

Thoughts to Address

Process Standards: Career-Related Learning Standards	<ol style="list-style-type: none"> 1. Need to come up with a suggested list. Get feedback from parents, students, and staff. 2. Once decided, need to create tight rubrics and guidelines for scoring, (i.e., when, how many times, etc.)
80/20, 90/10, 100%	<ol style="list-style-type: none"> 1. How do we define the 10 or 20 %. Feedback from Parents, students, and teachers, (i.e., will the 20 or 10 % be based solely on practice work and formative assessments directly related to the Learning Targets?) 2. How do we grade other classes that aren't core, like interventions, etc.? 3. Extra credit, attendance, and other behaviors will not be included in the product grade, but will be reported in the career-related learning standards. 4. Inappropriate behaviors will be addressed through appropriate accountability procedures, but not through the grading process.
Communication	<ol style="list-style-type: none"> 1. What else do we need to do? 2. Feedback from parents, students and staff on report card format, 90/10 or 80/20, and what else? 3. How do we gather the feedback- survey voting?
Report Card	<ol style="list-style-type: none"> 1. Does our report card give information about progress towards meeting standards?
Grade Book Performance levels	<ol style="list-style-type: none"> 1. How are grades transferred from the electronic grade book to the report card? 2. Remote access to grade book? 3. How will report cards print? Back to Back? 4. Can district secretaries have access for printing and filing? 5. Can report cards be sent electronically to other school districts when a student moves out of district? 6. How many will be reported? 7. Will we have the same levels for middle and high school?
Assessments	<ol style="list-style-type: none"> 1. How many items does it take to demonstrate proficiency? 2. Agreement needed from departments colleagues and administrators about what is considered a summative assessment. 3. What score is proficient on a summative assessment? 4. Test retakes? Is each teacher responsible or will there be a testing room? 5. Consistency between teachers of same course or department- a retake plan. 6. Students will retake only portion of summative assessments that they failed.
Rubrics/Scoring Guides	<ol style="list-style-type: none"> 1. The goal is uniform scoring. 2. How to create.
Policies	<ol style="list-style-type: none"> 1. What policies do we need in place to support new reporting procedures?
Special Education and ELL	<ol style="list-style-type: none"> 1.