

Grants Pass School District No. 7



PROGRESS REPORT/REPORT CARD and WORK SAMPLES

Elementary Teacher's Guide

Kindergarten

Kindergarten Progress/Report Card FAQ

What is Proficiency or Standards Based Grading?

Proficiency based learning refers to systems of instruction, assessment, grading and reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn. Proficiency based grading is defined in Oregon law (HB4150) as follows:

“Proficiency based grading is assigning a well-defined, descriptive value of a student’s demonstrated knowledge and skills to report whether the student meets or exceeds defined levels of performance.”

The Grants Pass School District Elementary progress report and report card is based on standards established by the state of Oregon, the Common Core State Standards. These are *end of year standards* and as such, the progress report and report card are all based on what a student should master by the *end of the year*.

Why did we decide to mark progress toward end of year standards on the Progress Report instead of breaking down the standards by semester?

Moving to a more detailed standards based report card, required us to have a different report card for each grade. If we broke down each standard to a defined progress level for each semester, we would have 2 different report cards (1 per trimester) for each grade or individual teachers would be creating their own reporting documents to communicate those progressive steps to parents (as has been past practice for many staff members). The report card committee felt that reporting to end of year standards, though a major shift in thinking about how we grade, is simpler, makes our expectations more clear and saves work and time for many teachers who were creating those semester level expectation documents on their own.

What is Sufficiency?

Sufficiency is a component of proficiency grading. School grade level teams must develop common criteria for proficiency in each standard and determine the *sufficiency*, or amount of evidence required for a student to demonstrate that they have gained the knowledge and skills, plainly stated: how many times do they need to show you that they ‘got it’? District guidelines are a minimum of 3 proofs (assessments, assignments, etc.) for any single skill or standard but beyond that it is up to grade level teams to decide what amount of evidence is needed to determine proficiency.

What is the difference between the Semester 1 Progress Report and the Semester 2 Report Card?

At the end of semester one teachers will complete a PROGRESS REPORT that communicates to families the *progress* that their student is making toward end of year standards. At the completion of the school year teachers will complete the final REPORT CARD communicating whether or not each student met the standard. The progress report and report card are the same form because all scores are based on end of year standards.

What are the Progress Marks?

This year's progress report/report card is based on a NP-4 point scale with 3 being proficient.

4 : Exceeds grade level expectations. This student:

- Is doing beginning or higher work ***in the next grade level (ie. a 2nd grader doing 3rd grade work)***
- Demonstrates and confidently communicates a thorough understanding and use of the skill or concept BEYOND what was taught
- Exhibits work that is sophisticated and complex for developmental level
- Consistently produces high quality work with no significant errors
- Works independently

3 : Proficient. This student:

- Demonstrates and communicates understanding and use of the end of year skill or concept
- Consistently produces quality work with only minor errors
- Works independently

2 : Approaching Proficiency. This student is on track to meet end of year standards:

- Produces proficient work in skills that are NOT end of year standards
- Demonstrates a developing understanding and use of the skill or concept
- Beginning to and may occasionally meet grade level standards

1 : Limited Proficiency. This student may not meet end of year grade level standards:

- Produces work that is inconsistent and can have several errors OR
- Requires significant time and assistance to meet end of year grade level expectations

NP : Not Proficient. This student may not meet end of year standards:

- Showing progress in *below* grade level work
- Shows little or no progress toward end of year grade level expectations
- Proficiency and/or progress cannot be determined due to missing work and/or excessive absences

Note: written comment *required* for any 1 or NP

n/a: Not Applicable (not taught and/or assessed this semester)

X: For students on an IEP and have a replacement core program

Abbreviated Version on Report Card:

<i>Academic Performance Key</i>		
4	Exceeds	Work exceeds grade level expectations and shows understanding that goes beyond what was taught <i>based on end of year grade level standards</i>
3	Proficient	Work meets <i>end of the year grade level standards</i>
2	Approaching Proficiency	Work is developing but is not yet meeting <i>end of year grade level standards</i> This student is on track to meet end of year grade level expectations
1	Limited Proficiency	Work requires significant assistance to meet <i>end of year grade level standards</i> This student may not meet end of year grade level expectations

NP	Not Proficient	Work is showing little or no progress toward <i>end of year grade level standards</i> or cannot be determined due to missing work and/or length of time in school This student may not meet end of year grade level expectations
n/a	Not Applicable	The standard was not taught and/or assessed this semester
X	See Progress Report	Student is in a replacement core and has not been exposed to this concept. Please see attached IEP progress report.

Note: in the full descriptor of a 'NP', it states "...cannot be determined due to missing work and/or length of time in school". This is not to be used as a punitive measure for missing assignments. It means that due to missing work, the teacher cannot determine what the student has learned. If a student has shown their knowledge level despite many missing assignments, then that grade should be recorded.

- All progress and final grade marks are based on end of year expectations.
- It is the responsibility of the classroom teacher to complete a progress report or report card for any student in attendance for 20 school days or more during the semester.
- Progress marks may NOT include a plus (+) or minus (-)

Does getting a perfect score mean a student receives a '4'?

Not necessarily. 100% on grade level work shows solid proficiency in just that, grade level work. To receive a '4', a student must show "understanding that goes beyond what was taught..." as written in the full rubric descriptor. For example, a 1st grader is expected to fluently add and subtract within 10. If a student is fluently adding and subtracting within 15 or 20, they might receive a '4' as that is beyond what is taught or expected. 4th graders are expected to multiply fractions by whole numbers. Some students may be ready to divide fractions or multiply fractions by fractions. Those students might receive a '4'. 5th graders that are fluently reading and comprehending middle school level material might receive a '4' in the standard, "Reads grade level text accurately and fluently to support comprehension".

How do I address possible confusion about scores of '3' going home on papers but a student earning a '2' on the progress report? This will have to be addressed at the parent/teacher conference or in comments on the progress report/report card where the difference between the end of year standard and skill building to that standard is explained. ***One way to avoid this confusion would be to mark the number correct on papers instead of a rubric score (ie. 9/10 instead of a '3').***

How can I address those students who might be proficient in grade level standards before the end of the year?

The demands and difficulties of differentiating instruction for high performing students has always been a concern for classroom teachers and are not unique to our new report card. Working with your grade level team to address those needs is a part of the PLC process. Ideas

may include: short or long term sharing of students based on skill work, use of computer software (IXL, AR, etc.), pre-testing out of units and doing independent project work, individualized writing goals, etc.

Will the report card be used with students on academic IEP's?

Yes. Federal law requires that the report cards of special education students will look exactly like the report cards of general education students. However, as is also required, each special education student will additionally receive a copy of his/her progress towards IEP objectives. On the progress report/report card, students with academic IEP's will be assessed on grade level standards and no grades will be modified. It is the responsibility of the classroom teacher to provide and input these grades. If a student is in a complete replacement core and never/rarely exposed to grade level content, then they will receive an 'X' on the progress report/report card and the IEP progress report will be attached.

How do I calculate one final grade?

The District Progress Report team recommends that teachers use the mean of the final five scores. ***At any time however, it is left to the professional judgment of the teacher as to whether or not the student has demonstrated proficiency in any standard.*** For those using Power School, end of the semester scores will have to be evaluated based on what material has been assessed and possible adjustments made. Meaning if Power School calculates a grade to be a '3', the teacher needs to look at that and decide whether it reflects *end of year* standards (Power School doesn't know that!).

Are there district end of the year assessments for each standard? Can they be administered in semester 1 for students to show proficiency before standards are taught?

As common assessments are created, teams will make decision rules on how they will be implemented. There are resources currently available as both Journeys and Ready Math have unit and end of year cumulative assessments that could be used in whole or part for individual students. D7 guidance is that this would be done on an individual basis for students who are demonstrating advanced skills or proficiency, not for whole class use before instruction of skills/standards.

What are end of year standards for Science/Social Studies?

Grades for science and social studies are to be determined based on each unit of study. Think of the unit standards as the end of year standards.

Do all assignments need to have a score?

No. It is acceptable to simply mark some assignments as collected or turned in and focus scoring on culminating projects, unit tests, etc..

If a student meets the standard early in the semester, but does not maintain that quality of work, how do we report this? Generally, if a student is truly proficient, their level of achievement should not lower and therefore their grade reflect as much. If their work is inconsistent then they would likely earn a '2'.

How do we mark areas that were instructed in and assessed in one semester but not the next? Many standards are embedded in work all year long such as math fact and reading fluency. However, there may be standards that are 'one and done' (ie. "classify and compare 2 dimensional shapes" or "finds the area of a flat surface or shape"). If a standard is not taught or assessed at all in a semester, the progress report/report card should show an n/a. If the standard was only addressed 1st semester then semester 2 would show n/a **unless** the student has had the opportunity to demonstrate their level of proficiency. Please note that students who are not proficient in a standard should have continued opportunities to become proficient throughout the year within the constraints of your classroom system/schedule. If a standard was not taught in semester two but was re-assessed, then a grade would be entered.

Are math fact fluency scores based solely on timed tests?

NO. Timed tests are only one kind of evidence that a student is fluent in that operation. Fluently adding and subtracting within 5 with accurate, efficient and flexible strategies:

can be shown orally, with manipulatives, gestures, within problem solving, timed tests, untimed written, flash cards

What are the end of year math fact fluency expectations?

GRADE	GRADE LEVEL EXPECTATION
K	Sums (+) and minuends (-) to 5
1 ST	Sums (+) and minuends (-) to 10
2 ND	Sums (+) and minuends (-) to 20
3 RD	Maintain fluency in (+) and (-) Products (x) and dividends (/) to 100
4 TH	Maintain fluency of all 4 operations
5 TH	Maintain fluency of all 4 operations

What are the Personal Responsibility Marks?

These marks will be used only in the areas of Personal Responsibility:

- C Consistently meets expectations
- S Sometimes meets expectations
- R Rarely meets expectations

Note: written comment *required*

- A student may move from a 'R' to any other mark in the next semester. It is not necessary to first give them an 'S' before they receive a 'C'

Follows school rules and expectations
Demonstrates respect for self, others and property
Follows directions
Appropriately engages in partner/group learning
Completes classroom assignments
Completes homework on time
Stays on task and gives focused attention
Takes responsibility for choices and actions
Perseveres with challenges
Strives for quality work

TEACHER COMMENTS

- Progress marks may NOT include a plus (+) or minus (-)
- Enter student information under the correct semester header.
- Date each entry and print for each reporting period.
- Anytime a student receives a "1", "NP" or "R", a written comment is required.
- Conferences are held the end of the first semester. While it may not be necessary to write comments in detail for these grading periods, it is strongly suggested that you document the topics, issues or concerns you plan to discuss with the parent on the comment page. This may be as brief as a list of topics to be covered.
- Progress reports and report cards are official, professional documents. It is important that spelling and grammar be accurate.

ATTENDANCE:

- The district will provide attendance reports for this section
- The teacher will type in either a "yes" or "no" in the line "School work affected by attendance"

Are we still using Oregon State Writing and Math Problem Solving scoring Guides?

Yes. ODE has made revisions to their scoring guides but we will continue to use our district scoring guides as posted on our website. When using those scoring guides you will have to make the scoring adjustment. A '4' on the scoring guide would be a '3' on our district scale. All scoring guides with grade conversions are posted on our curriculum page of the District website.

Can homework be used to determine final grades? No. Homework should not count as evidence that a student is proficient. It is an opportunity for practice and can be used to guide instruction. Work that is used to demonstrate proficiency should be done independently and that cannot be guaranteed when done at home.

Are reading fluency scores based solely on timed readings (Acadience)?

NO. Timed readings are only one kind of evidence that a student is fluent. ***Reading fluency scores should be based on a variety of evidence including accuracy, phrasing and expression.*** Assessment tools may include in-program stories and passages, fresh reads, progress monitoring, grade level science/SS/math content reading, etc..

Reading Progress Report

Identifies upper case letters	Enter the <u>number of letters</u> student correctly/consistently identified each semester (x/26)	
Identifies lower case letters	Enter the <u>number of letters</u> student correctly/consistently identified each semester (x/26)	
Identifies upper case sounds	Enter the <u>number of sounds</u> student correctly/consistently identified each semester (x/26)	
Identifies lower case sounds	Enter the <u>number of sounds</u> student correctly/consistently identified each semester (x/26)	
Reads grade level sight words	Enter the number of sight words student correctly/consistently reads (x/40)	
Recognize and produce rhyming words	4	Not available for this standard (you either have it or you don't)
	3	Identify AND produce multiple examples of rhyming words
	2	Identify OR produce (not both)
	1 or NP	Neither at all or identify only inconsistently and/or with many mistakes
Isolate** and pronounce the beginning, middle and end sounds in words	4	Not available for this standard (meets or doesn't)
	3	Identifies the beginning, middle AND end sound most of the time
	2	Requires teacher prompting and support, identifies one or two of beginning, middle, end sounds
	1 or NP	Does not or is rarely able to identify beginning, middle and end sound independently
Decodes CVC words (ie tib, sav, rof, man, dog, hop)	4	In above grade level text, student consistently decodes most words
	3	Student consistently decodes most CVC and nonsense words
	2	Student decodes some CVC and nonsense words

	1 or NP	Student is unable to decode CVC and nonsense words
Reads grade level text accurately and fluently	4	Midyear 1 st grade decodable passage
	3	End of year decodable passage from core curriculum they have not previously seen
	2	Midyear decodable passage from core curriculum they have not previously seen
	1 or NP	Guessing, reading isolated sounds, not performing, etc
Retell and answer questions about key details in a text	4	Retells in correct order, includes many details, from midyear or higher first grade story/passage
	3	Most of the time retells in correct order, includes main points, provides pertinent details
	2	Retells story but may be out of order, may provide a detail/might not
	1 or NP	Doesn't perform or totally off topic

***Note:** Teachers should use a variety of data to support report card scores.

****Note:** The word 'segment' was changed to 'isolate' to match state standards

Reading Assessment: To assess reading standards, use anecdotal data from whole group, small group, individual reading practice and progress monitoring.

Reading work sample entry: One reading work sample is required for Kindergarten. The sample is the number of Whole Words Read (WWR) from Acadience. 5 or more WWR is a passing work sample.

Writing Progress Report

Indicate student performance in the area of writing. During the first semester, students may not be given a score depending on which developmental stage of writing they are at. Indicate penmanship performance using the scoring guide for letter forms/penmanship.

Work Sample	Progress Report/Report Card	USED FOR WRITING SCORING			
		Ideas and Content	Convention Guidelines (scored in 1 st grade)		
			Spelling	Capitalization and Punctuation	Penmanship
5	4	<ul style="list-style-type: none"> Clear and focused main idea, with beginning, middle and end Recognizable picture that is on topic and has added details Readable student writing Added details to writing 	<ul style="list-style-type: none"> More conventional spelling More high frequency words spelled correctly CVC words spelled correctly 	<ul style="list-style-type: none"> Uses capital correctly Uses correct punctuation most of the time 	<ul style="list-style-type: none"> Writes uppercase and lowercase letters of the alphabet independently, with the correct form.
4	3	<ul style="list-style-type: none"> Clear main idea Recognizable picture that relates to the topic and/or writing 2 related sentences 	<ul style="list-style-type: none"> Phonetic spelling with beginning and ending sounds Includes middle sounds most of the time Attempts some conventional spelling Spells some high frequency words 	<ul style="list-style-type: none"> Capitalizes the first word of a sentence Uses periods correctly some of the time Leaves space between words most of the time 	<ul style="list-style-type: none"> Writes uppercase and lowercase letters of the alphabet, closely approximating the correct shape/form.

3	2	<ul style="list-style-type: none"> Recognizable picture but may not relate to the topic and/or writing 1 sentence 	<ul style="list-style-type: none"> Phonetic spelling with beginning and or ending sounds and some middle Attempts phrase or sentence 	<ul style="list-style-type: none"> Little punctuation Random capitals 	<ul style="list-style-type: none"> Some letters are formed correctly
2	1 or NP	<ul style="list-style-type: none"> Picture relates to the topic (through dictation) 	<ul style="list-style-type: none"> Non-phonetic letter strings to symbolize writing 	<ul style="list-style-type: none"> No punctuation or capitalization 	<ul style="list-style-type: none"> Letters formed incorrectly
1	NP	<ul style="list-style-type: none"> Student uses picture as his/her writing but it's off topic and/or unrecognizable Does not participate 	<ul style="list-style-type: none"> Symbols or scribbles used to indicate writing (no letter formation) 	<ul style="list-style-type: none"> No writing 	<ul style="list-style-type: none"> Scribbles

Writing work sample entry: Students should have at least one scored work sample entered in the district database. Students are only scored in the area of ideas and content. The conventions portion of this scoring guide is intended to assist teachers in moving students toward meeting all the writing expectations outlined on the district Writing Expectations guidelines. Teachers can use the above scoring guide to aide in the development of mini lessons and for the purpose of grading and report cards. It is aligned to our district defined expectations for writing as well as the official state scoring guide.

Speaking Progress Report: For the progress report/report card, scores do not reflect only formal presentations but more often reflect skills observed during whole and small group time during discussions, sharing, problem solving, etc..

Speaking work sample

Students will speak to a group of peers and/or a partner sharing stories, pictures, journals, art, or favorite things. This scoring guide is used to score student work samples in the 2nd semester.

Speaking Work Sample – (Delivery) Scoring Guide

	Does Not Meet	Does Not Meet	Does Not Meet	Meets Expectations	Exceeds Expectations
Work Sample	1	2	3	4	5
	<ul style="list-style-type: none"> Did not participate 	<ul style="list-style-type: none"> Only answered questions/prompts 	<ul style="list-style-type: none"> Uses inconsistent eye contact Volume too loud, soft or inconsistent Information too short or rambling More weak than strong 	<ul style="list-style-type: none"> Uses appropriate volume Faces audience and makes eye contact Stays on topic 	<ul style="list-style-type: none"> Meets all standards of a 4 Uses appropriate gestures and/or props Uses appropriate inflection

Mathematics Progress Report

Use teacher observation, and student work samples to determine overall score.

Counts to 100	Enter the number student counts to	
Matches a group of objects with a written numeral 0-20	4	Matches numbers higher than 30

	3	Matches numbers 20 - 29
	2	Matches numbers 10 - 19
	1 or NP	Matches numbers less than 10
Writes numbers 0-20	4	Writes numbers 100 or higher (this makes it a 1 st grade expectation)
	3	Writes numbers 20-99
	2	Writes numbers 10 – 19
	1 or NP	Writes numbers less than 10.
Fluently adds numbers within5 (10 facts/minute)	Enter the raw # of facts mastered	
Fluently subtracts numbers within5 (10 facts/minute)	Enter the raw # of facts mastered	
Solves addition and subtraction to 10 word problems using objects and drawings	See math problem solving scoring guide below	
Understands Geometry Concepts	Use district math curriculum, assessments and TABS. Students will orally identify, name and describe two and three dimensional shapes.	
Understands Measurement Concepts	Use district math curriculum, assessments and TABS. Identify, compare, and sort measurable (height and weight) and non-measurable attributes.	

Math work sample entry:

- **Math Problem Solving:** Students should have at least one scored math problem solving work sample in the district database. Students are scored on “Making Sense of the Task”
- **Addition facts to 5, Subtraction facts to 5:** Use the math facts scoring guide to enter one addition and subtraction percentage score in the district database.

MATH PROBLEM SOLVING – Scoring Guide - This scoring guide is used to score student work samples in the 3rd Trimester.

	Does Not Meet	Does Not Meet	Does Not Meet	Meets Expectations	Exceeds Expectations
<i>Work Sample</i>	1	2	3	4	5
<i>Progress Report/Report Card</i>	NP	1 or NP	2	3	4
		The translation of the task is underdeveloped, sketchy and/or may be flawed – <u>EQUATION DOESN'T MATCH PROBLEM</u>	The translation of the major concepts of the task is <u>partially</u> completed and <u>partially</u> displayed – <u>PICTURE CORRELATES – CORRECT EQUATION – WRONG ANSWER</u>	The translation of the task into adequate mathematical concepts using relevant information is completed – up to 10 <u>PICTURE CORRELATES – CORRECT EQUATION – CORRECT ANSWER</u>	The translation of the task into mathematical concept is thoroughly developed and applied to <u>math content ABOVE Kindergarten level, sums and difference to 20</u>

