Probation for activities: F or X grade (IGD-R)			
		Career Related Learning Grades MS - Meets Standard NI - Needs Improvement			

Explanation of Report Card

Previous Terms Courses See PAL for Details							
Period / Term(s)	Course	Teacher	Term				
			1	2	3	4	
01	1	BIOLOGY	GEISSLINGER	C			
07	1	SCULPTURE 1	HERBST				

Previous Terms Courses See PAL for Details							
Period / Term(s)	Course	Teacher	Term				
			1	2	3	4	
03	1	ENG 3	DILANSA				

These are classes taken during a term in the school year other than the current graded term.

2014 Graduation Requirements										Academic G.P.A.				Reporting Standards Grades	
0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5										This Term		Accumulative		MAS Mastery	
Career Education										2.500		2.603		ADV Advanced	
Basic Computer Skill										Overall State Attendance				MTS Meets	
Economics										Days Absence (Percentage of Days Present)				INC Student is not meeting in one or more learning targets within this reporting standard. Student must demonstrate proficiency of all targets in order to earn credit. For more information see PAL or contact teacher.	
Elective										Term 1	Term 2	Term 3	Term 4	Blank Not Assessed * Modified Not Enrolled	
Arts/Cte/2Nd Lang										5.5 (86.9 %)	1.5 (96.3 %)	10.0 (76.2 %)	3.5 (92.2 %)		
World Studies										Typical Progress Toward Graduation (Credits Earned)				Overall Academic Grades	
Cont Issues/GovT															A - Mastery of Subject
Health Ed										Megan's Progress Toward Graduation				B - Advanced Quality Work	W - Withdrawn
American Studies														C - Proficient	X - No Grade
Language Arts										Essential Skills				F - Below Proficiency	P - Pass
Mathematics										Subject	Skill Met By	Date Met		Career Related Learning Grades	
Physical Education										Math	OAKG	05/16/2012		MS - Meets Standard	NI - Needs Improvement
Science										Reading	OAKG	04/14/2011			
										Writing	Work Sample	04/13/2012			
Credits Required Credits Earned										Eligibility for Activities					
										Eligible for all activities: Academic					

Describes marks that report a student's progress towards proficiency of standards.

Describes the grades your student received.

Describes the marks your student received.

All students are required to meet Essential Skills in Math, Reading, and Writing. This area shows if your student has meet and with what assessment.

This tells you if your student can participate in extra-curricular activities.

Where will 2013-2014 lead us?

- Work with staff, parents, and community on proficiency based teaching, learning and reporting.
- Help PLC's work their way through the proficiency checklist for quarters 2, 3, and 4.
- Align reporting and priority standards across district-horizontally and vertically.



Did We Hit All Of The Targets?



Are you...

- Leaving with ideas and resources for implementing proficiency-based teaching and learning.
- Understanding what systems and structures need to be in place to accurately report out on proficiency towards standards.
- Leaving with models of proficiency-based report cards and other tools to support proficiency implementation.

Resources BOOKS ONLY

- Bailey, Jane M, Guskey, Thomas R. *Developing Standards Based Report Cards*. Thousand Oaks, California: Corwin, 2010
- Chappuis, Jan, Stiggins, Rick, Chappuis, Steve, Arter, Judith. *Classroom Assessment for Student Learning*. Pearson, (2nd Edition) 2011
- Guskey, Thomas R. *Practical Solutions for Serious Problems in Standards Based Grading*. Thousand Oaks, California: Corwin Press, 2009
- Guskey, Thomas R, Jung, Leeann. *Grading Exceptional and Struggling Learners*. Thousand Oaks, California: Corwin, 2012
- O'Connor, Ken. *A Repair Kit for Grading*. Portland, Oregon: Educational Testing Service, 2007
- O'Connor, Ken. *How to Grade for Learning*. Thousand Oaks, California: Corwin, 2009
- Smith, Diane. *It's About Time*. Beaverton, Oregon: Business Education Compact, 2012