2023-24 Middle School Report Card Shifts
October 10, 2023

Session Overview

I. D65 Vision for Communicating Learning and Grades

II. Standards Based Learning and Grading Overview

III. Middle School Grading and Report Cards This Year

IV. Questions

Vision for Communicating Learning and Grades

Giving accurate feedback is important

And improves student performance
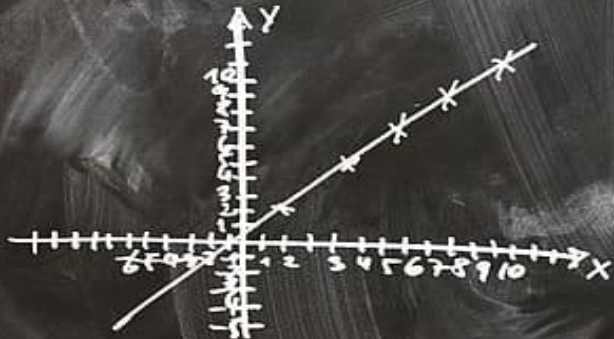
Reporting progress isn't always clear

SBL/G = more meaningful and accurate
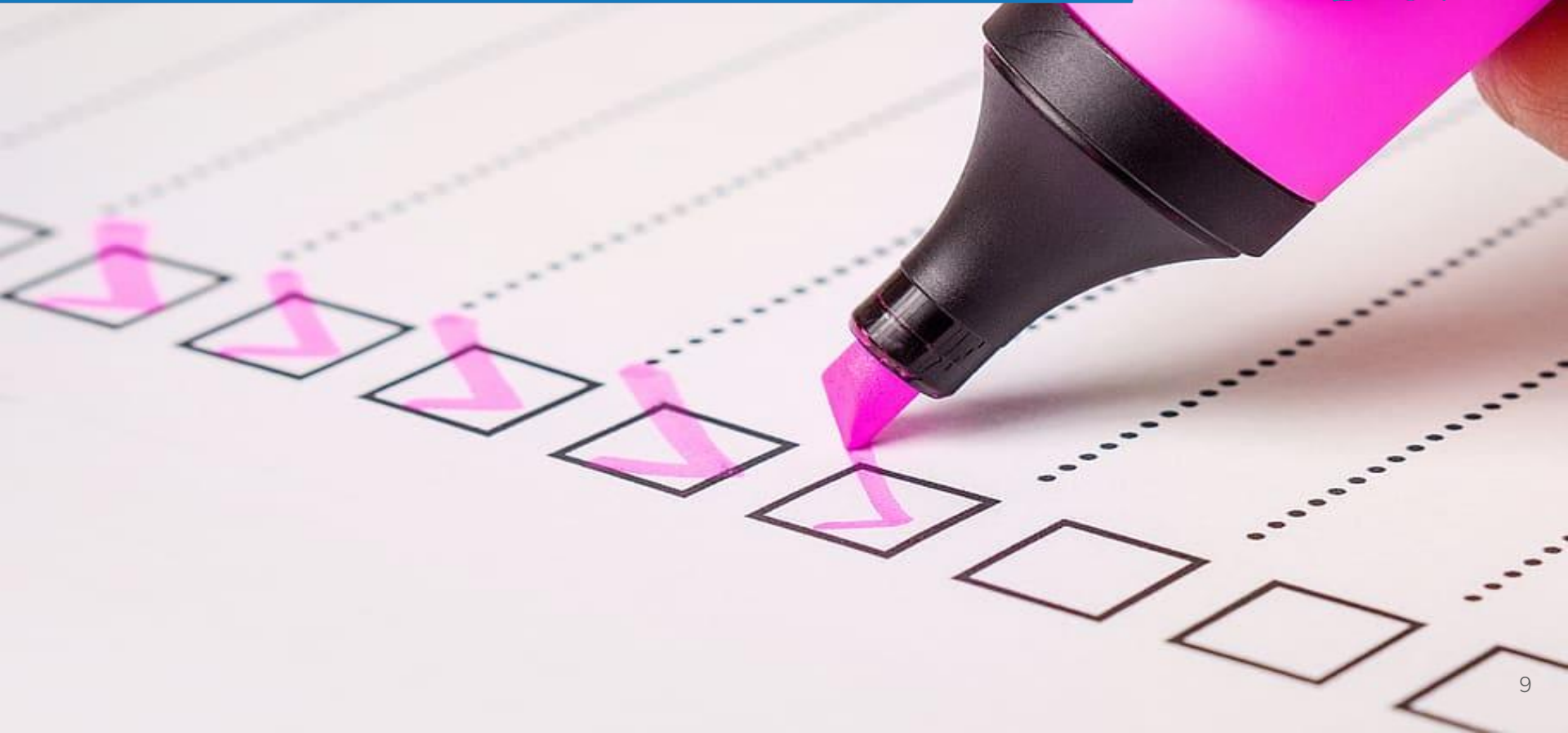
Vision for Grading and Reporting

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

Vision for Our Practice

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 learning habits.*

Standards Based Grading Overview

Part of the issue is grade inflation. As Chalkbeat reported last year, "Even as students have taken higher-level courses, their G.P.A.s have steadily risen — from an average of 2.68 in 1990 to 2.94 in 2000, 3.0 in 2009 and 3.11 in 2019."

At the same time, test scores on national exams have dropped, or remained unchanged, which suggests that students aren't actually better prepared in math, English or science than they were 20 years ago. The lack of basic skills has been evident for a while: Many two- and four-year colleges devote significant resources to remedial education.

Failure is a Bad Word...and kids know it, New York Times, Jessica Grose

Traditional grading evaluates both a student's content knowledge as well as their behaviors and invites subjectivity and bias.

Joe Feldman, Grading for Equity (P. 40)

Types of Learning and Measures

Traditional Grade

B

1. **Academic Learning Measures**
WHAT students know/do in relation to clear learning standards

Product of Learning

2. **Learning Habits**
HOW students approach learning: move towards independence and effective

Process of Learning
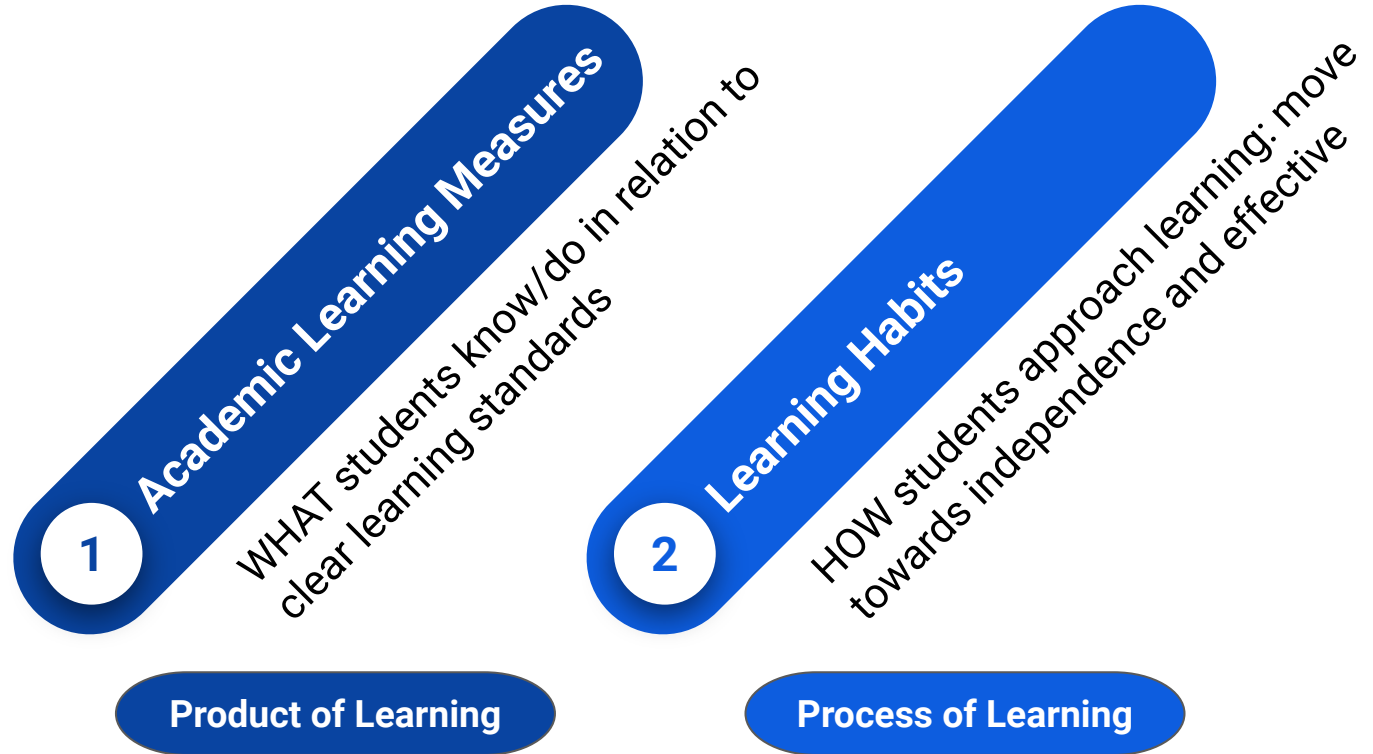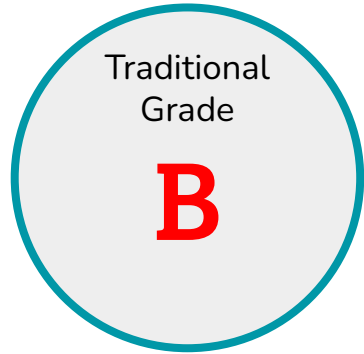
What is Standards Based Grading?

Moving from a traditional grade to detailed, actionable feedback

Traditional Grade

B

Literacy

Reporting Standards

Cites textual evidence to support analysis	**Extending**
Determines theme or central idea of text	**Progressing**
Determines an author's point of view	**Progressing**
Traces and evaluates specific argument/claim	Where we are going - not yet!

BEFORE

AFTER
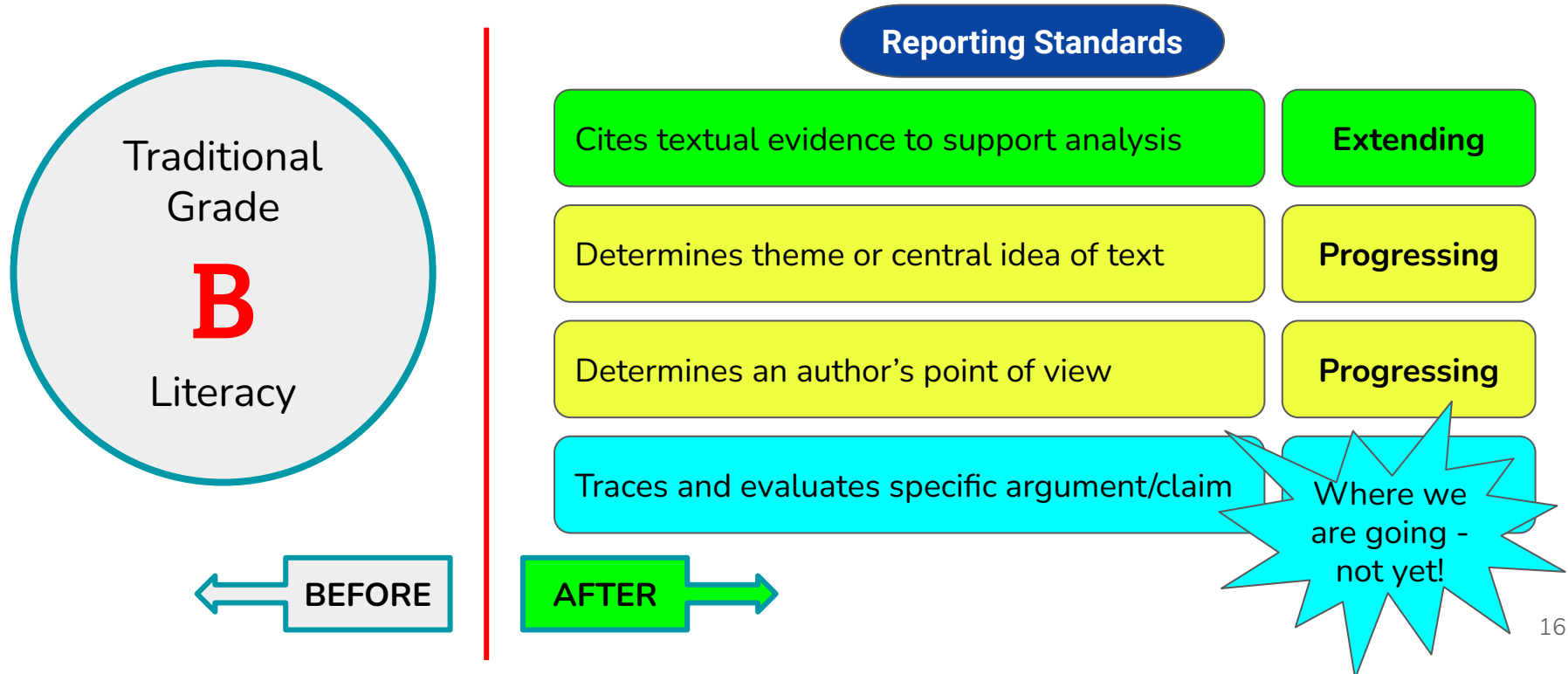
Standards Based Learning - Process

Prepares to Learn	Engages in Learning	Takes Initiative to Learn
- Ready to learn - Prepared with needed materials - Demonstrates organizational skills - On-time - Completes quality assignments within time window - Respects self, individuals, the class, and guidelines	- 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	- Reflects on learning and takes appropriate steps to improve - Uses feedback (self-assessment, peer assessment and educator) to improve learning. - Displays confidence to take on new challenges - Advocates for one's own learning needs. - Demonstrates honesty and integrity in learning

Learning Habits Measures:

- ME = Meets expectations
- PR = Progressing towards the expectations.
- BE = Beginning stages of meeting expectations.

Learning Habits

Check for understanding

Have you understood?

What have you understood?

Middle School Grading and Report Cards This Year

At the Core of SBL/G: 3 Tenets

Clear learning goals accessible to students

Standards-aligned learning tasks and assessments

Feedback for ongoing student learning

On D65 Website!

20
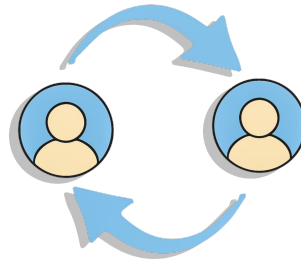
Grading for This Year

[Community Facing D65 Webpage](#)

> The report card and grade book largely stays the same for the 2023-24 school year.

We will maintain the grading guidance document from the 2022-23 school year.

- Process of Learning (15%)
- Product of Learning (85%)
- Issue trimester marks on the learning habits using Learning Measures.

Important Notes:

- No zero policy remains in effect.
- Adequate evidence must be in the gradebook to reflect a students current level of learning.
- Grades must NOT be a surprise or used to punish a student.

What goes into my grade?

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

Product of Learning Reporting Descriptors or Grades - Weighting

Content	Grade Weighting	
Math Science Literacy Social Studies	**Category**	**Weight**
	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.

Evidence or Product of Learning

A task is evidence or product of learning if…

1. Content/skills/knowledge has been taught;
2. Student(s) were able to practice the learning;
3. Provided feedback allows students to change performance;
4. The task is done with independence (unless the standard says otherwise.)

PowerSchool Gradebook View

Due Date	Category	Assignment	Flags	Score	%	Grade
09/27/2023	Product-Evidence of Learning	ⓘ The Tell Tale Heart close read annotations		--/10		
09/22/2023	Process of Learning	ⓘ Repetition in The Tell Tale Heart		--/100		
09/20/2023	Process of Learning	ⓘ Language, Style, and Audience		2/2	100	A
09/18/2023	Process of Learning	ⓘ First Read- The Tell Tale Heart		12/20	60	F
09/18/2023	Process of Learning	ⓘ Text Dependent Responses		4/6	66.67	D
09/18/2023	Process of Learning	ⓘ Text Evidence		2/2	100	A
09/12/2023	Process of Learning	ⓘ Annotation	❗	0/4	0	IE
09/11/2023	Process of Learning	ⓘ Content Vocabulary- Mystery		0/9	0	IE
09/11/2023	Process of Learning	ⓘ Everyone Loves a Mystery		5/5	100	A
09/05/2023	Product-Evidence of Learning	ⓘ Favorite Book Mini Poster		31/35	88.57	B
08/31/2023	Process of Learning	ⓘ What I Wish You Knew About Me		20/20	100	A
08/25/2023	Process of Learning	ⓘ Book Preview and Pass		9/10	90	A

Sample Gradegook - Process fo Learning v. Product of Learning

Standards Based Learning - **The Process**

When students **connect daily work habits** to successful learning, they are motivated to better **understand, not merely complete tasks**.

ME

Meets Expectation:
Consistent & Independent

Student Learning Habits

BE

Beginning
Little Consistency

PR

Progressing
Some Consistency
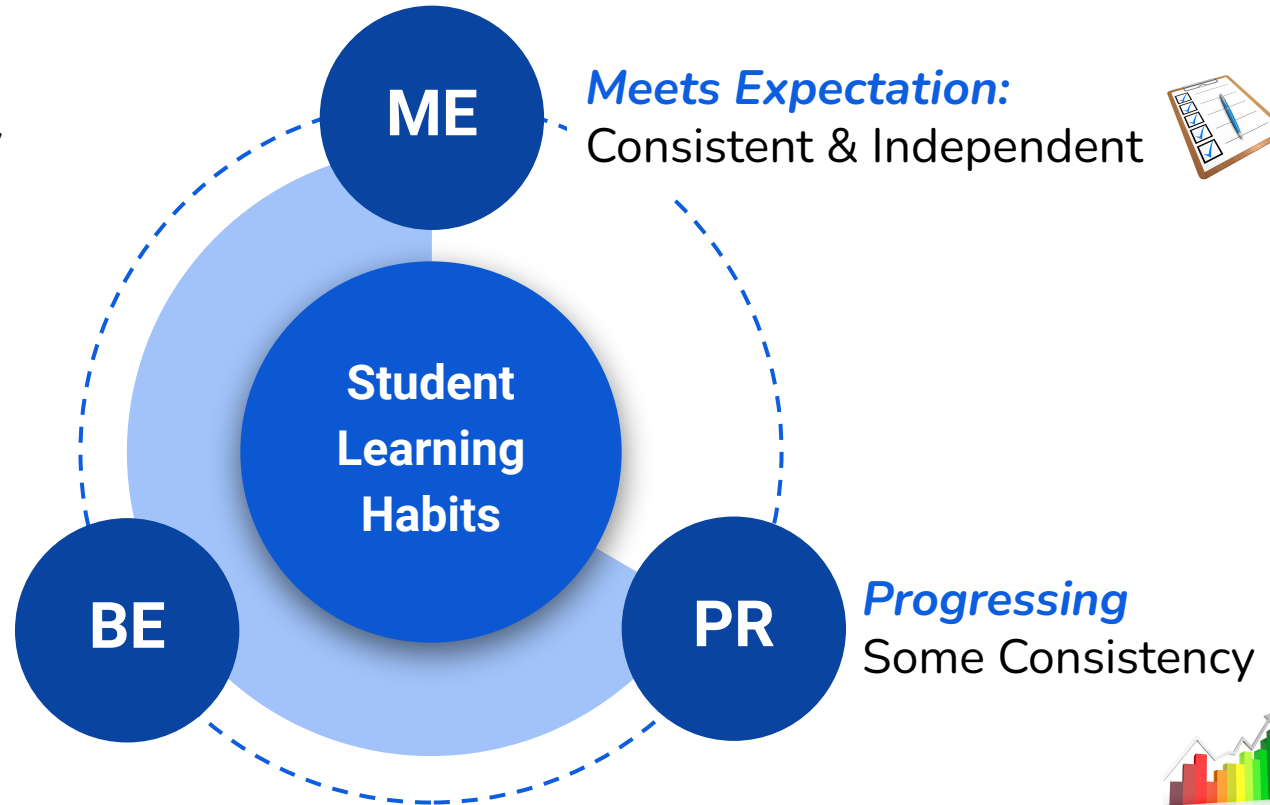
Practice Shifts for This Year

Standards-Aligned **Retake** opportunities

(NO extra credit)

Introduce **Course Letters** for Family Engagement & Clarity

Shifts to **Homework** Policy

Grading - **Adding IE** to this year's grading scale

Learning Habits - Providing evidence and feedback

Trimester 2

Resources and Samples

Evanston/Skokie CCSD 65

6TH GRADE D65 Report Card Descriptors and Learning Targets

This document includes the academic reporting descriptors and learning targets for each 6th grade course. Academic reporting descriptors reflect the most important academic learning in the grade level. Learning targets reflect what students should know and/or be able to at the end of specific trimesters. Courses may also build out success criteria to help students

<Academic Support>
<Advisory>
<AVID>
<Band and Orchestra>
<Dance>
<Drama>
<English Literacy and Language Arts>
<General Music>
<Instructional English Literacy and Language Arts>
<Instructional Science>
<Instructional Social Sciences>
<Instructional Math>
<Instrumental Music>
<Math>
<Media Arts>

Boleta de calificaciones de las escuelas secundarias para el año escolar 2022-2023

Nichols Middle School
800 Greenleaf St
Evanston, IL 60202
847-859-8660
Principal: Marcus Wright

Every Child, Every Day, Whatever it Takes.

REPORT CARD 2022-2023

Student Number	Nombre
Grado	Teacher:

Attendance	YR
Días ausente	
Días presente en clase	
Días con llegada tarde	
Días inscrito	

Los hábitos de aprendizaje son evaluados utilizando los descriptores Empezando (BE), Progresando (PR) y Cumpliendo (ME). Por favor visite el sitio web del Distrito 65 para aprender más.

Sexto grado Matemáticas	T1	T2	T3
Teacher:			
Course Grades			
Matemáticas			
Hábitos de aprendizaje			
Preparado para aprender			
Participa en el aprendizaje			
Toma iniciativa para aprender			

Sexto grado Español para hablantes de español	T1	T2	T3
Teacher:			
Course Grades			
Español para hablantes de español Plan de estudios modificado			
Hábitos de aprendizaje			
Preparado para aprender			
Participa en el aprendizaje			
Toma iniciativa para aprender			

Sexto grado Educación física	T1	T2	T3
Teacher:			
Course Grades			
Educación física			
Hábitos de aprendizaje			
Preparado para aprender			
Participa en el aprendizaje			
Toma iniciativa para aprender			

Sexto grado Teatro	R1	R2	R3	R4
Teacher:				
Course Grades				
Teatro				
Hábitos de aprendizaje				
Preparado para aprender				
Participa en el aprendizaje				
Toma iniciativa para aprender				

Sexto grado Ciencias naturales	T1	T2	T3
Teacher:			
Course Grades			
Ciencias naturales			
Hábitos de aprendizaje			
Preparado para aprender			
Participa en el aprendizaje			
Toma iniciativa para aprender			

Sexto grado Artes multimedia	R1	R2	R3	R4
Teacher:				
Course Grades				
Arte multimedia				
Hábitos de aprendizaje				
Preparado para aprender				
Participa en el aprendizaje				
Toma iniciativa para aprender				

Sexto grado Estudios sociales

Check for understanding

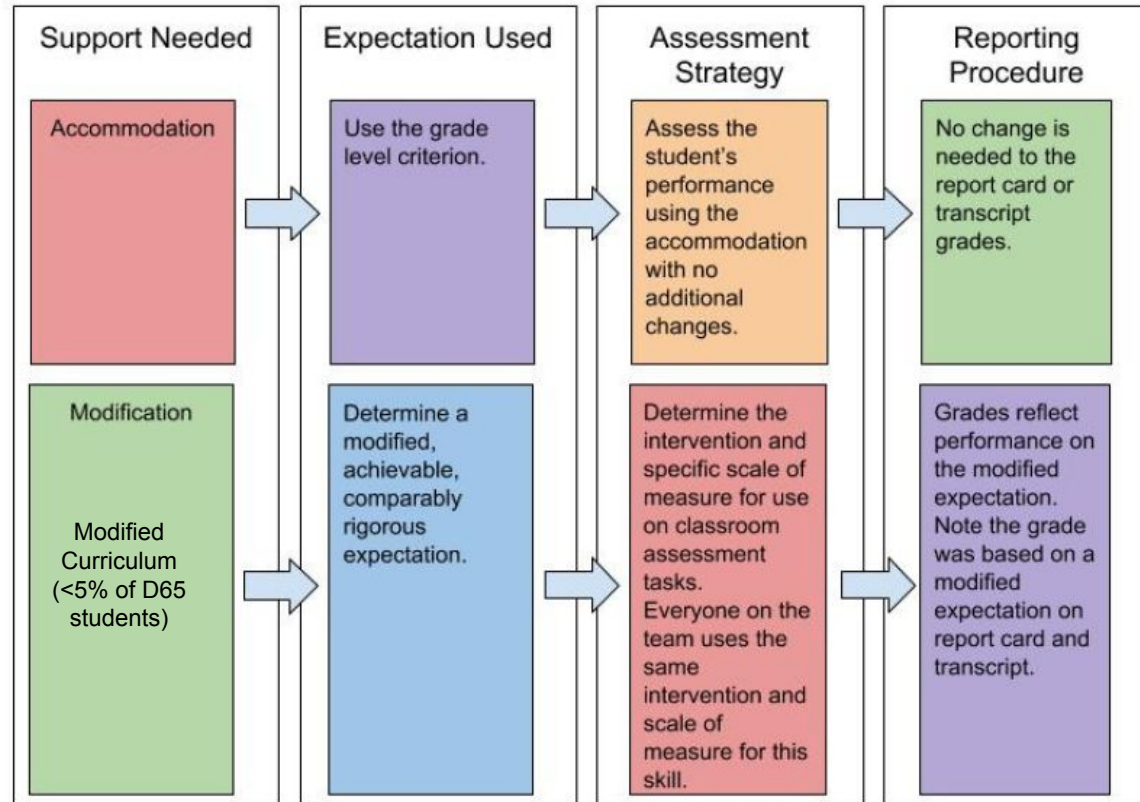Have you understood?

What have you understood?

Standards Based Grading - Students with an IEP

Report Card:

The District 65 report card is a snapshot of a students current learning in relation to grade level standards. The accommodations should be in place when engaging in an assessment task.

IEP Progress Report: This is issued at the same time as the report card and reflects progress towards IEP goals.

Support Needed	Expectation Used	Assessment Strategy	Reporting Procedure
Accommodation	Use the grade level criterion.	Assess the student's performance using the accommodation with no additional changes.	No change is needed to the report card or transcript grades.
Modification Modified Curriculum (<5% of D65 students)	Determine a modified, achievable, comparably rigorous expectation.	Determine the intervention and specific scale of measure for use on classroom assessment tasks. Everyone on the team uses the same intervention and scale of measure for this skill.	Grades reflect performance on the modified expectation. Note the grade was based on a modified expectation on report card and transcript.

Jung, 2017

Standards Based Grading - Multilingual Learners

Report Card:

The District 65 report card will report is a snapshot of a students current learning in relation to grade level standards. Depending on the level of English language proficiency, scaffolds should be available when engaging in an assessment task.

English Language Learners	Two-Way Immersion
English Language Proficiency Progress report to be given at the same time as the Report Card	English Language Proficiency Progress report to be given at the same time as the Report Card
	In addition to the other content courses, Spanish Language Arts standards are to be used.

Looking Forward

Preparation for High School

- Developing metacognition and student agency.
- Elevates an understanding of the importance of both what we learn and how we go about our learning.

Course Placement

- Math and literacy course placement is predominantly driven by MAP assessment scores. Please read about their process [here](#).

ETHS Engagement & Support

In Closing

Standards Based Learning & Grading

EVANSTON/SKOKIE
SCHOOL DISTRICT 65
Every Child, Every Day, Whatever it Takes

D65 Grades

Meaningful

Accurate

Actionable

Interested in engaging further? HERE