



Standards Based Grading and Reporting Handbook

Evanston-Skokie District 65

SY 2022-2023

Last update on August 2, 2022



Evanston-Skokie D65 - Standards Based Grading and Reporting Handbook SY 2022-2023

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D65 SBG Overview

D65 Grading and Reporting Vision

D65's vision is that report card grades are **meaningful, accurate, and actionable** for students, their families, and educators.

D65 Report Card Measures and Descriptors (K-5 for 2022-23 and 6-8 for 2023-24)

Student Learning Measures	Descriptors
EX	Exceeding Standard: Exceeds the rigor of the end-of-term standard consistently and independently across a variety of contexts.
ME	Meeting Standard: Meets the rigor of the end-of-term standard consistently and independently across a variety of contexts.
PR	Progressing in Learning of Standard: Making progress towards consistently and independently meeting the end-of-term standard across a variety of contexts.
BE	Beginning Learning of the Standard: Developing foundational skills needed to progress towards meeting the end-of-term standard consistently and independently.
IE	Insufficient Evidence: Lack of student evidence submitted to assess standard.
	Standards not addressed this trimester will be gray on the report card

D65 Grading Guidelines

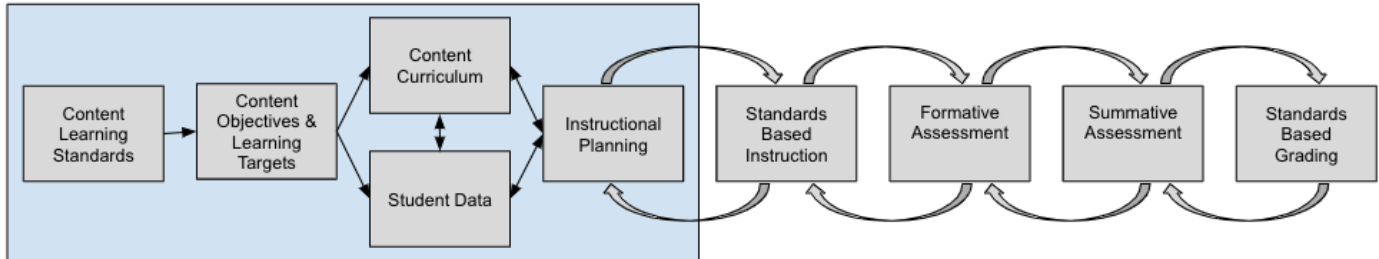
1. Grades are based on proficiency demonstrated on tasks aligned to standards and clear learning targets.
2. Grading is based on established clear criteria.
3. Grades use valid evidence.
4. Grades are based on most recent evidence of standards aligned learning, not the average over the full term.
5. Students are given feedback/scores as they learn, but only assessed after learning has occurred.
6. Grades for achievement (product of learning) and non-academic (process of learning) indicators are reported separately.

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D65 Pathway from Standards to Grading



In a standards based teaching and learning system, educators engage in unit planning to fully understand and plan for the standards, objectives, and learning targets within a unit. As the educator plans, they consider the curriculum content and the student data (blue box captures the planning process).

Educators then deliver standards based instruction informed by this comprehensive planning that is adjusted through ongoing formative assessment leading to summative assessments that inform the students end of term grade.

Things to Note: The items below are process of learning indicators and should not be included in the product of learning proficiency measures or grades.

Homework will be tracked for completion and to support the process of learning and should not be used in a student's grade overall or proficiency grade.

Missing work should not lower a student's grade. If there is not sufficient evidence to assess proficiency then a student should receive an Insufficient Evidence (IE) rating until evidence is submitted.

Late work should be reflected in the process of learning but scores measuring proficiency or overall grade should not be lowered solely for being late.

Extra Credit does not exist in a standards based grading system. Rather, students have opportunities to try again (**Reassess**) on summative tasks aligned to a reporting standard offered after the student has demonstrated that they have worked to address the misconceptions or conditions that contributed to lower performance on a previous summative task.

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Executive Summary of SBG Big Ideas and Shifts for SY23

"The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking."

— Albert Einstein

 The Political Informer

Vision for Curriculum and Instruction in District 65: All students are building agency to meet or exceed grade level expectations by engaging in differentiated, standards-aligned learning within equitable environments that attend to students' social-emotional needs.

Purpose: Educators and families have identified a need to improve the D65 report card and grading practices. Our current report cards and grading practices do not provide clear and actionable information for families that can be used to support learning. Additionally, due to a lack of clarity in our system, grades are inconsistent and do not always reflect the same thing across schools or across classrooms. Finally, some grading practices may be advancing biased and inequitable grading practices. This document is intended to begin a longer term process of redesigning report card grades and building stronger grading guidance with the goal of creating a system that minimizes bias and becomes clear and actionable for students and their families.

Background: The ad hoc report card committee met nine times during the 2020-2021 school year and an additional 9 times during the 2021-22 school year; a sub-group of school leaders met during spring 2021 to review grading practices. Both groups advanced similar recommendations. These recommendations are leading us to more clearly communicate a set of grading guidelines and to make shifts to the current D65 report cards. This work will lay the foundation and begin some of the mindset shift needed to move us to Districtwide Standards Based report cards over the next few years. You will also see changes in the documents issued by Curriculum and Instruction to support this shift by being increasingly clear about priority and supporting standards, reporting standards, and learning targets.

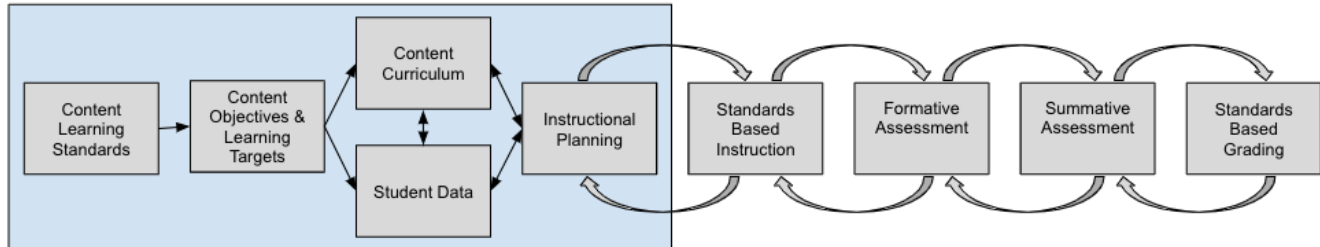
The ad hoc committee engaged in shared learning grounded in the work of Guskey, Brookhart, O'Connor and Feldman, and the team has informed the draft design of a standards based report card for K-8. The team built

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the groundwork to implement a standards based report card which must be supported by a fully aligned standards based system of teaching and learning. This system is captured in the image below.



In a standards based system, curriculum is written to clearly identify the learning (what needs to be learned) and assessments (how we know if students learned it) for a course with appropriate grade level expectations. Educators use the curriculum and knowledge of their students to engage in instructional planning and delivery of standards aligned instruction using instructional materials. During the planning process, an educator will:

- Review curriculum documents (curriculum guide, scope and sequence, at a glance and unit maps)
- Unpack unit maps and engage in unit planning that includes considerations of the curriculum, the instructional materials, and knowledge of the students.
- Identify the lessons that need to be taught and may deviate from the recommended sequence in an instructional material to meet their learner's needs aligned to grade level standards.
- Work within the pacing guidance to design and deliver lessons that will lead to their students gaining proficiency on grade level standards.

During instruction, educators

- Share clear learning targets with their students
- Utilize formative assessment to understand a student's level of understanding and growth.

Formative assessments are used by the teacher and the student to inform the next steps of learning as the students move towards proficiency on the standard measured by assessments aligned to the learning targets.

A student's grade is based on a student's performance on standards aligned assessment items that are summative. For a formative assessment item to be used as a summative assessment, the student must have experienced the learning and engage in the task independently (unless the standard requires collaboration).

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Timeline for the Shift to Standards Based Grading

School Year 2022-23	School Year 2023-24	School Year 2024-25
<p>K-5 Actions:</p> <ul style="list-style-type: none"> • New Report Card format and reporting descriptors • New Symbols for Reporting Learning to Replace 1-4 while using the language that was introduced this year on the report card. • Summative unit assessments will be mapped to reporting descriptors • Use of gradebook in PowerSchool available to K-5 educators as an option for recording evidence <p>Focus Areas:</p> <ul style="list-style-type: none"> • Defining proficiency at end of term and end of year. • Becoming more accurate and consistent in the assignment of grades. • Developing rubrics for assessment. • Emphasis on Student Work that Demonstrates Proficiency of Grade Level Standards (Connect to PLCs and SLOs) 	<p>K-5 Actions:</p> <ul style="list-style-type: none"> • Continue with report card, descriptors, etc. <ul style="list-style-type: none"> ◦ Library and computer science are added to the report card • Students begin collecting artifacts aligned to Portrait of a Graduate competencies and a structure for a 5th grade defense is developed. • Develop and pilot structure for student led conferences. • Grades use a 0-4 scale without percentages. <p>Focus Areas:</p> <ul style="list-style-type: none"> • Defining proficiency (w. rubrics) (cont.) • Increase transparency of learning targets for students. • Strengthen educators' feedback to drive learning. • Strengthen the role of students in providing feedback and assessing progress (student agency). 	<p>K-5 Actions:</p> <ul style="list-style-type: none"> • Implement student led conferences (grade levels to be determined) • Continue with report card, descriptors, etc. with any necessary revisions based on feedback. • Pilot a structure for 5th Grade Portrait of a Graduate defenses based on feedback from 8th grade experience. (Full rollout in SY2025-26) <p>Focus Areas:</p> <ul style="list-style-type: none"> • Strengthening assessments and feedback. • Student engaged assessment (Student has an active role in defining, understanding, using and reflecting on learning targets and assessments) strengthening metacognition and student agency.
<p>Middle School Actions:</p> <ul style="list-style-type: none"> • Adjust grade weighting guidance for departments to move towards SBG practices and beliefs • Add descriptors to capture process of learning in each class • No zeroes policy continues - minimum 50. • Clarify homework and extra credit practices. • Encourage shift away from a percentage grading system to a 0-4 system (not required) • Powerschool gradebook available in traditional and SBG format.* <p>Focus Areas:</p> <ul style="list-style-type: none"> • Defining proficiency at end of term and end of year. • Developing rubrics for assessment. • Emphasis on Student Work that Demonstrates Proficiency of Grade Level Standards (Connect to PLCs and SLOs) 	<p>Middle School Actions:</p> <ul style="list-style-type: none"> • New Report Card format and reporting descriptors • New Reporting Descriptors • New Symbols for Reporting Learning to Replace A-F • Students begin collecting artifacts aligned to Portrait of a Graduate competencies • Develop and pilot structure for 8th Grade Portrait of a Graduate defenses • Grades use a 0-4 scale without percentages. <p>Focus Areas</p> <ul style="list-style-type: none"> • Defining proficiency (w. rubrics) (cont.) • Increase transparency of learning targets for students. • Strengthen educators feedback to drive learning. • Introduce the role of students in providing feedback and assessing progress (student agency). 	<p>Middle School Actions:</p> <ul style="list-style-type: none"> • Student defenses aligned to Portrait of a Graduate competencies begin district wide for 8th graders. <p>Focus Areas:</p> <ul style="list-style-type: none"> • Strengthening assessments and feedback. • Student engaged assessment • Metacognition and student agency

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D65 Grading and Reporting Vision

D65's vision is that report card grades are **meaningful, accurate, and actionable** for students, their families and educators.

This report card, a snapshot of current learning, conveys two separate concepts:

- learning measures reflecting current proficiency of grade level standards;
- And separate measures reflecting the habits of a student.

D65 SBG Essential Tenets

1. Students and families need and deserve **accurate and transparent learning measures** so they understand where they are on their learning progression and act to support their learning.
2. **Descriptive feedback** is a more powerful driver of learning than a grade or a grade and a comment.
3. In many cases, students can and should have a **variety of contexts** (demonstration, writing, or speaking) to **demonstrate their understanding of standards-aligned knowledge and skills**. In a skills based objective (ie. writing, voice and choice can be incorporated by providing options on topics, etc.)
4. The goal is attaining grade level proficiency and beyond so students are allowed to **try to demonstrate proficiency again** if they meet specific conditions to re-assess past a summative window.
5. Students regardless of an IEP or language support plan are **held to, assessed for, and reported on (with accommodations) grade level expectations** unless a modified curriculum is called for in their IEP.
6. The strongest systems for learning and assessment involve **students engaged in the assessment system** including being clear on learning targets, having voice and choice in how they demonstrate these targets and involving students in self-assessment and peer assessment using clear criteria and exemplars along the way.



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D65 Grading Guidelines

These guidelines apply to all departments and frame the guidelines that we are working to fully enact when we move to Standards-Based Report Cards. During the 2022-23 school year, we are enacting these guidelines K-8 to create conditions for students and families that are increasingly accurate, actionable and meaningful regardless of the report card format.

The Grading Guidelines help us to build practices that are aligned to the essential tenets described above.

D65 Grading Guidelines

1. Grades are based on proficiency demonstrated on tasks aligned to standards and clear learning targets.
2. Grading is based on established clear criteria (success criteria).
3. Grades use valid evidence.
4. Grades are based on most recent work, not the average.
5. Students are given feedback/scores as they learn, but only assessed after learning has occurred.
6. Grades for achievement (product of learning) and non-academic (process of learning) indicators are reported separately.

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D65 Grading Guidelines #1

Grades are based on proficiency demonstrated on tasks aligned to standards and clear learning targets

1. Identify priority standards using curriculum documents (scope and sequence, at a glance, and unit maps) and their relationship to the reporting standards.
Resource: [Curriculum and Instruction Website](#)
2. Unpack summative assessment(s) to understand the complexity of the standards aligned tasks to ensure grade level rigor.
3. Create/revise unit plans that map out the learning pathways for the students to be able to become proficient at the learning targets.
4. Identify/create formative and/or summative tasks and rubrics to support measuring and monitoring priority learning
5. Share the learning targets with students so they are clear about what they are working on and what success looks like - develop rubrics to allow for student driven assessment.
6. Assess students and collect evidence on an ongoing basis
7. Record the evidence in an educator gradebook and/or portfolio system by reporting standard where items that are used for grade determination are summative tasks (see definition)
8. Report student learning aligned to the reporting standards.

Best practice:

- *Be clear on the standards, reporting standards and long term learning targets for your units and the alignment of these standards to your short term learning targets, objectives and lessons.*
- *Share learning targets and success criteria with students in student friendly terms and/or work with students to make learning goals clear and shared.*
- *Not all grades that go into the gradebook need to go into a report card grade - collect formative grades in the gradebook to inform growth and progress and weight later tasks aligned to priority learning targets to be included in the final grade.*
- *Consider using descriptive feedback on formative tasks (as opposed to a grade or letter grade) and simply noting completion in a grade book.*
- *Build systems to monitor both the process and product of learning.*

Unpacking Reporting Proficiency:

Grades focused on the product of learning must be based on work that demonstrates a student's learning of a standard in the discipline.

- **Behavior:** Best practice is that scores that measure behavior or compliance are not added to a student's report card grade unless defined in the standard. Grades are measures of a student's ability to demonstrate a standard. An educator can track this information as formative assessment to support student learning through feedback yet it should not be averaged into a student grade. If a class is

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based on performance standards, an educator may certainly use observation of performance for assessment purposes. The observation should be focused on a standards aligned skill or supporting standard.

- Instead of this...
 - Recording grades that go into a student's overall grade that reflect a child's behavior or compliance including listening, participation, turning in work on time, etc.
- Try this...
 - Creating a formative tracking and feedback system that monitors student behaviors in a way that is focused on key behaviors for your discipline and that are clear and transparent to students.
 - Record behavior in your gradebook to inform a process of learning indicator but set it to have no weight in a child's letter grade (product of learning grade)
- **Homework:** Since we cannot guarantee that homework is a student's work and since we cannot ensure that there is equal opportunity to complete the work, best practice is that educators track completion yet not use homework in a student's grade.
 - Instead of this...
 - Adding zeros to a student's grade for missing or poorly done homework leading to a lower summative grade.
 - Try this...
 - Assign homework that is linked to the next class in an authentic manner.
 - Monitoring student homework with a zero weight for a student's grade
 - Highlighting examples where a student's effort has helped to increase proficiency.
- **Missing work:** deducting from a student's grade for missing work is not aligned with our value of reporting on proficiency on standards aligned learning, the 'no zeroes' policy will continue to be implemented in middle school. If an educator is using a 0-100 system, then a missing assignment will be issued a 50. If an educator is not using percentages for grading and is using a 0-4 scale they may use a 0 to note that an assignment was not turned in.
 - *To recover from a single zero percentage grade, a student must achieve a minimum of nine perfect papers. Attaining that level of performance would challenge the most talented students and may be impossible for most others, especially those who struggle in learning. A single zero can doom a student to failure, regardless of what dedicated effort or level of performance might follow. ([Guskey](#))*
 - *Instead of this*
 - *Marking a zero for missing work and having it impact a student's grade*
 - *Try this*
 - *Track work completion with a zero on the process side of the gradebook unweighted and mark missing work with a 50 if you are grading on a 0-100 scale*
 - *Shift away from using a 0-100 scale and use a 0-4 scale with a 4 equating to exceeding proficiency (A) to a 1 equating to beginning learning on grade level standard (D).*

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- **Late Work:** Deducting points from a student's grade for submitting an assignment late does not provide an accurate measure of a student's proficiency on a standard. As a result, best practice is to not deduct points for late work.
 - ***What's wrong with deducting points for work turned in late?** This approach combines both academic and nonacademic information in the grade and creates what author Susan Brookhart calls "grade fog" — we're not sure what the grade means because we're asking it to communicate too much disparate information. A student who writes an A-quality essay but hands it in late gets her writing downgraded to a B, and the student who writes a B-quality essay turned in by the deadline receives a B. There's nothing to distinguish those two B grades, although those students have very different levels of content mastery. The second problem is that in traditional grading, many commonly used grading categories invite biases. For example, when we include a student's behavior in a grade, we're imposing on all of our students a narrow idea of what a "successful" student is. ([Feldman](#), *Grading for Equity*)*
 - *Instead of this...*
 - *Giving partial credit for late work regardless of the degree of proficiency demonstrated.*
 - *Try this...*
 - *Track assignment completion with no weight connected to the product of learning grade.*
 - *Provide high quality formative feedback on standard's aligned student work tasks through educator, peer, or self-reflection to criteria.*
- **Extra Credit:** The idea that more work can improve a student's grade does not fit the goal of grading which is to provide feedback on the student's ability to demonstrate learning related to standards. If a student wishes to improve their grade, a teacher is encouraged to make additional standards aligned tasks available for students to demonstrate that they can now demonstrate proficiency on a standards aligned task. The new tasks can then be included in the grade development replacing previous examples. Best practice is to allow students multiple opportunities to demonstrate mastery to improve their grades. Extra credit assignments not connected to the standards should not be used.
 - Instead of this...
 - Assigning extra credit that is sometimes aligned to priority learning and sometimes not
 - Try this...
 - Define a clear system for students to be able to have additional attempts to demonstrate proficiency that is clear to families and students at the beginning of the year.
 - Offer opportunities to try again on a summative task aligned to a reporting standard after the student has demonstrated that they have worked to address the misconceptions or conditions that contributed to lower performance on a previous summative task.

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D65 Grading Guidelines #2

Use of valid evidence for product of learning measures or letter grades

Valid Evidence:

- Summative tasks (any standards aligned task with grade level rigor completed after a student has had access to teaching, practice, feedback, and done with independence unless the standard calls for collaboration).
 - Performance/ Product based assessments
 - Open ended tasks
 - Multiple choice with student thinking

Non-valid Evidence:

- Homework
- Daily Formative Assessments
- Extra Credit
- Behavior
- Late Work
- Participation (when not included in the standard)
- Collaborative tasks

Best Practice:

- *A student's grade should consist primarily of summative assessment tasks which allows for us to report on what a student has achieved as a result of their learning. Including formative assessments (learning along the way) has a negative impact on a student's grade who started below grade level and grew a great deal.*
 - *Items can be recorded in the grade book with no weight to inform the process of learning grades.*
- *A summative task/assessment is any standards aligned task with grade level rigor that is completed after the student has had access to teaching, practice, feedback and is done with independence unless the standard calls for collaboration.*

Formative Assessments Assessment of Learning to Inform Teaching	Summative Assessments Assessment of Learning
<ul style="list-style-type: none">• Standards aligned classwork or projects• Exit tickets• On going student portfolios• Student journals• Performance tasks	<ul style="list-style-type: none">• Performance based assessments• Benchmark assessments• Unit assessments• Portfolios• End of unit project or presentations

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<ul style="list-style-type: none"> • Observation (with criteria/rubric) • Self-assessment • Peer assessment • Modeling (ie. Scientific Modeling) • Student responses • Collaborative work • Learning logs • Student reflection • Benchmarks • Student interviews <p>Key ideas: part of the learning process, supportive, purposeful, reflective and actionable.</p>	<ul style="list-style-type: none"> • Products, performances, projects with rubrics • Self-assessment • Writing reflections • Formative tasks that were completed after teaching and practice and with independence (ie. tasks, quizzes, etc.) • Audio or video presentations or recordings • Essays • Written responses • Models with rubrics <p>Key ideas: standards aligned, measures impact of learning, clear criteria for success, can be a variety of projects (not just tests!)</p>
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- *Our grades should not reflect the averaged performance on a learning standard including all of a student's learning from the beginning to the end of the unit. The goal is to assess the student's level of understanding of a standard at the end of a unit. The grade should represent where a student ended on their learning trajectory.*
- *Research shares that three pieces of evidence can reliably indicate that the student can perform at a given level consistently.*
- *Additionally, tasks should be done with independence unless the standard calls for collaboration or group work or if a student's accommodations (IEP or 504) allow for a level of support.*
- *Students can demonstrate learning in a variety of manners (writing, modeling, speaking, building, designing, explaining, etc.) or modes.*



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D65 Grading Guidelines #3 Grading is based on established clear criteria

Clear Criteria:

- Proactive communication to students and families
- Grade Level standards are the foundation for learning and reporting
- Objective rubrics rooted in best practices
- Consistent practices across grade levels and departments

Not Clear Criteria:

- Responsive or reactive communication
- Uneven alignment to grade level standards
- Subjective rubrics and/or scoring measures
- Inconsistent expectations across grade level

Best Practice:

- Middle school classes issue information to students in the first week of school on how their grade will be calculated.
 - Issue information on your grading practices to students in the first week with an overview of your class and expectations.
- Educators share the priority learning targets in each unit with students. The time when this learning target is shared may vary depending on the type of instruction and lesson design. If the learner is engaged in a lesson where the student is uncovering the learning through a series of standards aligned tasks then the learning target may be best revealed towards the end of the learning task. In other cases, naming the target at the beginning of the learning may help students to focus on the most important learning.
- Students and educators work together to determine how students can demonstrate mastery.
 - If a standard does not state how the learning is displayed (ie. citing evidence from a text, an educator can provide options for how a student can demonstrate proficiency (ie. writing or speaking, project, etc.)
- Regular formative feedback (different from grades) is shared with students.
 - [Grades v. Feedback: Research](#) (by T. Guskey)
- Educators are selective about what receives feedback and what is graded. Not all items receive grades. ([Edutopia Article](#))

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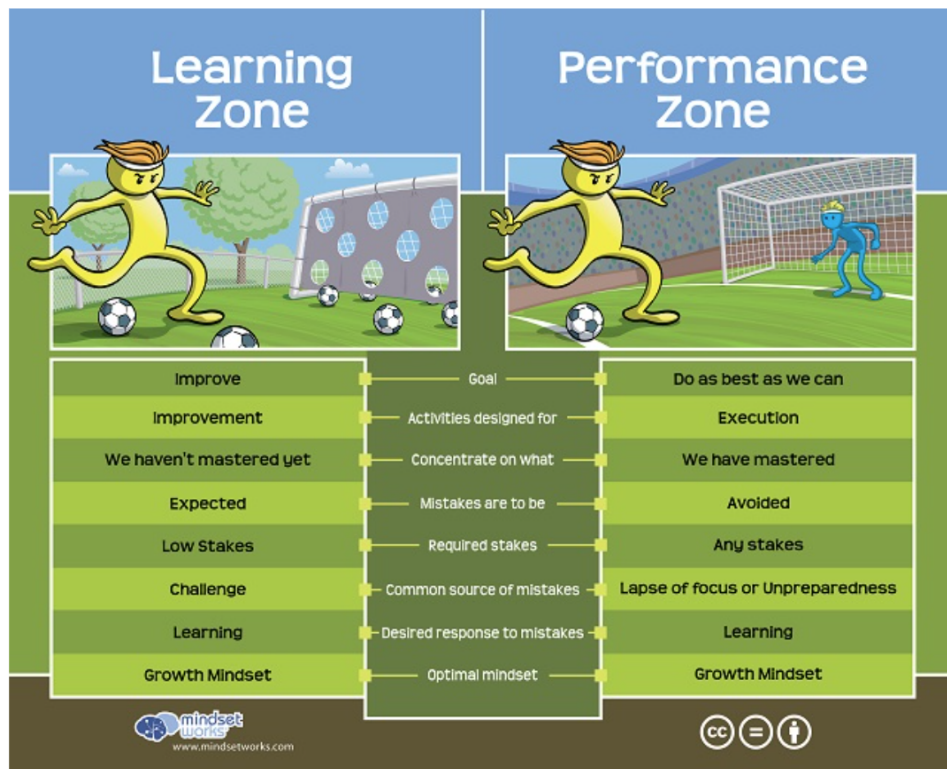
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D65 Grading Guidelines #4

Students are given feedback as they learn, but only assessed after learning has occurred.

Best Practices:

- Allow students to self-assess using clear success criteria and rubrics and possibly sample items or tasks.
- Peer feedback can also be used with clear success criteria and rubrics and/or tasks.
 - Learning intentions (consider this to be similar to your unit and lesson objectives) and Success Criteria [quick introduction video by John Hattie](#).
- Formative feedback is given to students in an ongoing manner to support increased learning.



Referenced in How to Grade for Learning: Linking Grades to Standards (O'Connor, P., p. 13). Graphic available at <https://blog.mindsetworks.com/entry/learning-and-performance-zones-in-sports-2> on 4/25/22

- Student completion of formative tasks is monitored and tracked but not included in the students final grade since this is learning in process.

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- This should be recorded in a gradebook as part of reporting on the process of learning (how we learn) but not used in our product of learning grade (content based learning from standards)
- The educator identifies summative learning tasks towards the end of a learning sequence (at least 3 for each reporting standard that will be reflected on the report card) and draws on these tasks to determine a student's level of proficiency for a grade. Summative tasks are aligned to the standard and have the appropriate level of rigor for the grade. They do not need to be long - the difference between a formative and a summative task is when it is given.

Summative and Formative Assessment

- Summative Assessment: Assessment of Learning
- Formative Assessment: Assessment for Learning

Formative Assessments can be Summative if...

1. The content/skills/knowledge has been taught;
2. Student(s) has had the opportunity to practice the learning;
3. Feedback has been provided in a manner that has allowed for students to change performance;
4. The task is done with independence (unless the standard says otherwise).



Note: The long term goal is to move away from having any formative assessment grades included in the product of learning grade. To support educators in the change, we are continuing to allow a small percentage to be included as we learn how to capture multiple points of summative data.



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D65 Grading Guidelines #5

Grades are based on most recent work, not the average of all the work aligned to a standard..

Accurate grades are based on a pattern of achievement and relying more on **most recent scores** from summative tasks instead of simple averages of all scores. An educator who averages learning from the first attempt at learning to the last attempt at learning does not report an accurate reflection of where a student ultimately ended up in their learning.

Best Practices: See above and below

- Using a 0-4 scale is recommended over a 0-100 scale. To learn more, please refer to Chapter 7 in Grading for Equity and/or the excerpt below from Guskey.
 - *In a percentage grading system, to move from a B to an A generally requires improvement of 10%, say from 80% to 90%. But to move from a zero to a minimum passing grade requires six or seven times that improvement, usually from zero to 60% or 70%. Two-thirds of the marks in a percentage grading system denote levels of failure. Only one-third of the marks are considered passing.*
 - *The solution to this dilemma is simply to do away with percentages in grading and use integers instead: 0-4. Many schools use integers already in calculating grade point averages (GPAs).*
 - *In a 0 - 4 system, teachers can keep the zero and assign it to students when such a grade is deserved. Improving from a zero to a passing grade for those students means moving from zero to one, not from zero to 60% or 70%. It makes recovery possible. It also helps make grades more accurate reflections of what students have learned and accomplished in school. ([Guskey](#))*

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D65 Grading Guidelines #6

Report achievement (product) and non-academic (process) indicators separately.

Academic Achievement/Product	Non-Academic Indicators/Process
<p><u>Math</u>: Students can use multiplication within 100 (both factors less than or equal to 10) to solve word problems in situations involving equal groups, arrays, or area, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><u>Visual Arts</u>: Students can convey meaning through the presentation of artistic work.</p> <p><u>Social Studies</u>: Students can compare perspectives of people in the past to those of people in the present.</p>	<p>Development of skills and behaviors that support achievement.</p> <ul style="list-style-type: none">• Attendance• Participation• Work Completion• Dressing for PE• Homework Completion• Work Habits• Behavior

Best Practices:

- Define tracking systems for non-academic indicators that allow for formative feedback and support. Non-academic indicators can be very important and worth working on since they contribute to the habits of a student. That being said, they do not belong in a grade that is reporting how well a student meets the standards of a math or literacy class.
- Have a record keeping system that allows for you to record and monitor both the process and product of learning - both are important yet they are reported separately.

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Grading Standards Descriptors and Learning Targets

Report cards consist of the product of learning reporting standards and the process of learning (habits of learning) descriptors. Additionally, in kindergarten through 5th grade there are learning descriptors associated with each reporting standard. Please refer to the links below for the descriptors.

K-5 Reporting Standards and Learning Targets: [HERE](#) (PDF) or [HERE](#) (sheets)

K-5 Process of Learning/Habits of Learning Descriptors: [HERE](#)

Middle School Process of Learning Descriptors: [HERE](#)

Students with IEPs and 504s

Students receiving accommodations and/or modifications per IEP or 504 will have grade level expectations and a report card reflecting the standards for the grade level in which students are placed.

Accommodations allow a student to complete the same tasks as their general education peers but with some variation in time, format, setting, and/or presentation. The purpose of an accommodation is to provide a student with equitable access to learning and an equitable opportunity to show what the student knows.

Modifications are changes in what students are expected to learn, based on their individual abilities. Modifications are only put in place when it is written into a student's IEP and must be only applied in the specific areas of learning and to the extent determined in the IEP. The team records these modified standards as goals on the student's IEP, 504 plan, or ELL plan, along with other goals the student may need to achieve in order to function in daily classroom routines. The educator then grades the student on the standard the team determined was appropriate. Educators need to provide additional information for modified standards, communicating what was actually measured. The report card includes a special notation, (asterisk), beside grades that reflect that achievement is based on a modified standard. The accompanying is selected, "Based on modified standards, please refer to the student progress report for further information." The progress report, that lists the modified standards on which any grade is based and a narrative of progress on each.

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This guidance acknowledges that a student who meets grade level standards with support of accommodations and modifications should not be assigned a lower number and thus “penalized” for having a disability and receiving the legally required services they are entitled to.

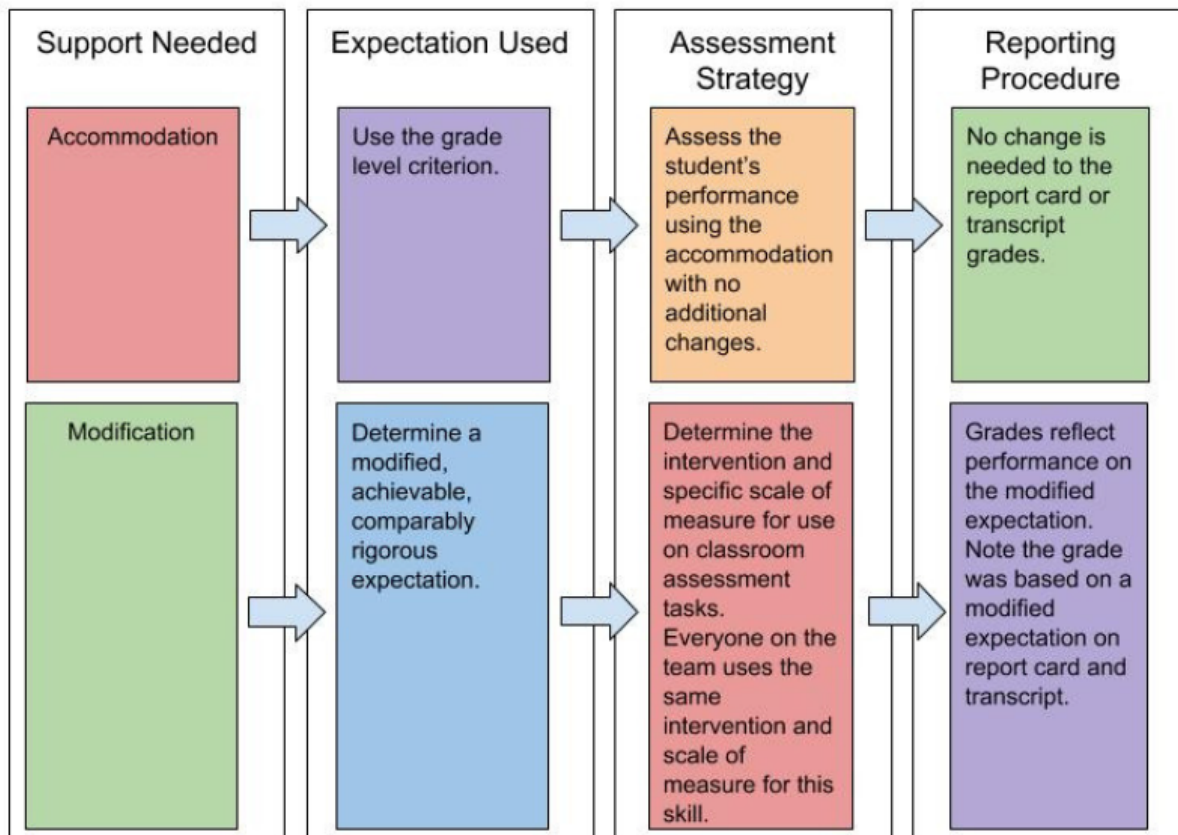
Please note: Students receiving a modified curriculum per IEP, will have a reporting system that reflects their growth toward their individual goals set forth on their IEP.

E - Student exceeds grade level standard with or without an IEP

M - Student meets grade level standard with or without an IEP

P - Student is making progress toward grade level standard per the IEP

B - Student is not making progress toward grade level standard. Please note that when a student receives a 1, an IEP meeting should be scheduled to discuss and address the lack of progress.



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Multilinguals in the Two Way Immersion (TWI)

Multilingual Learners

Students in the bilingual program are Spanish and English native speakers working to achieve the skills of understanding, speaking, reading, and writing in two languages (Spanish and English). The goal is greater success in Spanish and English along with the understanding of customs and values of the cultures associated with the two languages being taught. The premise is to foster continued language development and retention of the child's literacy skills in their native language and to use the language as a vehicle for exploring and acquiring a second language.

Students in the bilingual program are graded according to grade level standards in line with their peers on the grade level report card.

English Learners

English Learners

District 65 recognizes the continuum of language development within the four areas of listening, speaking, reading, and writing with six English language proficiency levels. These levels describe a learner's progression from knowing little or no English to acquiring the English skills necessary to be successful in an English only classroom without extra support. English language proficiency levels fall within this continuum.

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social English and minimal academic English with visual support
2 – Emerging	Knows and uses some social English and general academic English with visual support
3 – Developing	Knows and uses social English and some specific academic English with visual support
4 – Expanding	Knows and uses social English and some technical academic English
5 – Bridging	Knows and uses social and academic English working with grade level material

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6 – Reaching	Knows and uses social and academic English at a level comparable to that of English proficient peers performing at the “proficient” level on state-wide assessments
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All English learners must acquire the English skills necessary for academic success in a global, multicultural, and multilingual society.

Middle School Grading & Grade Weighting Guidance

Grading Categories

- **Process of Learning:** This is evidence that is connected to tracking a student's approach to learning. We have included the homework, classwork and participation in this category. Please look below to see how your department is weighting the process of learning evidence.
- **Product/Evidence of Learning:** This is evidence that shows whether students have learned the standards aligned content at the appropriate level of complexity. Work that is included here should be work that has been completed **after the student has had the opportunity to access teaching and practice the learning**. This work should also be done **independently unless the standard includes the ideas of collaboration**.

Key ideas for **evidence of learning (summative)** include:

- Evidence must be gathered after the student has had access to learning, opportunity to practice and get feedback and done with independence.
- Three pieces of evidence associated with a standard generally makes the evidence reliable
- If a student struggles on summative assessments, it is encouraged to view other evidence to support a grade.
- Students are afforded multiple opportunities to demonstrate their learning

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Product of Learning Reporting Descriptors or Grades - Weighting

Content	Grade Weighting	
Math Science Literacy Social Studies	<u>Category</u>	<u>Weight</u>
	Process of Learning Formative Assessments Tasks	15%
	Product/Evidence of Learning Summative Assessment Tasks (Evidence includes a minimum of 3 tasks aligned to the reporting standards)	85%

Middle School Gradebooks: Grade books need to be updated weekly and reflect what is being taught and learned in the classroom. There must be adequate evidence in the grade book to justify an end of term grade.

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Process of Learning Feedback in Middle School

The middle school report card will have the citizenship mark removed and all classes will provide feedback on three areas connected to the process of learning. The first draft of these areas are below. They may be revised once a portrait of a graduate is finalized. Any revisions will be shared by July 15.

Learning Habit	Beginning	Approaching	Meets
Preparedness <ul style="list-style-type: none"> On time for class and ready to learn Prepared with needed materials and demonstrate organizational skills Complete and submit assignments on time 			
Engagement <ul style="list-style-type: none"> Focused on learning and instruction during class Actively engaged in class discussions and learning Places effort into work Collaborates effectively Respectful to individuals, the class, and guidelines 	Descriptors will be filled in once the learning habits are finalized and will be provided to educators in the form of a rubric.		
Initiative <ul style="list-style-type: none"> Reflects on learning and takes appropriate steps to improve Listens and responds to instruction and feedback Displays confidence to take on new challenges Pursues inquiry and curiosity with learning Demonstrates honesty and integrity in learning 			

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Revisions for the 2022-23 K-5 Report Card

Rubric to Support Grade Determination in K-5 (Based on Orland Park School District)

General Proficiency-Based Scoring Rubric

Report Card Value	Descriptor	How should the performance look?	Phrases of Understanding	Achieving the Standard? I can...	Guiding Dialogue
4	Exceeds	Demonstrates with Proficiency: Student can independently demonstrate the learning targets almost all of the time and extends to: <ul style="list-style-type: none"> Connect the concept taught with other concepts and explain those connections Show and apply the concept with independence, consistency, and in more than one context. 	"This concept works like this... it reminds me of... because..." "I created this because... it is connected to..." "This concept is related to... If I could change it I would... because..."	Strong Understanding of Concept Extended Thinking <ul style="list-style-type: none"> Design Connect Synthesize Apply Critique Analyze Create Prove 	Yes and... <ul style="list-style-type: none"> What is the impact? What is the influence? What is the relationship? What if? What would happen? What could happen? What do you think, feel, believe?
3	Meets	Demonstrates with Proficiency: Student can independently demonstrate the learning targets much of the time to: <ul style="list-style-type: none"> Identify and communicate the concepts taught. I can explain the concept and provide examples using evidence. I can demonstrate the concept consistently. 	"This is... I know because..." "... justifies my reasoning because..."	Understanding of Concept Short-Term Strategic Thinking <ul style="list-style-type: none"> Discuss Decide Examine Assess Justify Argue 	Yes and... <ul style="list-style-type: none"> How can you use it? Why can you use it? What is the cause? What is the effect? What is the reason? What is the result?
2	Progressing	Demonstrates with Developing Proficiency: Student can demonstrate	"My answer is..." "What I did to	Minimal or Some Understanding	Yes, but.....

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		aspects of the learning targets some of time to: <ul style="list-style-type: none"> Communicate the concept taught Group or categorize information. Work to explain their thinking. 	solve the problem was..." "I put this concept in this group..."	of Concept Skills and Concepts <ul style="list-style-type: none"> Calculate Complete Construct Illustrate Begin to Problem Solve Categorize Classify Connect 	<ul style="list-style-type: none"> Let's try it this way. How did it happen? How does it work? Why did it happen? Why does it work this way?
1	Beginning	Demonstrates with Emerging Understanding: Student's demonstration of learning shows emerging understanding of learning targets to: <ul style="list-style-type: none"> Recall information or examples. Working to explain their thinking. 	"I remember... I am thinking about why this makes sense..." "I do not understand, yet. I need more help."	Minimal or No Understanding of Concept Recall and Reproduction <ul style="list-style-type: none"> Respond Remember Memorize Restate Interpret Repeat Recall Recite 	Not yet, so... <ul style="list-style-type: none"> Who? What? Where? When? Why?
IE	Insufficient Evidence	No Demonstration		Unable to Assess	

- Rubric is not meant to be used in the absence of feedback to the student about the content of the learning that is applied.
- Rubric is not meant to be averaged.
- Rubric should include professional judgment and conversations with students and parents.
- Communication can mean any form of student demonstration that allows the teacher to assess and provide feedback to the student (writing, drawing, talking, device use etc.).
- Assessments or performance tasks must allow for students to demonstrate, and the teacher to assess levels 1-4.
- Rubric is meant to describe performance.
- If using resource-based rubrics or scores from assessments, apply the score, based on the tasks, to this rubric.
- Adding writing may elevate depth of knowledge.
- The blue column only applies as the task allows.

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Academic Learning Measures (Standards-Based)	
EX	Exceeding Standard: Exceeds the rigor of the end-of-term standard consistently and independently across a variety of contexts.
ME	Meeting Standard: Meets the rigor of the end-of-term standard consistently and independently across a variety of contexts.
PR	Progressing in Learning of Standard: Making progress towards consistently and independently meeting the end-of-term standard across a variety of contexts.
BE	Beginning Learning of the Standard: Developing foundational skills needed to progress towards meeting the end-of-term standard consistently and independently.
IE	Insufficient Evidence: Lack of student evidence submitted to assess standard.
Standards not addressed this trimester will be gray on the report card	

Other Important Information:

- Sample New Report Card for K-8: Please click [here](#) to view the sample report card.
- Draft Reporting Descriptors for the K-5 Report Cards: [HERE](#)
- Provide Feedback on the Grade Level Reporting Descriptors: [HERE](#)

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Rubrics for All K-5 Students

Learning Measure	Descriptor	Looks like	Sounds like	Key Indicators	Guiding Dialogue
E	Exceeds	Demonstrates with proficiency the rigor of grade level expectations and extends deeper into the concept. Is able to successfully apply learning to various contexts both known and unknown.	<p>I get it and can show my work and thinking clearly without support.</p> <p>I can teach others how to do it.</p> <p>I can extend my thinking by applying what I learned to complex problems beyond what I do with my peers in the classroom.</p>	<p>Understands concepts at a deeper level</p> <p>Shows extended thinking</p> <p>Can-</p> <ul style="list-style-type: none"> • Design • Connect • Synthesize • Apply • Critique • Analyze • Create • Prove 	<p>Yes and.....</p> <p>What is the impact?</p> <p>What is the influence?</p> <p>What is the relationship?</p> <p>What if?</p> <p>What would happen?</p> <p>What could happen?</p> <p>What do you think, feel, believe?</p>

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M	Meets	Demonstrates with proficiency the rigor of grade level expectations consistently. Is able to successfully apply learning to various known contexts.	<p>I get it and can show my work and thinking clearly without support.</p> <p>I might be able to teach others how to do it.</p>	<p>Understands concepts at grade level</p> <p>Might show extended thinking at times.</p> <p>Can -</p> <ul style="list-style-type: none"> • Discuss • Decide • Examine • Assess • Justify • Argue 	<p style="text-align: center;">Yes</p> <p>How can you use it? Why can you use it? What is the cause? What is the effect? What is the reason? What is the result?</p>
P	Progressing	Demonstrates progress towards consistently and independently meeting end-of-term grade-level standards.	<p>I am getting it with support.</p> <p>I am working consistently towards building proficiency in the concept without needing support.</p>	<p>Developing understanding of grade level concepts and working towards proficiency with some support.</p> <p>Can-</p> <ul style="list-style-type: none"> • Calculate • Complete • Construct • Illustrate • Begin to Problem • Solve • Categorize • Classify • Connect 	<p style="text-align: center;">Yes, but.....</p> <p>Let's try it this way. How did it happen? How does it work? Why did it happen?</p> <p style="text-align: center;">Why does it work this way?</p>

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B	Beginning	Working on foundational skills needed for progress in meeting the end-of-term standard consistently and independently.	I am not there yet. I am working on other foundational skills I need to help me understand grade level concepts.	Minimal or no understanding of concepts. Needs support consistently. Can - <ul style="list-style-type: none"> • Respond • Remember • Memorize • Restate • Interpret • Repeat • Recall • Recite 	Not yet, so..... Who? What? Where? When?
IE	Insufficient Evidence	No demonstration of work towards foundational skills and grade level concepts.	I am not able to show my thinking and produce work.	No evidence of skills and concepts can be or collected.	?

General Proficiency-Based Scoring Rubric

1. Rubric is not meant to be used in the absence of feedback to the student about the content of the learning that is applied.
2. Rubric is not meant to be averaged.
3. Rubric should include professional judgment and conversations with students and parents.
4. Communication can mean any form of student demonstration that allows the teacher to assess and provide feedback to the student (writing, drawing, talking, device use etc.).
5. Assessments or performance tasks must allow for students to demonstrate, and the teacher to assess levels 1-4.
6. Rubric is meant to describe performance.
7. If using resource-based rubrics or scores from assessments, apply the score, based on the tasks, to this rubric.
8. Adding writing may elevate depth of knowledge.

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Grade Determination/Scales

- Percentage Based System:

Grade Percentages	Letter Grade
90-100%	A
80-89%	B
70-79%	C
65-69%	D
Below 65%	F

- Rubric Based System

Exceeds	4
Meets	3
Progressing	2
Beginning	1
Insufficient Evidence	0

Rubric Template

Descriptors	Insufficient Evidence Not enough or missing evidence to demonstrate understanding.	Beginning Is developing foundational skills needed to progress towards meeting the end-of-term standard consistently and independently.	Progressing Is making progress towards consistently and independently meeting the end-of-term standard across a variety of contexts.	Meeting Meets the rigor of the end-of-term standard consistently and independently across a variety of contexts.	Exceeding: Exceeds the rigor of the end-of-term standard consistently and independently across a variety of contexts.
4.0 Scale	0.0	1.0	2.0	3.0	4.0
Equivalent Percent Value	50	67	75	85	95
Cut off	0	65	70	80	90
To use the Rubric, teams or educators add Learning Targets and/or Success Criteria here and add rows to capture more criteria.					

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Rubric Tips: Include rows to capture success criteria for assignments as necessary. Not all scores from rows need to be included in a student product grade. Some rows could be used for evidence in the process of learning depending on the priority learning that is emphasized with the task.



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Understanding Assessments: Summative and Formative

Formative Assessment for Learning	Summative Assessment of Learning
<ul style="list-style-type: none">● Standards-based grading● Portfolio (digital, hard copy)● Performance-based● Benchmark assessment● Coaching, cueing, prompting, questioning● Supportive, purposeful● Focused on student growth● Curriculum- and classroom-based instructional assessment● Part of the learning process● Student/teacher partnership● Dialogue journals, learning logs● Self-assessment● Collaborative● Reflective	<ul style="list-style-type: none">● Criteria for work and expectations (exemplars)● Benchmark● Portfolio (digital, hard copy)● End of unit interviews, conversations, presentations,● Products, performances, projects with rubrics● Self-assessment● Writing reflections● Recorded presentations, explanations● Collaborative● Practice in online platforms

Note: The long term goal is to move away from having any formative assessment grades included in the product of learning grade. To support educators in the change, we are continuing to allow a small percentage to be included as we learn how to capture multiple points of summative data.



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[Glossary](#)

Glossary of Terms: [HERE](#)

Resources to Learn More About Standards Based Grading

Tools:

Vision Aligned Rubric - Report Card Feedback: [Rubric](#)

Books:

- What we Know about Grading, Brookhart and Guskey (Editors), Ch. 1-7 (read)
- How to use Grading to Improve Learning, Brookhart, Ch. 1 - 8 (read)
- Grading for Equity, Joe Feldman, Ch. 1-6 (optional), Ch. 7 - 14 (read) (note - the whole book is a good read but it is long so I am trying to keep the volume of reading consistent with the others)
- How to Grade for Learning, Linking Grades to Standards 4th Edition, Ken O'Connor

Articles:

[2 Part Segment on Grading and Equity - KQED](#)

[Grading Exceptional Learners, L. Jung](#)

[Gearing up for FAST Grading and Reporting, O'Connor, Jung, and Reeves](#)

[Standards Based Grading and Reporting Will Improve Education, Munoz & Guskey](#)

[Beyond Standards Based Grading, Feldman](#)

[Undoing the Traditions of Grading and Reporting, T. Guskey](#)

[Breaking up the Grade, T. Guskey](#)

[Grades that Show What Students Know, Marzano & Heflebower](#)

[A Century of Grading Research, Brookhart, Guskey, et al](#)

[Guskey Resources](#)

[The Communication Challenge of Standards Based Reporting](#)

[The Case Against Percentages, T. Guskey](#)

[Grades v. Feedback, T. Guskey](#)

[The Case Against the Zero, D. Reeves](#)

Topics Related to SBG

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Formative Assessment (Articles by Chappius and Stiggins)

[Inside the Black Box](#), William, D

Stiggins - Assessment

[Focus on Learning \(NCCA - William and Black\)](#)

Leaders of their Own Learning: Transforming Schools Through Student Engaged Assessment, R. Berger

Podcasts:

Interesting Listen -

[Cult of Pedagogy: How to Set Up Mastery Based Grading in Your Classroom](#)

[Cult of Pedagogy - How Accurate are your Grades](#)

Learning from Others:

[Orland D135 Educator Guide for SBG](#)

[Oak Park 97](#)

[Milwaukee](#)

District Decks

[CAC Slides](#)

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