

## Grading and Reporting

The G/R Committee held its February meeting and hosted Betsy Brown, Director of Curriculum and Instructional Programs. The Committee reviewed the (currently field tested) Grades 1 and 2 Standards-Based Report Cards and viewed its first draft of the 3<sup>rd</sup> Grade Standards-Based Report Card (“SBRC”).

Review of Grades 1 and 2 SBRCs These report cards include a graph of Reading Level by Marking Period (parent feedback shows parents, students and staff like the graph); shaded boxes show range of on-grade level performance per marking period and expected advancement by student for subsequent marking periods (“MP”); marks above the shaded box demonstrate performance above expectations and marks below demonstrate performance below expectations.

Details of Grades:

- \$ Content areas are shaded
- \$ Bold text below content areas includes subject area and underlined topics show the standard area of study
- \$ Bullets represent the essential learnings (“ELs”)
- \$ Shaded boxes indicate ELs that are not taught in the applicable MP and are reported in the applicable MPs
- \$ On challenge items, would only report 3s (general understanding) and 4s (complete understanding), but not 1s (minimal understanding) and 2s (developing understanding)
- \$ Challenge items (shaded areas) can be taught and assessed and would still be shaded with grade reported

1st/2nd online grade book is in field test (only for web-based grade entry - not for grade viewing)

Comments have been obtained from parents and principals over past 2 years from 19 field test schools.

Introduction of Grade 3 SBRC (as of 1/15/07) included proposal for new grading system

Proposed Grades to Demonstrate Levels of Proficiency [change from A/B/C/D/E to 4/3/2/1]:

- 4 Student response demonstrates **complete understanding** as it relates to the ELs and criteria statements
- 3 Student response demonstrates **general understanding** as it relates to the ELs and criteria statements
- 2 Student response demonstrates **developing understanding** as it relates to the ELs and criteria statements
- 1 Student response demonstrates **minimal understanding** as it relates to the ELs and criteria statements

Report card is similar in format to Grades 1 and 2 SBRCs, but provides exponentially more information without the Reading Level by Marking Period Graph

Has 3<sup>rd</sup> grade SBRC feedback as it relates to grades of ABCDE; O, S and N; and I, L, F, R and NI Questions were raised by the Committee as to grades for electives including the Arts, Physical Education, Music, Band electives, etc.

Electronic Grade Book practices: fewer than 4 EL data points results in an averaging of the grade, where more than 4 EL data points results in trending. The grades earned by the student nearest to the end of the marking period are what get reported (the Elementary School Trend). Therefore, the data points attained by a student before the end data point are not necessarily averaged, as happens now, to produce a report card grade.

Areas of content (per topic: i.e., Social Studies, Science, Math, Reading, etc.) stays same across all grades (1<sup>st</sup> through 5th)

#### Grading and Reporting Implementation Team (“GRIT”) Update

##### ISB-RA (Regulation on High School Graduation Requirements)

Credits for HS courses taken in MS (no longer required that subsequent course be taken in HS for MS course to be given credit on student transcript)

Replacement grades: feedback given at GRIT on whether HS course that is retaken will result in *replacement* grade or *highest* grade being reported on student transcript

#### One-Text Update

Approved Shared Interests and One Text document shared through line 116

#### IKA-RA Workgroup

Feedback requested from Committee to be shared at IKA-RA Work Group. The final meeting of IKA-RA Work Group will be held in March.