ASSESSMENT AND GRADING THAT SUPPORTS LEARNING

ELEMENTARY DIVISION PARENT MEETING

LAMPETER-STRASBURG SCHOOL DISTRICT
APRIL 16, 2015

ASSESSMENT FOR LEARNING- OUR 1ST STEP: PURPOSE

The purpose of this progress report is to clearly and accurately **communicate** each student's level of **achievement** relative to standards-aligned, district curriculum and her/his **application** of grade-level student skills.

Learning at High Levels- Guiding Questions:

- In what ways do we communicate learning?

- Is learning measured consistently from classroom to classroom or grade level to grade level?

- How can we expect staff to collaborate when everyone may not be looking at the same skills?

STANDARDS

Standards describe, with varying degrees of clarity and specificity, skills and content students are expected to know and be able to do at various stages in K-12 schooling.

(Guskey & Baily, 2010, O'Connor, 2009)

THE ROLE OF "STANDARDS"

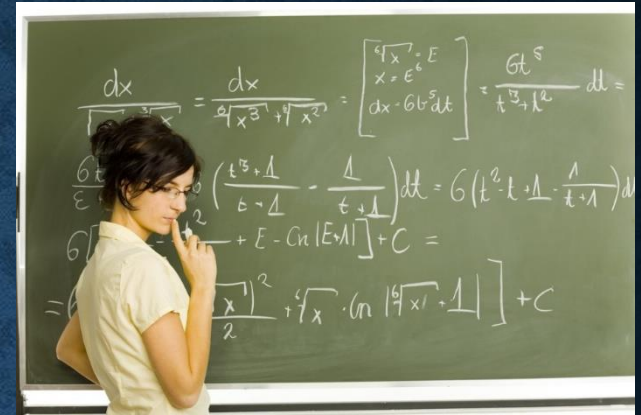| What is it we expect all students to learn?	How will we know when they have learned it?	How will we respond when they don't learn?	How will we respond when they already know it?

REPORTING LEARNING

- How do we become more evidentiary?

- How do we develop procedures to ensure we are reporting learning that is evidence based?

WHY THE MOVE TO TRIMESTERS?

- In order to communicate each student's level of achievement relative to standards, teachers will need time to collect and evaluate evidence of learning related to the report card indicators.

- Trimesters will result in three report cards per year at the end of a 60 day trimester. Currently, the elementary division is on quarters, resulting in four report cards per year at the end of a 45 day quarter.

- The change to trimesters for the Elementary Division will have no impact on the secondary buildings. Martin Meylin Middle School and Lampeter-Strasburg High School will continue with four marking periods.

Learning Outcomes

P	Proficiency of the Grade Level Standards
S	Steady Progress toward Proficiency of the Grade Level Standards
L	Limited Progress toward Proficiency of the Grade Level Standards
Blank	Not assessed

Lampeter-Strasburg School District

Fouth Grade 2015-2016

Student: A
Teacher:

	Learning Outcomes
P	Proficiency of the Grade Level Standards
S	Steady Progress toward Proficiency of the Grade Level Standards
L	Limited Progress toward Proficiency of the Grade Level Standards
blank	Not Assessed

Attendance	1	2	3
Absences			
Excused	0	0	0
Unexcused/Illegal	0	0	0
Tardies			
Excused	0	0	0
Unexcused/Illegal	0	0	0

Each report period will represent student's benchmarked progress toward the end of year goals.

Grade 4 Reading	T1	T2	T3
Foundational Skills			
Knows and applies grade-level phonics and word analysis skills in decoding words			
Vocabulary			
Understands key vocabulary, including interpreting figurative language			
Uses context clues to accurately read/comprehend unknown multiple-meaning words			
Fluency			
Reads grade-level text orally with accuracy, fluency, and understanding			
Strategies/Skills for Fiction			
Understands text: character, theme, sequence, compares/contrasts, text structure			
Understands text: summarizes, makes inferences, cause/effect			
Writes appropriate reading responses/cites evidence from text as support			
Strategies/Skills for Non-Fiction			
Understands text: makes inferences; compares/contrasts points of view			
Understands text: text structure/features, main idea(s), supporting details			
Writes appropriate reading responses/cites evidence from text as support			

	T1	T2	T3
Grade 4 Science			
Understands key concepts			
Understands and uses key vocabulary			
Grade 4 Social Studies			
Understands key concepts			
Understands and uses key vocabulary			

Grade 4 Mathematics	T1	T2	T3
Number Sense			
Applies place-value concepts to read, write, compare, and round numbers			
Recognizes and generates equivalent fractions and compares fractions			
Connects decimal notation to fractions and compares decimals			
Computation			
Solves multi-digit addition/subtraction computation and estimation problems			
Solves multi-digit multiplication computation and estimation problems			
Solves multi-digit division problems			
Solves problems involving fractions and mixed numbers			
Geometry			
Lists properties of, classifies, draws, and identifies two-dimensional figures			
Measurement			
Solves measurement problems, including conversions to smaller units			
Solves problems involving time			
Solves problems involving area and perimeter			
Measures angles and uses properties of adjacent angles to solve problems			
Data Analysis			
Organizes, displays, and interprets data			
Algebraic Concepts			
Develops and applies number theory concepts to find factors and multiples			
Describes, extends, and creates patterns, including those in function tables			
Problem Solving			
Uses appropriate strategies/operations to solve word problems and explains work			

Trimester 1 Comments:
Teacher conference

Trimester 2 Comments:

Trimester 3 Comments:

Grade 4 Writing	T1	T2	T3
Spelling			
Correctly spells grade-level words			
Types of Writing			
Correctly develops text using the writing process:			
Narrative			
Opinion			
Informational/research			
Language Skills			
Understands sentence structure/identifies types of sentences			
Uses a variety of sentence types			
Correctly uses punctuation, capitalization, and grammar			
Correctly uses and explains the function of parts of speech			

	T1	T2	T3
Grade 4 Art			
Demonstrates an understanding of art concepts			
Demonstrates an understanding and proper use of materials			
Demonstrates an understanding of methods used with materials			
Grade 4 General/Vocal Music			
Knows and uses the elements and principles of music at an appropriate level			
Understands benefits of music-making process & demonstrates proper rehearsal tec			
Grade 4 Physical Education			
Demonstrates/applies expected movement skills			
Demonstrates/applies expected manipulative skills			
Understands benefits of regular physical activity			
Practices responsible personal & social behavior in physical activity settings			
Grade 4 Instrumental Music			
Produces accurate pitch with a developmentally appropriate tone			
Performs rhythm patterns accurately with a steady beat			
Articulates sounds according to musical markings and style			
Performs with developmentally appropriate musical expression			

Responsible Learner Rubric

	T1	T2	T3	1	2	3
Cooperation				Student needs frequent reminders to cooperate with peers in structured and unstructured settings.	Student needs occasional reminders to cooperate with peers in structured and unstructured settings.	Student comsistently cooperates with peers in structured and unstructured settings
Respects Self and Others				Student needs frequent reminders to demonstrate respect toward self and others.	Student needs occasional reminders to demonstrate respect toward self and others.	Student consistently demonstrates respect toward self and others
Follows Directions				Student needs frequent reminders to follow directions.	Student needs occasional reminders to follow directions.	Student consistently follows directions with few reminders.
Uses Time Wisely/ Completes Work Goals				Student needs frequent reminders to use time wisely and complete work goals.	Student needs occasional reminders to use time wisely and complete work goals.	Student consistently uses teim wisely and completes work goals.
Classwork Completion				Student needs frequent reminders to complete classwork.	Student requires occasional reminders to complete classwork.	Student consistently completes classwork independently.
Homework Completion				Student needs frequent reminders to complete homework.	Student requires occasional reminders to complete homework.	Student consistently completes homework independently.
Manages Materials Effectively				Student needs frequent reminders to manage and organize materials.	Student needs occasional reminders to manage and organize materials.	Student consistently manages and organizes materials.

The purpose of this progress report is to clearly and accurately communicate each student's level of achievement relative to standards-aligned, district curriculum and her/his application of grade-level student skills.

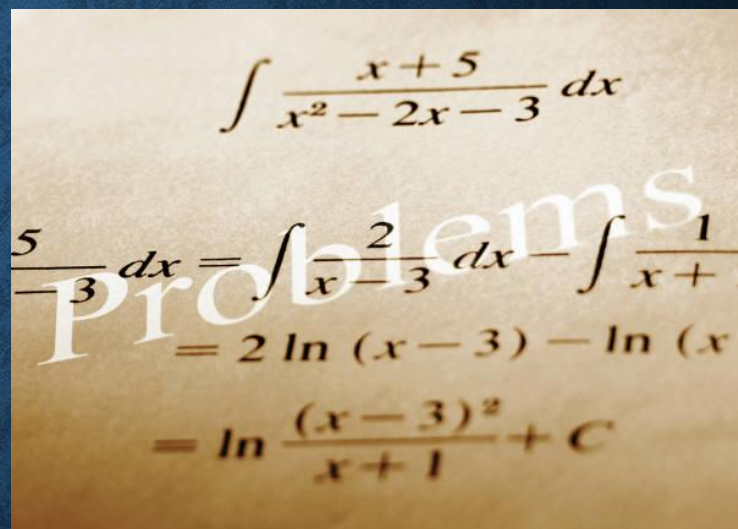# Learning Outcomes Reading

- Reading:

  - Foundational Skills

  - Vocabulary

  - Fluency

  - Strategies/Skills for Fiction

  - Strategies/Skills for Non-Fiction

- Writing:

  - Spelling

  - Types of Writing

  - Language Skills

Learning Outcomes Mathematics

- Mathematics:
  - Number Sense
  - Computation
  - Geometry
  - Measurement
  - Data Analysis
  - Algebraic Concepts
  - Problem Solving

Learning Outcomes
Science/Social Studies/Specials

- Science and Social Studies:

  - K-2: Integration

  - 3-5: Understands Key Vocabulary and Understands Key Concepts

- Specials:

  - Music: General and Instrumental

  - Art

  - Physical Education

OUR PROCESS:

- Three Year Process

- Assessment for Learning Team:
  - Teachers; Reading Specialist; ELA Coach; Math Coach; Special Education; Gifted; Specials Teachers (Art, Music, Physical Education)

- District and Building Level Preparation

- Comprehensive Plan Goal

PARENT RESOURCES

- www.l-spioneers.org

Standards-Based Assessment and Grading

A Parents Guide to the New Lampeter-Strasburg Elementary Division Report Card

THANK YOU!

QUESTIONS?