



GRANTS PASS SCHOOL DISTRICT 7

Elementary 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 trimester?

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 trimester, we would have 3 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 trimester 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 2 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 Trimester 1 and 2 Progress Report and the Trimester 3 Report Card?

At the end of trimesters one and two 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 trimester)

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

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 days or more during the trimester.
- For Kindergarten, if a student transfers in the first trimester, a teacher may just write comments that are reflective of a student's progress to date.
- 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 "beginning or higher work in the next grade level (ie. a 2nd grader doing some 3rd grade work)" 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".

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 trimester. It is not necessary to first give them an 'S' before they receive a 'C'
- These marks may NOT include a plus (+) or minus (-)

How do we address 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"

How do we enter teacher comments?

- Enter student information under the correct trimester 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 first and second trimester of the school year. 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.

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 is 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 trimester 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!).

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 trimester, 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 trimester but not the next?

Many standards are imbedded 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 trimester, the progress report/report card should show a n/a. If the standard was only addressed 1st trimester then trimesters 2 and 3 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 trimesters one or two but was re-assessed, then a grade would be entered.

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

Yes. ODE has made revisions to their scoring guides but for this year we will continue using 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.

What words do we use for the standard "Spells grade level words correctly"?

This is left up to the professional judgment of the teacher in consultation with your grade level building team. Oregon writing scoring guides do not produce grade level lists of words to score conventions, rather they rely on the professional experience of the scorer (teacher) to score that. We believe that you know what is appropriate for your grade level and that having to check words off of a list, that at some grades could be many hundreds of words long, would create more work than is necessary. That being said, previous work was done to outline D7 spelling expectations that are still in place. Found on the district web site under Departments/Curriculum/Content Area Resources/Writing, is a list of the Sitton high frequency words that are the **minimum** grade appropriate words all students are expected to spell correctly in their writing.

What does that mean for spelling instruction?

Our district spelling guidelines have not changed and Journeys continues to be our district spelling program. In that program there is a strong connection between the weekly phonics skills lesson in both reading and spelling in grades K-3. In grades 4-5, spelling patterns are introduced and reinforced that we want students to learn. Work was done previously to outline District 7 spelling guidelines that are still in place and outlined here:

- Spelling words and instruction comes from the Journeys series
- Additional instruction and words may include challenge words and high frequency words essential for good writing
- High frequency words are to be selected from the Rebecca Sitton spelling program

Do we still give weekly spelling tests since that is no longer on the report card?

That is a grade level decision by building. For some grade levels it is a good practice assignment for the skills taught. Many teachers also feel this is an area where parents feel confident in assisting their child at home. It is recommended that if you give a weekly test, that it be a dictation test instead of a list of single words.

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.

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

Math fact fluency Kindergarten:

4	fluently adds/subtracts within 10
3	90-100%
2	50-89%
1 or NP	0-49%

Math fact fluency 1st-5th grade:

4	work at a higher grade level standard
3	95-100%
2	50-94%
1 or NP	0-49%

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..

What is the guide for scoring reading fluency?

Because the progress reports are based on end of year standards, there is not a need for a break-down of scores by trimester. *Here are the D7 **guidelines** for reading fluency but it is your professional judgment as to whether a student is a specific grade (see above question) given your total knowledge of the student and their performance:*

DORF Levels for Acadience		
GRADE	SCORE LEVEL	SPRING CUT SCORE
1	NP or 1	0-31 wcpm (intensive)
	2	32-46 wcpm (strategic)
	2, 3 or 4	47 wcpm (benchmark)
2	NP or 1	0-64 wcpm (intensive)
	2	65-86 wcpm (strategic)
	2,3 or 4	87 wcpm (benchmark)
3	NP or 1	0-79 wcpm (intensive)
	2	80-99 wcpm (strategic)
	2,3 or 4	100 wcpm (benchmark)
4	NP or 1	0-94 wcpm (intensive)
	2	95-114 wcpm (strategic)
	2,3 or 4	115 (benchmark)
5	NP or 1	0-104 wcpm (intensive)
	2	105-129 wcpm (strategic)
	2,3 or 4	130 wcpm (benchmark)

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..

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').

Are there district end of the year assessments for each standard? Can they be administered in Trimesters 1 & 2 for students to show proficiency before standards are taught?

This is the work that we are beginning at grade level meetings and will continue for the next few *years*. Teachers will guide and direct this work to best meet the needs of each grade level. 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.