Report Card Handbook

A Teacher's Guide to Standards-based Grading and Reporting

Spokane Public Schools
excellence for everyone

April 2009

Report Card Handbook
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Section 2: Glossary

Teaching and Learning Message to Teachers

As a teacher in Spokane Public Schools, you are among the most highly skilled professional educators in the nation. Your commitment to continuous learning has created classroom instruction that is world class in every respect. Because you are teaching the district's standards- based curriculum with fidelity, standards-based grading is a natural compliment to the work you are doing in the classroom everyday. The new standards-based reporting system is the result of a request from teachers that the tool used to communicate academic progress to parents is aligned to what is actually taught in classroom instruction. The older report card was designed before state standards and did not adequately reflect your everyday practice. The new reporting system was designed by practitioners over a three year period that included district-wide feed back on a monthly basis. The draft version of the standards-based report card was then field tested by 7 pilot schools during the 2008-09 school year. Teachers from the pilot schools suggested revisions and those changes have been incorporated into the report card you see before you. The system for standards-based reporting is research based and grounded by six principles for grading practice. Those principles are outlined in your teacher handbook.

The elementary standards-based reporting committee will continue to meet through the first year of implementation in order to provide support to you and your colleagues. We are confident that the new reporting system will meet the highest standards for accurately communicating student academic progress. Thank you in advance for your commitment to increased academic achievement for each of our students.

Karin Short
Associate Superintendent
Teaching and Learning Services

Purpose Statement for Standards-Based Reporting

The purpose of the report card is to report separately:

- ✓ Student achievement based on content standards
- ✓ Student social development and work habits

It is important that grades are accurate in describing what students know and are able to do in terms of academic standards. When we include things like effort, participation, or adherence to school rules in grades, grades are essentially broken. To accurately communicate to students and families specific information about achievement, grades must be a pure measure of student achievement. Other behaviors that promote learning like social development and work habits are important, but they need to be reported separately.

April 2009

SPS Elementary Principles of Grading…
A *Filter for Our Work*

~Spokane Principle 1 - Grades and Reports Should Be Based on Clearly Specified Learning Goals and Performance Standards

All 2nd graders in Spokane Public Schools, no matter their school, will be graded using the same standards.

Spokane Principle 2 – Evidence Used for Grading Should Be Valid

Students are assessed on what they are taught.

There are no trick questions and no surprises.

Spokane Principle 3 – Grading Should Be Based on Established Criteria, Not on Arbitrary Norms

On a math assessment, students are graded on the math standards assessed, not on arbitrary norms such as poor handwriting or no name on their paper.

Spokane Principle 4 – Not Everything Should be Included in Grades

Your children are not graded as they are learning the information, but after the learning has occurred.

Students need to have enough "practice" in order to be successful in the "game."

Practice is learning time. (Formative – not graded).

The game is to show what you know. (Summative – graded).

Spokane Principle 5 – Avoid Grading Based on (Mean) Averages

Traditional: Mean	Standards-Based: Mode
Student 1	Student 2
91	2
91	2
91	3
91	4
91	2
91	4
91	4
70	4
91	4
91	4
889 Mean=88.9	Mode=4
Final grade = B	Final grade = 4

Spokane Principle 6 - Focus on Achievement, and Report Other Factors Separately

Students' achievement should be the only aspect included in their grade.

Students' math grades will reflect their math achievement. However, their work habits and responsibilities during math will be reported separately.

Rubric for Grading Practices

Criterion	Beginning	Developing	Fluent
1. Organizing the grade book	The evidence of learning (e.g., a grade book) is organized by sources of information (e.g., tests, quizzes, homework, labs).	The evidence of learning (e.g., a grade book) is organized by sources of information mixed with specific content standards	The evidence of learning (e.g., a grade book) is completely organized by student learning outcomes (e.g., content standards, benchmarks, grade level indicators, curriculum expectations).
2. Including factors in the grade	Overall summary grades are based on a mix of achievement and non-achievement factors (e.g., timeliness of work, attitude, effort, cheating). Non-achievement factors have a major impact on grades. Extra credit points are given for extra work completed, without connection to extra learning. Cheating, late work, and missing work result in a zero (or a radically lower score) in the grade book. There is no opportunity to make up such work, except in a few cases. Borderline cases are handled by considering non-achievement factors.	Overall summary grades are based on a mix of achievement and non-achievement factors but achievement counts a lot more. Some extra credit points are given for extra work completed; some extra credit work is used to provide extra evidence of student learning. Cheating, late work, and missing work result in a zero (or lower score) in the grade book. But, there is an opportunity to make up work and replace the zero or raise the lower score. Borderline cases are handled by considering a combination of non-achievement factors and collecting additional evidence of student learning.	Overall summary grades are based on achievement only. Extra credit work is evaluated for quality and is only used to provide extra evidence of learning. Credit is not awarded merely for completion of work. Cheating, late work, and missing work is recorded as incomplete" or "not enough information" rather than as zero. There is an opportunity to replace an "incomplete" with a score without penalty. Borderline grade cases are handled by collecting additional evidence of student achievement, not by counting non-achievement factors.
3. Considering assessment purpose	Everything each student does is given a score and every score goes into the final grade. There is no distinction between "scores" on practice work (formative assessment or many types of homework) and scores on work to demonstrate level of achievement (summative assessment).	Some distinctions are made between formative (practice such as homework) and summative assessment, but practice work still constitutes a significant part of the grade.	Student work is assessed frequently (formative assessment) and graded occasionally (summative assessment). "Scores" on formative and other practice work (e.g., homework) are used descriptively to inform teachers and students of what has been learned and the next steps in learning. Grades are based on summative assessments.

Rubric for Grading Practices

Criterion	Beginning	Developing	Fluent
4. Considering most recent information	All assessment data are cumulative and used in calculating a final summative grade. No consideration is given to identifying or using the most current information.	More current evidence is given consideration at times, but does not entirely replace out-of-date evidence.	Most recent evidence replaces out-of-date evidence when it is reasonable to do so.
5. Summarizing information and determining final grade	Grade book has a combination of ABC, percentages, +✓-, and/or rubric scores with no explanation of how they are to be combined into a final summary grade. Rubric scores are converted to percentages when averaged with other scores or, there is no provision for combining rubric and percentage scores. Final summary grades are based on a curve, a student's place in the rank order of student achievement. Final grades for special needs students are not based on learning targets as specified in the IEP. Final summary grades are based on calculation of mean (average) only.	Grade book may or may not have a mix of symbols, but there is some attempt, even if incomplete, to explain how o combine them. Rubric scores are not directly converted to percentages; some type of decision rule is used, the final grade many times does not best depict level of student achievement. Final grades are criterion referenced, not norm referenced. They are based on preset standards such as A=90-100%, and B=80-89%. But, there is no indication of the necessity to ensure shared meaning of symbols (i.e., there is no definition of the standard). There is an attempt to base final grades for special needs students on learning targets in the IEP, but the attempt is not always successful, or it is not clear to all parties that modified learning targets are used to assign a grade. The teacher understands various measures of central tendency, but may not always choose the best one to accurately describe student achievement.	Grade book may or may not have a mix of symbols, but there is a sound explanation of how to combine them. Rubric scores are converted to a final grade using a decision rule that results in an accurate depiction of the level of student attainment of the learning targets. Final grades are criterion referenced, not norm referenced. They are based on preset standards with clear descriptions of what each symbol means. These descriptions go beyond A=90-100%, and B=80-89%; they describe what A, B, etc. looks like. Final grades for special needs students are criterion referenced, and indicate level of of attainment of the learning goals as specified in the IEP. The targets on which grades are based are clear to all parties. The teacher selects among measures of central tendency (average, median, mode) as appropriate.

Rubric for grading the content areas

Modifications or Interventions

Health & Fitness

Fine Arts

Achievement Criteria

Purpose

Work habits criteria – separate work habit for grades for each content. Not to be included in the content criteria

Spokane Public Schools Student Report Grade 1

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Student	Attendance	1	2	3
Grade	Days Enrolled			
Teacher	Days Absent			
School	Days Present			
Year	Days Tardy			

The purpose of the report card is to report separately:
- Student achievement based on content standards.
- Student social development and work habits.

CONTENT ACHIEVEMENT CRITERIA FOR GRADING

4 - Above Standard At This Time – Student consistently demonstrates exceptional skills and knowledge at grade level expectations.
3 - Meeting Standard At This Time – (EXPECTED OUTCOME) Student consistently demonstrates grade level skills and knowledge.
2 - Approaching Standard At This Time – Student is making progress toward meeting the grade level expectations, sometimes showing evidence of meeting the standards, at other times showing lack of understanding or ability to apply the concept or skills.
1 - Beginning Work Toward Standard At This Time
X – Not Graded At This Time

Reading ☐ Modified Standard (bold, see attached) ☐ Intervention	1	2	3
Comprehension			
Understands what is read			
Retells a story sequentially			
Skills			
Reads for information			
Hears sounds in words			
Uses phonics to decode words			
Knows grade level sight words			
Standard Reading Level			
Writing ☐ Modified Standard (bold, see attached) ☐ Intervention	1	2	3
Standard Writing Level			
Writes legibly (3, 2, 1)			
Language	1	2	3
Grammar Conventions			
SOCIAL STUDIES	1	2	3
Family			

Mathematics ☐ Modified Standard (bold, see attached) ☐ Intervention	1	2	3
Core Content and Processes			
Whole number relationships			
Addition and subtraction			
Geometric attributes			
Concepts of measurement			
Additional key content			
Reasoning, problem solving and communication			
Science	1	2	3
Life Cycle of a Butterfly			
Content (science concepts)			
Process (skills used to do science)			
Changes			
Content (science concepts)			
Process (skills used to do science)			
Weather and Me			
Content (science concepts)			
Process (skills used to do science)			

HEALTH & FITNESS/FINE ARTS ACHIEVEMENT CRITERIA

M - Meeting Standard At This Time
W - Working Toward Standard
N - Not Meeting Standard At This Time
X - Not Graded At This Time

Fitness and Health	1	2	3
Fundamental Movement, Activity/Sports Skills			
Fitness Training			

Music	1	2	3
Elements (all basic music concepts - beat, pitch, and harmony)			
Fundamentals (notation, composition, style, and history)			
Skills/Techniques (performing, playing instruments, singing, and improvising)			

WORK HABITS & SOCIAL DEVELOPMENT CRITERIA

3 - Consistently
2 - Sometimes
1 - Rarely
X - Not Graded At This Time

Social Development	1	2	3
•Follows school and classroom rules			
•Accepts responsibility for actions			
•Solves problems in positive ways			
•Responds appropriately to adults & students			

Work Habits	1		2		3	
Participation That Promotes Learning • Conversation & behavior are focused on task • Works cooperatively • Follows directions • Engages in classroom activity • Seeks assistance when needed	Participation	Assignments	Participation	Assignments	Participation	Assignments
Completes Assignments • Turns in work on time • Quality work						
Reading						
Writing						
Math						
Science						
Social Studies						
Fitness and Health						
Library						
Music						

White - School Copy; Canary - Parent Copy, 3rd Trimester;
Pink - Parent Copy, 2nd Trimester; Gold - Parent Copy, 1st Trimester

Revised 6/11

Spokane Public Schools
Overview of Content Achievement Criteria for Grading

(This is an overall description of student performance. It is not a description of performance on individual assessments.)

Level 1: Beginning	Students at this level are beginning to identify concepts, vocabulary and/or use skills. They are unable to make connections among ideas or extend the information. While it might be expected that all students are performing at this level when learning begins, subsequent practice should lead to increased levels of performance.
Level 2: Approaching	The difference between a Level 1 and a Level 2 student is the ability to demonstrate some understanding. At Level 2, a student can correctly identify some concepts and/or vocabulary, and/or use some skills. Students at Level 2 do not make connections among ideas nor are they able to demonstrate their learning without support.
Level 3: Meeting	Level 3 represents those students who are independently able to meet the standards. Students who are performing at Level 3 understand and use concepts and/or vocabulary and/or skills independently. These students understand not just the "what," but can correctly explain and/or demonstrate the "how" and "why."
Level 4: Above	A student who is able to consistently perform at Level 4 is one who independently demonstrates extensions of his/her knowledge. S/He should be able to create analogies and/or find connections, integrating areas of study.

April 2009

Fitness & Health/Visual and Performing Arts

Fitness & Health, Music and Art grades are all based on the concepts and skills outlined in our district program guides. These concepts and skills are categorized into the various strands identified on the report card for each grade level. When a student shows grade level appropriate mastery of a given strand, an "M" for "Met Standard" will be recorded. If the student is showing progress but has not reached mastery, "W" for "Working Toward the Standard" will be the grade. A student who chooses not to attempt a given strand or is not showing progress will be given an "N" for "Not Met Standard". Students only participate in these classes one or two times a week. Because of this limited contact time it is not realistic to include a grade category for "Above Standard".

HEALTH & FITNESS/FINE ARTS ACHIEVEMENT CRITERIA

M - Meeting Standard At This Time
W - Working Toward Standard
N - Not Meeting Standard At This Time
X - Not Graded At This Time

Fitness and Health	1	2	3
Fundamental Movement, Activity/Sports Skills			
Fitness Training			

Music	1	2	3
Elements (all basic music concepts - beat, pitch, and harmony)			
Fundamentals (notation, composition, style, and history)			
Skills/Techniques (performing, playing instruments, singing, and improvising)			

Work Habits Criteria

While we believe that work habits and social development criteria should be reflected separately on the report card, they are still a very important part of communicating to parents about their child's progress. While these are process factors, rather than results, they contribute to achievement and are valued both in school and in the wider world. Reporting on such habits communicates information to parents about whether their child is working hard, or hardly working. By including habits as a *separate* reporting category, teachers can more honestly communicate about such matters as behavior, participation and completing assignments *without* distorting a student's actual achievement in learning.

WORK HABITS & SOCIAL DEVELOPMENT CRITERIA

3 - Consistently
2 - Sometimes
1 - Rarely
X - Not Graded At This Time

Social Development	1	2	3
• Follows school and classroom rules			
• Accepts responsibility for actions			
• Solves problems in positive ways			
• Responds appropriately to adults & students			

Work Habits						
Participation That Promotes Learning • Conversation & behavior are focused on task • Works cooperatively • Follows directions • Engages in classroom activity • Seeks assistance when needed **Completes Assignments** • Turns in work on time • Quality work	Participation	Assignments	Participation	Assignments	Participation	Assignments
	1		2		3	
Reading						
Writing						
Math						
Science						
Social Studies						
Fitness and Health						
Library						
Music						

Purpose:
"It is essential that teachers distinguish clearly between formative and summative assessment…Formative assessment should be used primarily to give feedback to students (and teachers) on the progress of learning, whereas summative assessments are used to make judgments about the amount of learning and so are included in grades. Ken O'Connor

Formative and Summative Assessment: Assessment *for* and *of* Learning

Formative Assessment - Literacy

It's the beginning of January. Ms Gonzales, a fourth grade teacher, is about to launch into the Infer/Predict Unit of Study in reading. She knows she will have to teach it through both fiction and nonfiction. She knows that her students will have to practice this new thinking strategy in easy text. She also realizes that there are a range of readers in her class.

She plans her unit by beginning with the latest instructional miscue analyses from December. She looks at each student's strengths and areas that demonstrate a need for improvement. Grouping her students, she now can choose the appropriate leveled texts for her students to read and practice predicting and inferring.

On Monday, after the first mini-lesson and guided practice, Ms Gonzales sends her students off to practice the thinking strategy. As they read and take notes in their reading logs, Ms Gonzales confers with students, takes notes on each, and provides descriptive feedback to students. She repeats this process for the next two days, mini-lesson, guided practice, independent practice, and conferring.

In reality, it is through classroom assessment that attitudes, skills, knowledge and thinking are fostered, nurtured and accelerated – or stifled.

Hynes (1991)

Later, while her students are at library, Ms Gonzales reads through her notes and student reading logs and sees that a number of students don't seem to understand the strategy, in spite of the fact that inferring and predicting are a part of literacy instruction

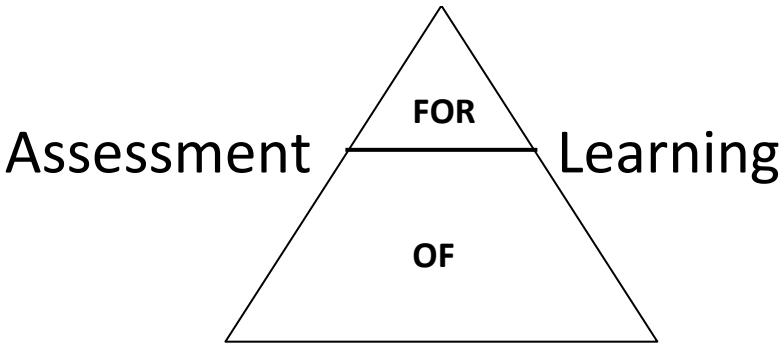
at every grade level. She decides to pull these students for intensive small group instruction. As she works with these students over the next few weeks, she continually assesses the progress of each, removing some supports as they take on the learning.

Summative Assessment - Literacy

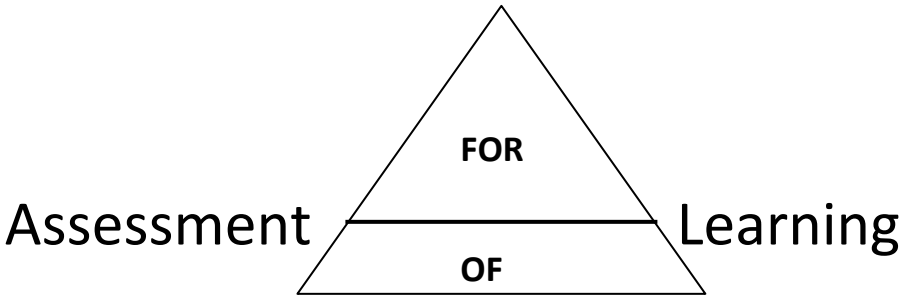
It's the end of January, Ms Gonzales pulls the Common Unit Assessment out. She feels confident her students will be successful at the task. Her students also feel confident that they will be successful.

When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative.
Robert Stake

Traditional Ratio of Formative to Summative Assessment



Revised Ratio of Formative to Summative Assessment



Purpose: Cut scores sort results on an assessment into achievement categories that match the standards based report card and tie directly back to the Overview of Content Achievement Criteria for Grading.

Cut Scores for District Assessments

	Achievement Levels			
Total Points Possible	**4**	**3**	**2**	**1**
1		1		
2		2		1
3	3		2	1
4	4	3	2	1
5	5	4, 3	2	1
6	6	5, 4	3, 2	1
7	7	6, 5	4, 3	2, 1
8	8, 7	6, 5	4, 3	2, 1
9	9, 8	7, 6	5, 4	3-1
10	10, 9	8, 7	6, 4	3-1
11	11,10	9-7	6-4	3-1
12	12,11	10-8	7-5	4-1
13	13,12	11-9	8-6	5-1
14	14,13	12-10	9-7	6-1
15	15,14	13-11	10-7	6-1
16	16,15	14-12	11-8	7-1
17	17,16	15-12	11-8	7-1
18	18,17	16-13	12-9	8-1
19	19,18	17-14	13-9	8-1
20	20-18	17-14	13-9	8-1
21	21-19	18-15	14-10	9-1
22	22-20	19-16	15-11	10-1
23	23-21	20-17	16-12	11-1
24	24-22	21-17	16-12	11-1
25	25-22	21-18	17-13	12-1
26	26-23	22-19	18-13	12-1
27	27-24	23-20	19-14	13-1
28	28-25	24-20	19-14	13-1
29	29-26	25-21	20-14	13-1
30	30-27	26-22	21-15	14-1
31	31-28	27-22	21-15	14-1
32	32-29	28-23	22-15	14-1

Notes:

- **Sitton cut scores are in alignment with other district cut scores but are to be found on separate grade level sheets.**
- **Teacher professional judgment is needed as you keep in mind the student, the assessment, and the cut score.**

Best Practices in Elementary Instruction are directly linked to Standards Based Grading and Reporting. The purpose for inclusion here is to help teachers see that good instruction looks the same across all content areas.

BEST PRACTICES IN ELEMENTARY INSTRUCTION

1. **Learning is an integration of skills, strategies, and processes**
2. A variety of assessments are used to inform teaching and learning
3. Problem solving is a means, as well as a goal, of instruction
4. Learning includes a variety of instructional opportunities within the workshop model
5. Learning requires construction, not passive reception
6. Learning communities build understanding through student discourse and reflection

1. Learning is an integration of skills, strategies and processes

Math	Literacy	Science
• Problem solving • Culminating activities • Summative assessments • Creating a representation • Real-life application at home (math in context) • Writing about their math learning • Explaining answers • Apply math skills across disciplines • Reading within math (What is the problem asking?) • Multiple ways to solve problems • Having students reflect on strategies used (discourse) • Making connections with content	• Literature discussion groups • Reading (content areas) • Writing (content areas) • Thinking/comprehension strategies – fiction and nonfiction • Inquiry Groups/Interest-based research groups • Synthesizing activities • Integrating cuing systems	• Integrate reading/writing in science instruction • Reference other science units – making connections • Integrate thinking strategies • Science applications at home (science in context) • Explaining thinking • Having students reflect on thinking (discourse)

BEST PRACTICES IN ELEMENTARY INSTRUCTION

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2. A variety of assessments are used to inform teaching and learning

Math	Literacy	Science
• Observations • Quizzes • Dry-erase boards • 3, 6, 9 grids • Journals • Games: aligned to units • Projects • Conferring • Teacher/student conference • Discourse • CUA's • SASL • Problem of the Day • Formative, Summative, Performance, Product • End of unit assessments • Clear targets • Student work samples • Student reflection and goal setting	• Goal setting • CBAs/CU's • DRA 2 • KOLLA • Observation/Anecdotal notes • Reading conference • Writing conference • On-demand writing assessments • Informal reading assessments • Rubrics/Checklists • Writing taken to publication—formative and summative assessments • Monster Test • Sitton Spelling assessments • 1st grade spelling program assessments • Portfolios (evidence of learning) • Performance assessments	• Conferring • Observations • Check lists • Journals/binders • "Clickers" (Turning Point) • Summative assessments • Exit notes on stickies • Ongoing sticky notes (chart) • Mini-summatives • Performance assessments • Discourse

BEST PRACTICES IN ELEMENTARY INSTRUCTION

1. Learning is an integration of skills, strategies, and processes
2. A variety of assessments are used to inform teaching and learning
3. **Problem solving is a means, as well as a goal, of instruction**
4. Learning includes a variety of instructional opportunities within the workshop model
5. Learning requires construction, not passive reception
6. Learning communities build understanding through student discourse and reflection

3. Problem solving is a means, as well as a goal, of instruction

Math	Literacy	Science
• Contextual stories • Multiple strategies • Various models used to problem solve • Emphasis on strategy and evidence of thinking • Multiple ways to solve the problem • Problem solving is a process • Integrated in multiple areas • A construction of new ideas	• Monitor comprehension and use fix-up strategies – word level, sentence level, paragraph level, text level • Monitor comprehension and use comprehension strategies to problem solve (e.g., ask questions to gain meaning) • Pre-write • Revise • Use Genre studies in writing & reading to aid students in making meaning	• Using scientific inquiry • Pose original question within a context or scenario • Applying a scientific concept in a new context • Thinking strategies

BEST PRACTICES IN ELEMENTARY INSTRUCTION

1. Learning is an integration of skills, strategies, and processes
2. A variety of assessments are used to inform teaching and learning
3. Problem solving is a means, as well as a goal, of instruction
4. **Learning includes a variety of instructional opportunities within the workshop model**
5. Learning requires construction, not passive reception
6. Learning communities build understanding through student discourse and reflection

4. Learning includes a variety of instructional opportunities within the workshop model

Math	Literacy	Science

• Mini-lessons
• Guided practice
• Conferencing/Conferring
  o Pair/share
  o Teacher/student
• Small groups
• Whole group
• Partners
• Independent practice
• Sharing – Congress
• Reflection/Journaling
• Metacogntion: making meaning
• Differentiated learning
• Descriptive feedback
• Classroom discourse
• Guided Groups
• Strategic Questioning
	• Guided Reading/Writing Groups
	• Guided Reading Plus Group as Intervention
	• Mini-lessons (whole group, small group)
	• Guided practice
	• Independent practice (reading and writing)
	• Conferring
	• Partner share
	• Comprehension Focus Groups
	• Reflection
	• Goal-setting
		• Tie the background reading into the Stephanie Harvey strategies
		• Use mini-lesson--Teacher demos most difficult parts
		• Guiding Practice and doing reflections
		• Back up w/evidence
		• Question, Prediction, Investigation, Conclusion

BEST PRACTICES IN ELEMENTARY INSTRUCTION

1. Learning is an integration of skills, strategies, and processes
2. A variety of assessments are used to inform teaching and learning
3. Problem solving is a means, as well as a goal, of instruction
4. Learning includes a variety of instructional opportunities within the workshop model
5. **Learning requires construction, not passive reception**
6. Learning communities build understanding through student discourse and reflection

5. Learning requires construction, not passive reception

Math	Literacy	Science
• Building a model • Using math tools • Using real-life contexts • Projects • Math communities • Investigations • Math can be messy • Building connections from content strand to content strand • Students create analogies to tie what is being learned with what is already known • Kids talk/write/reflect/ collaborate	• Using a writing process • Using the Thinking Strategies to make meaning from text • Using dialogue from Literature Discussion Groups • Using reading response logs • Engaging all students in the work • Having students create analogies to tie what is being learned with what is already known • Writing projects in other content areas to make meaning • Using the Vocabulary Program Guide to teach content vocabulary	• Kids constructing vs. teacher modeling experiments – hands on with models, recording data • Discussion!! (leads to discovery – driven by kids and teacher) • Involves <u>all</u> modalities • <u>Multiple</u> opportunities – if you don't get it this way, there's also _____ • Attending to the partially correct (not just right or wrong) • Investigations/experiments- Kids construct multiple opportunities

BEST PRACTICES IN ELEMENTARY INSTRUCTION

1. Learning is an integration of skills, strategies, and processes
2. A variety of assessments are used to inform teaching and learning
3. Problem solving is a means, as well as a goal, of instruction
4. Learning includes a variety of instructional opportunities within the workshop model
5. Learning requires construction, not passive reception
6. **Learning communities build understanding through student discourse and reflection**

6. Learning communities build understanding through student discourse and reflection

Math	Literacy	Science
• Math Congress • Show us-Tell us-Convince us • Self evaluation/reflection • Examples of anchor papers (strong & weak work) • Student discussions • Portfolios • Strong, safe community • Norms in place • Structure for "how" classroom discourse works • "I can" statements • Purposeful reflection • Teacher facilitates the learning	• Systems and structures set in place early in the year • Student journals • Reading logs • Share circle • Reflection (oral/written) • Peer editing • Peer revision groups • Literature Discussion Groups • Peer/Teacher conferences (revising writing) • Cooperative learning groups • Peer conferences around portfolios (evidence of learning) • Use of "I CAN" statements for self-evaluation	• After running an investigation • Mini-lesson could also include instruction on a specific process skill • Based on student(s) questions • Elbow partners – turn and talk, then write – journaling • Evidence Circles • Posting their lingering/pondering questions • Posting living charts/anchor charts • Posting targets – kid friendly • Opportunities to work together cooperatively • Written reflection

MODIFIED GRADING
For Resource and BI Students

BELIEF STATEMENT: The purpose of reflecting modified grades on the Spokane Public Schools Student Report is to communicate an accurate, fair and meaningful representation of academic achievement to parents/guardians of students receiving special education services.

Why give modified grades?
"Meaningful reports of student progress are relevant to every family. All families deserve an understanding of how their children are doing in school, but for families of children with disabilities, the accuracy and thoroughness of this information is exceedingly necessary. The Individuals With Disabilities Education Act (IDEA) of 1997 and 2004 recognizes the critical need for informative reports on progress and requires that IEP teams plan and document how progress will be monitored and communicated for students with disabilities (20 U.S.C. § 141(d) (1) (A))." (Jung, 2009)

DEFINITIONS:

ADAPTATIONS: Procedures for customizing the instruction, assessment and grading system to meet individual students' needs, which may include accommodations, interventions and modifications.

- **ACCOMMODATIONS:** Adaptations that provide access for any student to the general curriculum but do not fundamentally alter the grade-level standard or proficiency level.

- **MODIFICATIONS**: Adaptations to the curriculum that fundamentally alter the grade-level expectation, but do not fundamentally alter the content standard. Modifications are provided only to students who qualify for special education services. Modifications typically include reducing the cognitive load, methodology or delivery of instruction, and/or the performance criteria and occur over time as defined in the IEP.

INTERVENTIONS: Interventions are intentional actions that a school team/teacher implements when a student is not reaching grade-level standards. The purpose is to accelerate academic performance so that each student meets or exceeds standard.

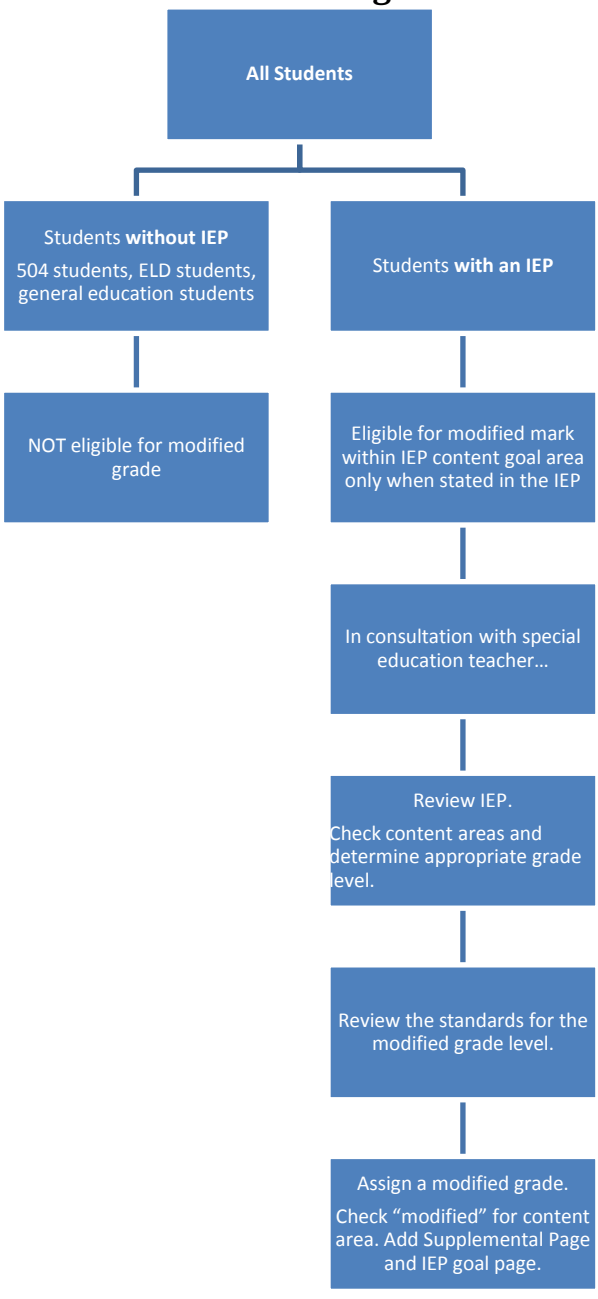
MODIFIED STANDARD: An expectation for student performance that is challenging for eligible students, but is less difficult than the grade-level academic achievement standard.

Modified academic achievement standards must be aligned with a State's academic content standards for the grade in which a student is enrolled. Thus, only the academic achievement standards are modified, not the content standards on which those modified academic achievement standards are based. Although the assessment and modified academic achievement standards for a particular grade must be challenging for eligible students, they may be less difficult when compared with the general test and grade-level achievement standards. (www.ed.gov)

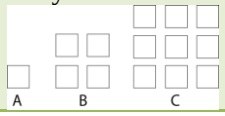
MODIFIED GRADE: A progress indicator that reflects student achievement based on a modified standard.

The IEP team (parents, general education teacher, special education teacher, district representative) should determine the need for accommodations and modifications for each standard. One student may have only curricular accommodations, another may have only modifications, but many will require accommodations for some standards and modifications for others within the same IEP. Although both types of adaptations are included in the IEP, teams may not have historically recorded these differently. For grading and reporting purposes, though, this distinction is necessary. (Jung, 2007) An individual student's accommodations and/or modifications should be collaboratively determined between general education teacher and special education teacher and written into the IEP.

Process for Determining Modified Grades



Examples of accommodations and modifications:

Content	Accommodation	Modification	Modified Standard
2nd grade Writing 3.3.1 2nd grade: Analyzes ideas, selects topic, adds detail, and elaborates	Student uses a content vocabulary list to support journal writing of scientific observation of bees	Student draws and labels pictures of scientific observation of bees	3.3.1 K: Analyzes ideas, selects topic and adds detail.
3rd grade Reading 3rd grade: Understand sequence in informational/expository text and literary/narrative text.	A student uses a graphic organizer to scaffold explanation of steps in the water cycle on the sentences	A student, reading at level 14, retells a story sequentially during a Guided Reading Plus group	2.2.1 1st grade: Knows story sequence
5th grade Reading 3.1.1 5th grade: Analyze appropriateness of a variety of resources and use them to perform a task or investigate a topic	From a list of resources provided by the teacher, a student highlights key points in several texts.	A 5th grade student reads a 3th grade level book to gather information for a social studies report.	3.1.1 3rd grade: Understand how to select and use appropriate resources.
6th grade Writing-expository essay 2.2.1 Demonstrates understanding of different purposes for writing 6th grade: Includes more than one mode within a piece to address purpose.	Uses a computer to write essay	Writes a simple paragraph	2.2.1 Demonstrates understanding of different purposes for writing 3rd grade: Writes to explain.
2nd grade Math 2.2.D Add and subtract two-digit numbers mentally and explain the strategies used.	Use the landmark number of 10 to compose a larger number. 27 = 10 + 10 +7	Use the Math Rack to explore the ten frame. Students look at how many ways they can compose and decompose numbers to 10.	1.1.F Fluently compose and decompose numbers to 10.
3rd grade Math 3.2.A Represent Multiplication as repeated addition, arrays, counting by multiples, and equal jumps on the number line, and connect each representation to the related equation.	Represent an equation (3 x 4 = 12) by using manipulatives: Build the arrays, use number lines to make equal jumps, draw or build a set model i.e. 3 circles-4 stars in each.	*3 boxes 4 apples in each.* Build the 3 groups of 4 using manipulatives. Focus on 3 <u>equal</u> groups.	**2.4.C** Model and describe multiplication situations in which sets of <u>equal</u> size are joined.
5th grade Math 5.4.A Describe and create a rule for numerical and geometric patterns and extend the patterns.	Build the geometric pattern using cubes. Look for the numeric pattern. When rule is discovered extend the pattern by building on.	Build geometric patterns using square cubes. Have student extend the pattern by building how they think it will look and why. How many were added?  	**2.2.F** Create and state a rule for patterns that can be generated by addition and extend the pattern.

Reporting Modified Grades on a Standards-based Progress Report
Guidelines and Frequently Asked Questions

1. **Why do we give modified grades?**

As written in our belief statement, the purpose of reflecting modified grades on the Spokane Public Schools Student Report is to communicate an accurate, fair and meaningful representation of academic achievement to parents/guardians of students receiving special education services. "The Individuals With Disabilities Education Act (IDEA) of 1997 and 2004 recognizes the critical need for informative reports on progress and requires that IEP teams plan and document how progress will be monitored and communicated for students with disabilities (20 U.S.C. § 141(d) (1) (A)", (Jung, 2007); WAC 392-172A-03090)

2. **Who can receive modified grades?**

Only special education students with an active IEP can receive modified grades in the content areas in which they qualify. Once it is determined a child can receive a modified grade a process of identifying the modified standard and how the student will be measured against that standard should be followed as outlined in the worksheet.

3. **Do 504, general education, or English Language Development students receive modified grades?**

No, however they may receive accommodations and interventions. Because accommodations do not change the course content or criteria, they do not change the criteria on which the student is graded. Therefore all students other than students with an IEP will receive a regular mark.

4. **If a child qualifies for special education services only in the area of reading, can he/she receive a modified grade in any other academic content areas such as math, science or social studies?**

No, however he/she may receive accommodations and/or interventions in those content areas. For example, text may be read to the student in math, science or social studies as deemed appropriate by an IEP team (parents, general education teacher, special education teacher, district representative; WAC 392-172A-03095) For social studies or science, the grade would not be modified, however the grade would be given for the student's understanding of the content, not for spelling or other conventions, or for reading text below grade level. Modified grades may only be given in the content areas for which they qualify for special education. In some cases, the IEP team may determine that the student's cognitive function is such that the IEP states that the student's performance will only be measured by the IEP goals and not by reporting grades on a report card. Reporting progress to parents of children with severe learning disabilities across all contents will occur by measuring progress towards the IEP goals and no report card will be created.

4.b. If a student has a modified grade in reading and/or written language can they receive a modified grade in social studies or science?

Science and SS. should be graded in regards to content knowledge and not reading or writing ability. So, a student can show mastery of the content by having accommodations such as having a reader or verbally responding to the content needed to show mastery.

5. **Who decides whether or how to modify marks?**

The IEP team will determine content areas for which modified marks will be given. The modified curriculum is designed and graded through a joint effort between the special education and general education teacher. There is a worksheet to facilitate the planning of modified grades.

6. **Are modified grades <u>required</u> for all students in special education?**

Special education students may receive modified grades in goal areas identified on their IEPs. However, if the student is working at grade level in the IEP content area, it is acceptable to grade the student at grade-level standards and give a regular, non-modified mark. <u>Special education students who consistently work at grade level within their IEP goal areas should be re-evaluated to consider exiting them from the respective area of need.</u>

7. **Why is a "Modified Standard Supplement" page necessary when giving modified grades?**

The supplemental page to the report card is necessary in order to comply with Family Educational Rights and Privacy Act (FERPA) regulations governing confidentiality of student information. It also provides communication with the parent that is accurate, fair and meaningful with regard to their child's progress.

8. **If a student receives a modified grade in reading or math, do they still take the grade level district assessments (i.e. end of unit, SASL, etc.)?**

All Resource and BI students take the end-of-unit tests in the content areas at their grade level so they have exposure to the grade-level standard, however students with an IEP are not graded on the assessment. The purpose of the student taking these assessments is to gather common comparative information/data about the student's academic achievement in comparison to their grade-level peers on the grade-level standard. The modified standard identified for the student is linked with the grade-level standard (GLE or PE) that his/her peers are working towards (O'Connor,2002). When taking the end-of-unit or other district assessment, students receive the testing accommodations identified on the IEP.

9. **When do specialists (music, art library) give modified grades?**

The IEP team determines the contents in which a student receives a modified grade.

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report card and may be included with the report card copy in the cumulative folder. The other box indicates that a child received a modified grade. The terms of FERPA, the law that protects the privacy of a student. "…phrases such as "special education goals" or "IEP goals" would be considered a violation of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans With Disabilities Act of 1990. However, it is permissible to indicate that some of the grades are modified or report a different level of student performance. "The progress report should include the IEP goals or a narrative describing the details of the IEP" (Jung, 2007). Teachers will attach the Modified Grade Supplemental Form and a copy of the IEP goals that connect to the modified grade to the copy of the report card given to the parent/guardian. " The report card is seen by many individuals and must not mention that a student is receiving special education services" (Tilton, 1996), therefore the Modified Grade Supplemental Form and a copy of the IEP goals are not attached to the report card in the cumulative files, but are in the confidential file of the student.

11. What forms do I need to attach to the Report Card if I am giving a modified grade?

If some or all of the grades for achievement are based on modified standards, then the reporting system must include additional information to ensure that families understand their child's success is based on work appropriate for their developmental level instead of their assigned grade level (WAC 392-172A-03090) . Teachers will attach the Modified Grade Supplemental Form and a copy of the IEP goals that connect to the modified grade to the copy of the report card given to the parent/guardian.

12. Will the grade on the report card be the modified grade?

Yes, because the grades on the report card are generated by the electronic grade book. Since the student is working towards a modified standard, only the grades aligned with the IEP goals will be modified. The grades in the grade book will represent modified assignments as predetermined by the general education and special education teacher. By checking the modified grade box, teachers and parents will know to examine the supplemental documentation that should be attached.

13. Who determines the assignments and resulting grades that are put into the electronic grade book if the student is receiving a modified grade?

The general education teacher (classroom teacher) and the special education teacher share responsibility for the student's progress. The assignments and assessments that are recorded into the electronic grade book by the general education teacher must be collaboratively determined by the general education teacher and the special education teacher.

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*The law has not changed. Teachers have been required to report the progress of students with IEPs using the goals on the IEP and communicating with parents about the student's progress towards those goals and grade level standard. Teachers should continue to report progress using the IEP. If they have no grades in the electronic grade book, there will be no grade in that content. On the report card, they should write in the comment section, "**see IEP goal**." If they have modified assignments and put in a grade towards the standard- it should come up with a "1" and then they again need to indicate that while this is the grade toward standard, the student is working towards a modified standard as written in the IEP. Again, this may include a "**see IEP**" in the comment section.*

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Inclusion Strategies That Work. Research-Based Methods for the Classroom, Toby J. Karten, Corwin Press, 2005

Teaching Content to All. Evidence-Based Inclusive Practices in Middle and Secondary Schools, B. Keith Lenz, Donald D. Deshler with Brenda R. Kissam, Pearson Education, Inc., 2004

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Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom, Sharon Vaughn, Candace S. Bos, Jeanne Shay Schumm, Pearson Education, Inc., 2006

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a. *We are not asking anyone to create new modified assessments but to use assignments as assessments at the instructional level or district assessments/rubrics at a lower grade level that aligns to current grade level GLE/PE.*

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Glossary

Adaptations – Procedures for customizing the instruction, assessment and grading system to meet individual students' needs, which may include accommodations, interventions and modifications.

Accommodations – Adaptations that provide access for any student to the general curriculum but do not fundamentally alter the grade-level standard or proficiency level.

Alignment – The directness of the link among *standards*, district *curriculum*¸ instructional practices, and assessments.

Analysis – To take apart a text in order to study individual elements (e.g. characters, cause and effect)

Averaging Scores – (See principle 5) Grades may be inaccurate when they result only from the calculation of the mean in contexts where extreme scores distort results. They can be repaired by considering other measures of central tendency (mode, median) and using professional judgment. For more reading on averaging scores see:

- Guskey, T. and Bailey, J. (2001) *Developing Grading and Reporting Systems for Student Learning.* Corwin Press, Thousand Oaks, CA. Pgs. 140-143.
- Marzano, R. (2000) *Transforming Classroom Grading*. Association for Supervision and Curriculum. Alexandria, Virginia. Pgs. 70-76.
- O'Connor, Ken (2002) *How to Grade for Learning: Linking Grades to Standards*. Corwin Press, Thousand Oaks, CA. Pgs. 144-146.
- O'Connor, Ken (2007) *A Repair Kit for Grading: 15 Fixes for Broken Grades*. Educational Testing Service, Portland, OR. Pgs 81-84.
- Stiggins, R. and Arter, J. and Chappuis, J. and Chappuis S. (2004) *Classroom Assessment for Student Learning: Doing it Right – Using it Well*. Assessment Training Institute, Portland, OR. Pgs. 324-325.
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Comprehension – Understanding what is read (e.g. main idea and details).

Curriculum – A more specific version of *content standards*, designed for each subject area at an individual grade level. Curriculum Guides organize what is taught in the classroom and include the *Grade Level Expectations* (GLEs) developed by the Office of the Superintendent of Instruction (OSPI), best teaching practices, and both *formative* and *summative assessments.*

Cut Scores – Cut scores are selected points on the score scale of a test. The points are used to determine whether a particular test score is sufficient for some purpose. For example, student performance on the

elementary report card is classified into: *Above standard at this time, Meeting standard at this time, Approaching standard at this time,* and *Below standard at this time*.

Formative Assessment – Purposeful, ongoing collection of information about how students are learning while there is still time to improve. Both teacher and student then use the information to guide continuous improvement toward the intended learning.

Grade Level Expectation (GLE) – These are the most specific forms of learning expectations that define the objectives of units and daily lessons. They are the smaller, teachable and assessable parts of learning that make up the larger whole of curriculum objectives. Learning targets for individual lessons underpin and support the content standard, leading students to where they are ready to demonstrate that they can meet the standard.

Grade - A letter, number, or other symbol assigned to summarize the quality of student performance.

Interventions - Interventions are intentional actions that a school team/teacher implements when a student is not reaching grade level standards. The purpose is to accelerate academics performance so that each student meets or exceeds standard.

Mark – The "score" (number or letter) given on any single test or performance.

Math Additional Content – Comprises important expectations that might not require the same amount of instructional time as the core content areas, including those that might extend a previously learned skill, plant a seed for future development, or address a focused topic, such as scientific notation. All the expectations included in Additional Content are important and are expected to be taught.

Math Core Content – Describe the major mathematical focuses of each grade level, guiding teachers as to where to put their greatest time and emphasis.

Math Core Processes – These Performance Expectations address reasoning, problem solving and communication. These processes are also incorporated throughout core content expectations as appropriate, but are presented separately to clearly describe the breadth and scope of these processes.

Modifications – Adaptations to the curriculum that fundamentally alter the grade-level expectation, but do not fundamentally alter the content standard. Modifications are provided only to students who qualify for special education services. Modifications typically include reducing the cognitive load, methodology or delivery of instructions, and/or the performance criteria.

Modified Grade – A progress indicator that reflects student achievement based on a modified standard.

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Multiple Measures – Evaluations that provide more than one way for students to demonstrate attainment of a standard. Students need to be provided with multiple opportunities to perform in relation to standards. Multiple opportunities to perform can apply to the assessment approach (*open-ended questions* vs. close-ended questions), format (constructed response, multiple choice), or context (*on-demand* vs. over time, the setting, the purpose of the assessment).

Norms-based grading – In a norm-referenced system, a student might earn an A for being the "best" performer in the class of very low achievers or a C for being the "worst" student in a class of highly advanced learners. Furthermore, norm-based grading promotes unhealthy competition in which some students will necessarily become "winners" and others "losers" as they compete for scare rewards (i.e., a limited number of As and Bs). Spokane Schools elementary grading system is based on a criterion-referenced system instead. In this system, all students have the possibility of earning high grades based on achievement judged against clearly defined standards instead of the rest of the students in the classroom.

On-demand assessment – Assessment that takes place at a predetermined time and place. On-demand refers to a task that is done at a point in time and over a limited amount of time. The task must be doable in the time provided. The WASL, district common unit assessments, SATs, and final exams are examples of on-demand assessment.

Open-ended task – A task with no single correct response. Open-ended tasks are used to determine how students us what they know, how they demonstrate a skill or process, how they communicate what they understand, or how they apply what they know in a new context.

Performance Expectation – Performance Expectation (PEs) is the label that the state is using specifically for what students should know and be able to do in mathematics at each grade level. In other content areas the state uses the term Grade Level Expectations (GLEs).

Portfolio – A collection of student work that reflects student progress toward the **intended** learning.

Principle - An accepted or professed rule of action or conduct

Proficiency – Having or demonstrating an expected degree of knowledge or skill in a particular area.

Rubric – A scoring tool or set of criteria used to evaluate student performance on a task or test.

Science Content (1.1) – Concepts dealing with the specific knowledge domains of science including physical science (physics, chemistry, energy), life science (ecosystems, organism structure and function, evolution), and earth/space science.

Science Process (1.2) – The procedures and skills used to develop science content knowledge. These procedures and skills include much more than just controlled investigations. They also include asking questions, researching current scientific understanding, making accurate observations, developing hypotheses, using evidence to support explanations and conclusions, and using tools and models in explanations.

Standard – The broadest, most general form of learning expectation from which more specific grade level curriculum is developed. Content standards describe what students should know and be able to do.

Standards-Based – A descriptor that suggests how a clear and direct relationship exists among any combination of activities, materials, instructional processes, and assessments and that all relate to each other and to identified standards.

Standards-Based Assessments – Assessment in which the criteria for evaluating student achievement are taken directly from the standards.

Standards-Based System – A system in which the classroom curriculum is designed to help students attain defined standards. There is congruence among a focus on standards, the learning-teaching activities and materials selected to engage students, and the assessments used to document student attainment of the standards. Published materials, units of study, skill sequences, instructional experiences, routines or strategies, and assessments are standards-based only to the extent they link learners with standards within a classroom and across classrooms and grades, in a consistent and purposeful way.

Summative Assessment (Assessment *of* Learning) – An assessment given in class at the end of a period of study, or an external, standardized test used to summarize what students have learned up to that point. Frequently evaluations of students are made and grades are assigned based on their results.

Zeros – *Zero* implies the total absence of learning. Missed tests, scores attained by cheating, or assignments not handed in do not offer data about level of learning. Averaging zeros with other scores to calculate a final grade skews the score and results in an inaccurate picture of student achievement. Consider the case of a student who has taken three of four tests and attained scores of 100, 90, and 95 percent. The student missed one test and the score was entered as a zero, due to an unexcused absence. Her average is 71 percent, usually a C but sometimes a D. This grade clearly does not reflect her level of achievement. A more fair solution to the problem of missing work is to gather or use other information about student learning to fill in the gap. This student could, for instance, take the test before or after school. If we can't get other information in time, we may have to use an "Incomplete" to stand in for the grade until we can get enough information to make a stable generalization about the student's level of achievement on the course objectives. If we wish to punish irresponsible behavior, that punishment must take the form that does not distort the student's actual record of academic achievement. That record is too important for informing subsequent instructional decisions in a

standards-driven environment to permit its distortion (Stiggins, Arter, Chappuis, Chappuis; 2004). For more information about including zeros in grades, see:

Guskey, T. and Bailey, J. (2001) *Developing Grading and Reporting Systems for Student Learning.* Corwin Press, Thousand Oaks, CA.Pgs. 143-144.

O'Connor, Ken (2007) *A Repair Kit for Grading: 15 Fixes for Broken Grades*. Educational Testing Service, Portland, OR. Pgs. 85-92.

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Stiggins, R. and Arter, J. and Chappuis, J. and Chappuis S. (2004) *Classroom Assessment for Student Learning: Doing it Right – Using it Well*. Assessment Training Institute, Portland, OR.

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