

# Orland School District 135



# Standards- Based Grading Handbook

# Definitions of Terminology

<b>Assessment</b>	Any way in which a child's performance is measured in comparison to a learning target.
<b>Assessment (Formative)</b>	An active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with the expressed goal of improving student performance (Moss & Brookhart, 2009).
<b>Assessment (Summative)</b>	Assessments that happen after definitive periods of learning. After teaching, performance, and feedback have taken place, summative assessments are measures or audits of attainment. Summative assessments are more rigid and unchanging measures of what students have achieved. Summative assessment results are used to make final decisions about grades.
<b>Evaluation</b>	A thought process through which students demonstrate appraising, assessing, estimating, deciding, interpreting and developing opinion or thought.
<b>Evidence</b>	The available body of information that demonstrates understanding of a specified learning target.
<b>Feedback</b>	Information provided to a learner that is timely, specific, and provides direction towards growth and improvement.
<b>Learning Targets</b>	Accessible outcomes or objectives for a lesson that are based on the standards and are used to inform students of the goals(s) they must meet. Learning targets are often times presented in the form of an "I can..." statement.
<b>Mastery</b>	Consistent, independent (based on standards) demonstration of the knowledge and skills included in the grade level learning targets.
<b>Non-Academic Indicators</b>	Indicators of student behaviors and attributes that contribute to a positive school experience.
<b>Rubric</b>	A set of general and/or specific criteria used to evaluate a student's performance on a task. Rubrics consist of a fixed measurement scale/performance level (e.g., 4-point) and a list of criteria that describe proficiency on tasks. Rubrics applied to student work products provide evidence and feedback on the level of proficiency the student has reached in addressing standards.
<b>Synthesis</b>	A thought process through which students demonstrate combining information to form new information, thoughts, or opinions.

# Introduction

Orland School District 135 is a community of learners guided by the beliefs that every student can learn when the entire educational community changes and learns and that staff and students are encouraged to creatively take risks in teaching and learning. Through working with shareholders in our educational community, Orland School District 135 developed shared values about the purpose of grades, students, and learning that compels us to move beyond the traditional, single letter grade system. Upholding the District's mission and vision, Orland School District 135 is transitioning to a standards-based system of reporting students' performance and progress. The purpose of this transition is to accurately communicate how students are doing in school and what they are learning of grading. The purpose of this transition is to create a more specific, accurate, and understandable description of student learning for children, parents, and teachers.

The Orland School District 135 Grading and Reporting Handbook is designed to serve as a resource for teachers and includes information about report cards, grading practices, and standards-based reporting. The final section of the handbook includes expanded descriptions of learning for success indicators at levels 1 through 4, as well as expectations for the frequency and amount of support required for demonstrating the skill. The expanded explanations and descriptions of our rubrics also include guiding questions to promote consistency of understanding for student performance and may be used by individual teachers, grade level teams, and content teams.

## Standards-Based Instruction

Instruction that is directed towards student mastery of defined standards.

1

### **Report Card Alignment to Standards Standards - Based Instruction**

In a standards based classroom, students concentrate on mastery of skills and content. Teachers focus on essential standards that every child must learn. All instruction is aligned to the standards. Teachers present "learning targets" that are used to inform students of the goal(s) they must meet. Learning targets are clear and students are aware of the targeted outcomes for lessons. Teachers will provide multiple opportunities for students to meet learning target(s).

Students in a standards based classroom know what they need to learn at the start of a lesson through the presentation of learning targets. A learning target is the accessible outcome or objective for a lesson and it is based on a standard.

## Standards - Based Assessment

Students will have more than one opportunity to demonstrate their progress toward the targeted standard. Formative and summative assessments are used to measure progress toward the target. Students will have different types of assessment opportunities and will be assessed in a variety of ways. An assessment is any way in which a student's performance is measured in comparison to a learning target.

## Standards - Based Reporting of Grades

Standards-based grading measures the mastery of learning targets. It is based on a specific set of standards that students need to meet for each grade/content area. Marks are not a comparison of one student to another, but rather a way to measure how well students are performing on grade-level/content area standards. A standards-based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful.

## A Standards - Based Approach

- Indicates what students know and are able to do
- Provides feedback on a student's progress toward the attainment of a standard
- Clearly communicates expectations ahead of time
- Is based on complex tasks as opposed to rote memory
- Emphasizes the more recent evidence of learning



## Guidelines for Standards - Based Grading

- The New Illinois Learning Standards that describe what a student should know and be able to do at a given grade-level are the basis for grading.
- Quality assessments and tasks are aligned to standards.
- Clear expectations are presented in advance of evaluation to ensure that students understand what is expected to perform at a proficient level.
- Grading should reflect academic standards.
- Grades should report what students know and are able to do based on a standard.
- Standards-based instruction, grading, and reporting should be clear and meaningful to all parties involved - including parents and students.
- Student progress is reported to both the students and their parents on a regular basis to communicate the child's progress toward meeting the standards.
- The report card is not the single method of providing feedback to parents and students.
- Behaviors are essential to understanding the whole child, but should be reported separately from academic grades.
- Grades must be entered into the electronic grade book (Skyward) consistently enough to reflect timely updates on student progress.

## 2 Effective Grading Practices for Standards-Based Reporting Practices to Be Considered for Grading

Grading Practice #1 –  
Only include scores that relate to the achievement of the standards.

Grading Practice #2 –  
Use a variety of assessment methods to collect high quality, organized evidence of achievement.

Grading Practice #3 –  
Use grading and assessment procedures that support learning.

- Be clear about what students should know and be able to do.
- Have a clear understanding of what each level of performance looks like before students begin work by utilizing scoring rubrics.
- Base grades/scores on individual achievement – not group scores.
- Avoid giving points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.
- Ensure that questions/problems are connected to standards to verify that assessments measure what is intended
- Use multiple measures to determine student achievement on grade level/content-area standards.
- Provide students with multiple opportunities to demonstrate they have acquired the knowledge or skill expected with proficiency on a standard.
- Organize and report evidence of learning by standards/learning goals.
- Provide clear descriptions of achievement expectations and mark each assessment using clear, pre-established criteria.
- Use only evidence from assessments to determine grades.
- Provide the most accurate depiction of students' learning using the most current information.
- Include students in the grading process.
- Students should actively monitor their own progress on identified standards and learning targets.

### Minimum Assignments Evaluated Each Trimester

Teachers should have a sufficient quantity and variety of assessments during the grading period to accurately reflect student achievement on any particular standard. To determine a trimester grade, teachers collect evidence of student learning through daily work, observation, and assessment. This evidence is used to determine whether the student has mastered the skills or needs additional time. Measurement experts suggest that to make a judgment about anything, we need at least three pieces of evidence; this is because the first may be luck, chance, or measurement error in one direction; the second may be luck, chance, or measurement error in the other direction; and the third will usually confirm the first or second piece of evidence. Ideally, teachers should have more than three pieces of evidence for student achievement on each reporting standard. (O'Connor, p.33)

## Formative and Summative Assessment

Formative assessments are an assessment for learning and can broadly be described as an indicator that captures a student's progress through the learning process. It explains to what extent a student is learning a concept, skill, or knowledge set. These assessments are used to plan for future instruction.

Formative Assessments that might be used for grading purposes:

- Skill checks
- Running records
- Daily work
- Guided or independent practice and work
- Quizzes
- Teacher questions during instruction
- Homework used for work in class
- Student-led conversations
- Other class activity not listed above

Summative assessments are a comprehensive measure of a student's ability to demonstrate the concepts, skills, and knowledge embedded within a standard. It is an assessment of learning as it occurs after instruction to determine what students know, understand, and can do at one point in time.

Summative assessments that might be used for grading purposes:

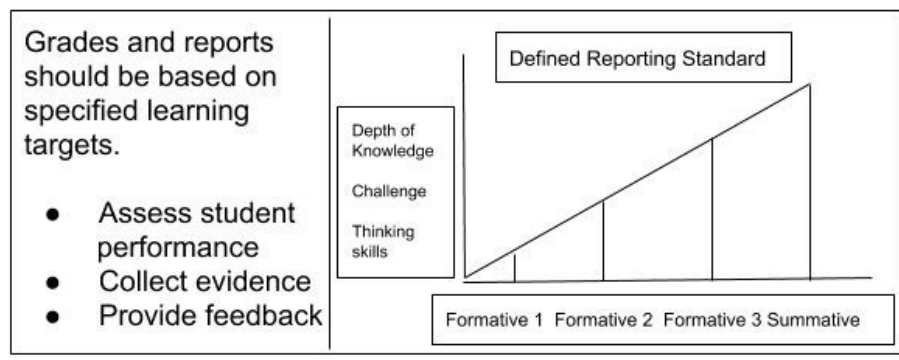
Enrichment activities (supplementary activities that support standards)  
Written, oral, and performance tasks  
Tests  
Quizzes (beyond skill checks)  
Written works (essays, stories, etc.)  
Projects (group projects should not be used for individual grade)  
Presentations  
Problem-based/inquiry learning tasks  
Other comprehensive/cumulative assignments not listed above



# Orland School District 135 - Filter for Student Work

Orland School District 135 elementary and junior high schools use common grading principles and grading criteria to reduce the subjectivity of individual teacher grades. Standards-based grading tends to be less subjective than the traditional A-F grading system where the components of academic achievement are less well defined. In Orland School District 135 schools, teachers do not grade in isolation; instead, they will be collaborating with their colleagues to provide specific criteria and communicate student progress in a way that is more detailed and less subjective than the traditional point-based system of an A-F grading system.

Grades and reports should be based on clearly specified learning goals and performance standards.



Evidence used for academic grading should help measure academic performance.

## Used in academic grading

- Summative assessments
- Some formative assessments
- Application of learning
- Performance assessment

## Not used in academic grading

- Homework
- Some formative assessments
- Late work
- Extra credit
- Behavior

Grading should be based on established targets.

<i>English Language Arts</i>		T1	T2	T3
<b>Reading Literature and Informational Text</b>				
With prompting and support, asks and answers questions about details in a story and/or text				
<i>Mathematics</i>		T1	T2	T3
<b>Operations and Algebraic Thinking</b>				
Interprets products of whole numbers				
<i>Music Standards</i>				
<b>Analyze &amp; Interpret (Music Literacy)</b>		T1	T2	T3
Identifies musical symbols (i.e. notation, dynamics, tempo, articulation, phrasing, etc.)				

Some assignments are only meant for practice. Not everything should be included in grades.

Expressions and Equations		
Assignment	Type	Grade
Homework	Formative*	1
Class work	Formative*	3
Story question	Formative	3
Quiz	Formative	2
Worksheet	Formative	2
Demonstration/ Presentation	Formative*	3
Demonstration/ Presentation	Summative	3
*Not included in grade.		

The gradebook calculation will use trend grading/power law, or most recent work, not the average.

Using Evidence to Support a Claim in an Argument		
Assessment #1	2	2
Assessment #2	IE (missing)	IE (missing)
Assessment #3	2	2
Assessment #4	3	3
Assessment #5	3	3
The final grade is determined by the most recent performance. Not average.	2 (average)	3 (recent performance)

Behavior is reported separately. Non-academics are separated.

<b>Expectation</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Be Responsible			
Be Respectful			
Be Engaged			
Be Safe			

## Trend Grading/Power Law

The algorithm used in Skyward to calculate students' grades is referred to as trend grading, or power law. In essence, the trend grading or power law formula predicts what the student's next score will be based on scores already present. It can be thought of as a mathematical calculation that answers the question: "If the student were assessed right now on a skill, at what level would the student likely perform?" Since a student's grade on a standard is meant to be an indication of skill at a certain moment in time, the power law formula can be used to calculate standard grades.

The gradebook calculation will use trend grading/power law, or most recent work, not the average.

Using Evidence to Support a Claim in an Argument		
Assessment #1	2	2
Assessment #2	IE (missing)	IE (missing)
Assessment #3	2	2
Assessment #4	3	3
Assessment #5	3	3
The final grade is determined by the most recent performance. Not average.	2 (average)	3 (recent performance)

This calculation type is based on research on cognitive development. It is a time based average, and automatically adjusts assessment weights to give higher weight to the more recent assessments. In this way, it more closely represents true student learning progress. However, it is more difficult for students to understand or teachers to predict because the formula is very complex.

## The Problem with Averaging

Averaging penalizes students for what they are supposed to do in school; learn progressively over time, while making mistakes, with a goal of demonstrating mastery (Vatterott, 2015).

Averaging makes mistakes permanent, even if a student progresses to demonstrating mistake-free mastery; in which case averaging becomes punitive and deflating (Vatterott, 2015).

## Alternatives to Averaging

1. Give priority to the most recent evidence.
2. Give priority to the most comprehensive evidence – best demonstrations of learning the target.
3. Give priority to evidence related to the most important learning goals or standards (Guskey, 2015).

### With whom would you want to jump?

Parachute Grade Book										
Parachute Packer Class										
	Eval 1	Eval 2	Eval 3	Eval 4	Eval 5	Eval 6	Eval 7	Eval 8	Eval 9	Avg.
Student 1	100	90	100	90	80	70	80	60	50	80
Student 2	80	90	70	80	60	80	60	70	40	70
Student 3	10	20	30	40	50	60	70	80	90	50
Std.	70	70	70	70	70	70	70	70	70	

\*\*Parachute Packers Credit Dr. Anne Davies



## Academic Standards- Based Grading Scale

**4**

Complete and accurate. May provide detail or extends information that is relevant and connected to the topic. Understandable. Student can demonstrate and communicate the concept taught (What I am doing and why). Student can explain the concept and provide examples using evidence. Student can demonstrate/apply the concept with independence, consistency, and in more than one context (examples, formats).

**3**

Complete and mostly accurate. Understandable. Student can identify and communicate the concepts taught (What I am doing and why). Student can explain the concept and provide examples using evidence. Student can demonstrate the concepts consistently.

**2**

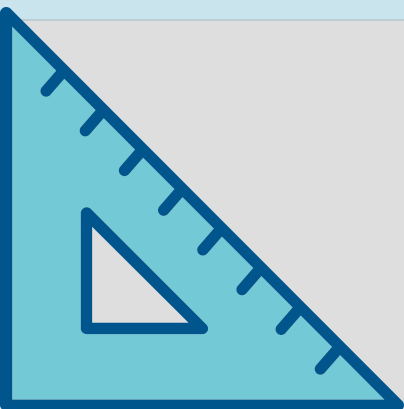
Complete but may be inaccurate, or, accurate but incomplete. May be difficult to understand. Student demonstrates with developing proficiency because he/she can identify OR communicate the concept taught (What I am doing). May struggle to provide, or may not be able to provide any examples.

**1**

Mostly or all inaccurate and incomplete. Difficult to understand. Student demonstrates with emerging proficiency because student can only say what he/she is doing, but not why. Student may not be able to provide any examples. Student may not be able to say what he/she is doing or why.

**IE**

Insufficient Evidence. No demonstration of learning. No work submitted. No demonstration. Missing work. Missing assignment.



## Webb's Depth of Knowledge

Included in the academic rubric for Orland School District 135 are measures for how well students can apply their learning. Assessment of learning comes through students demonstrating what they can do throughout a variety of examples and contexts and through thinking skills that require varying levels of challenge and thought. The levels of thinking skills through which students will be assessed are from Webb's Depth of Knowledge. Complete and accurate. May provide detail or extends information that is relevant and connected to the topic. Understandable. Student can demonstrate and communicate the concept taught (What I am doing and why). Student can explain the concept and provide examples using evidence. Student can demonstrate/apply the concept with independence, consistency, and in more than one context (examples, formats).

Category 1 of Webb's Depth of Knowledge is reflected in our District's rubric and is Recall and Reproduction. At this level, there is little transformation, or extended processing either required by the task or demonstrated by the student. The procedures are simple and include recall, reciting, or reproducing information.

### Minimal or No Understanding of Concept

#### Recall and Reproduction

Respond	Interpret
Remember	Repeat
Memorize	Recall
Restate	Recite

### Not yet, so....

Who?  
What?  
Where?  
When?

Category 2 of Webb's Depth of Knowledge is reflected in our District's rubric and is Working with Skills and Concepts. This level includes the engagement of mental processing beyond recall and reproducing. At this level, the learner should make use of the information in a context different from the one in which it was learned. This level is also known as the, "describe and explain" level in which students begin to compare, contrast, sort, identify cause and effect, estimate summarize or infer.

### Minimal or Some Understanding of Concept

#### Skills and Concepts

Calculate	Begin to Problem Solve
Complete	Categorize
Construct	Classify
Illustrate	Connect

### Yes, but...

Let's try it this way.  
How did it happen?  
How does it work?  
Why did it happen?

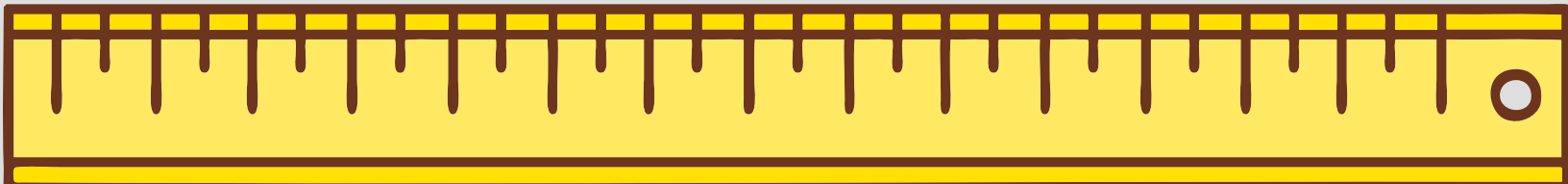
Why does it work this way?

Category 3 of Webb’s Depth of Knowledge is reflected in our District’s rubric and is Short- Term Strategic Thinking. At this level of thinking, students demonstrate higher order thinking, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Reasoning to solve problems, explaining and supporting with evidence, generalizing, and creating are skills required by tasks and demonstrated by students at this level.

<p><b>Understanding of Concept</b></p> <p><b>Short-Term Strategic Thinking</b></p> <table> <tr> <td>Discuss</td><td>Assess</td></tr> <tr> <td>Decide</td><td>Justify</td></tr> <tr> <td>Examine</td><td>Argue</td></tr> </table>	Discuss	Assess	Decide	Justify	Examine	Argue	<p><b>Yes</b></p> <p>How can you use it?</p> <p>Why can you use it?</p> <p>What is the cause?</p> <p>What is the effect?</p> <p>What is the reason?</p> <p>What is the result?</p>
Discuss	Assess						
Decide	Justify						
Examine	Argue						

Category 4 of Webb’s Depth of Knowledge is reflected in our District’s rubric and is Extended Strategic Thinking. At this level of thinking, students demonstrate extended use of higher order thinking such as synthesis, reflection, assessment, investigating and adjusting. Students demonstrating learning with these skills are demonstrating highest mastery of what has been taught and learned.

<p><b>Strong Understanding of Concept</b></p> <p><b>Extended Thinking</b></p> <table> <tr> <td>Design</td><td>Critique</td></tr> <tr> <td>Connect</td><td>Analyze</td></tr> <tr> <td>Synthesize</td><td>Create</td></tr> <tr> <td>Apply</td><td>Prove</td></tr> </table>	Design	Critique	Connect	Analyze	Synthesize	Create	Apply	Prove	<p><b>Yes, and...</b></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>
Design	Critique								
Connect	Analyze								
Synthesize	Create								
Apply	Prove								



# Quick Guide to Using the Academic Rubric

- The academic rubric can be considered the “grading scale” and is meant to describe most recent student performance.
- Each row is read from left to right, comparing student performance to one cell at a time.
- For a score of a 4, 3, 2, or 1 to be assessed, the student performance does not have to include every element listed in a row or for a score.
- The Depth of Knowledge, or green column on the rubric can only be assessed if the assignment or task required or provided the opportunity to the student to demonstrate those skills.
- Assignments or task should be scored based on the skills required within the assignment or task. For example, a student may receive an overall score of a ‘4’ if they demonstrate accuracy, completion, independence, and consistency even if the task only required recall and reproduction levels of thinking.
- TRADITIONAL PERCENTAGES ARE NOT MEANT TO BE EQUATED TO RUBRIC.

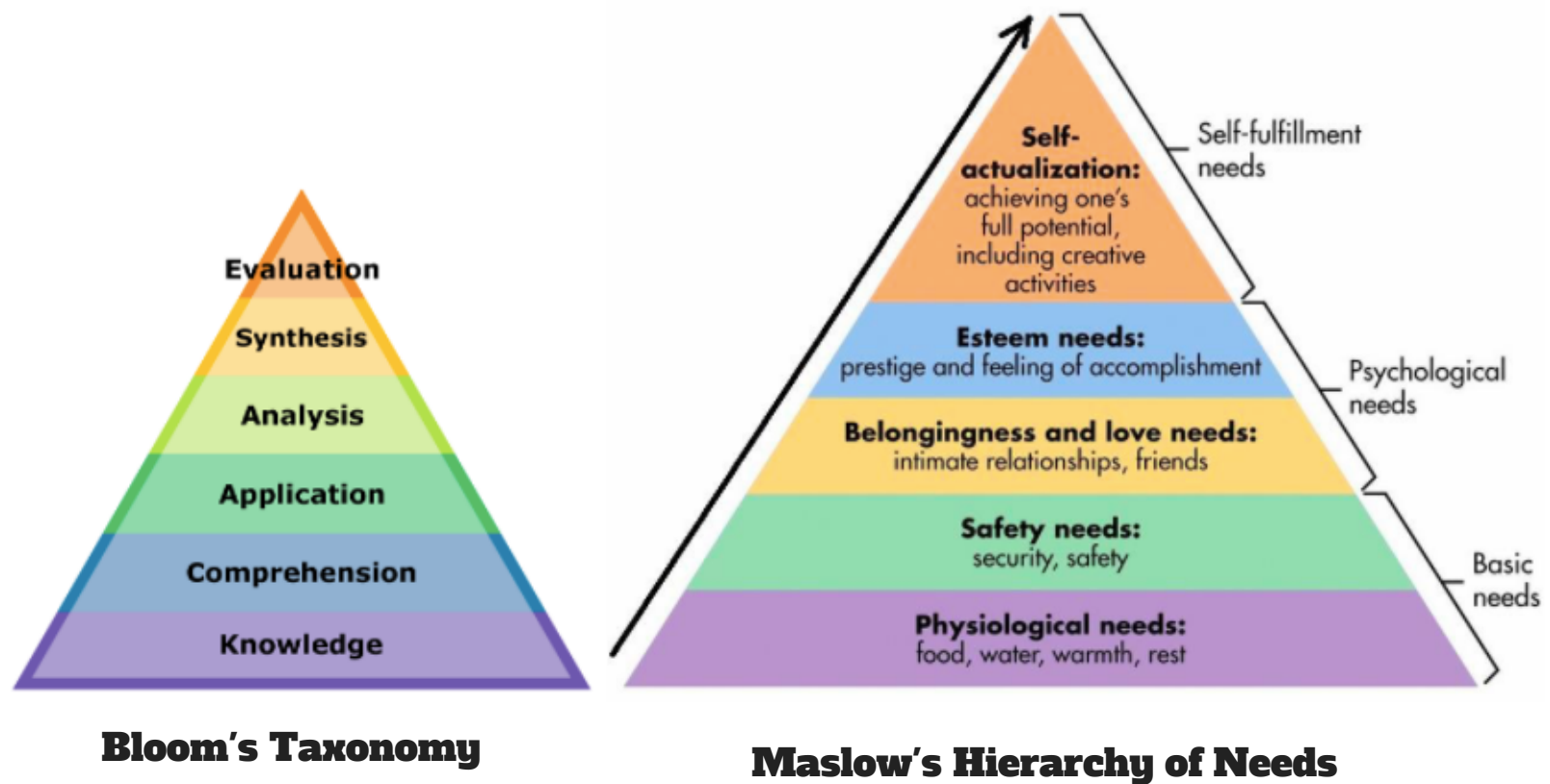
Students should not receive scores for everything they do, each and every assignment or task, or every demonstration of learning. There should be opportunities for students to practice and receive feedback for improvement that are not scored nor do they impact the overall grade.

Feedback that is actionable, timely, and specific and provides students with opportunities to improve with a growth mindset (Dweck) is the cornerstone of learning and should be included in daily instruction. If student work is scored, it should not be scored in the absence of specific, actionable, and timely feedback from the teacher to the student.

## Effective Feedback

- Direct
- Specific
- Frequent
- Non-judgemental
- Used by students to improve their work
- Task focused
- Process focused





"Before we can meet Bloom's needs, we have to meet Maslow's needs."

-Dr. Adolph Brown

"When we look at the largest impacts of what teachers do on what students do; first, the teacher has to be attentive and focused on students, next is proximity, and the largest impact is from the support that the teacher gives the students."

-Dr. Jerry Valentine

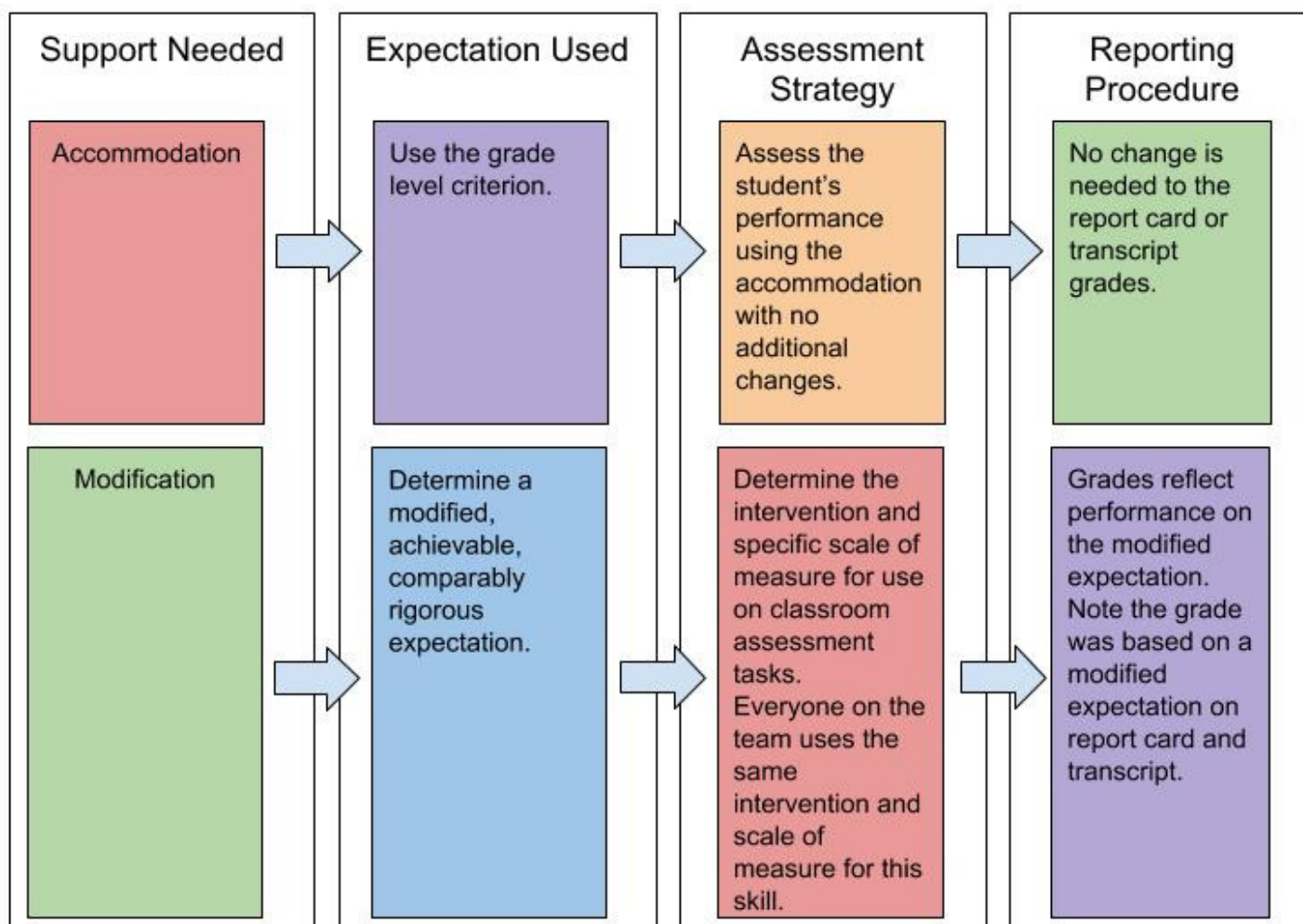
"Teacher support impacts efficacy, confidence, understanding and learning."

-Dr. Jerry Valentine

# Student Receiving Accommodations or Modifications

Students receiving accommodations 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. Students may receive accommodations to achieve those standards and the report card will, in some way, say that the student was able to achieve the standard with appropriate accommodations in place.

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.



## Learning Skills and Work Habits/Behavioral Expectations

Grades can become confusing when they represent behaviors and academics. Standards-based grading is about being more clear when reporting behaviors and academics by reporting them separately. Learning skills, work habits, and behaviors are designated as, 'EXPECTATIONS' on the report card. On the report card, these expectations are separated into four categories. BE RESPONSIBLE, BE RESPECTFUL, BE ENGAGED, and BE SAFE, are the categories that are described in our Behavior Rubric. In each of these categories, your child will receive a '3,' '2,' or '1' as a score on the report card. The learning skills, work habits, and behaviors also reflect the shared values in Orland School District 135's touchstones.

Be Responsible	Be Respectful	Be Engaged	Be Safe
Submits assignments on time	Speaks with appropriate timing and tone	Attends class	Demonstrates self control with hands, feet, objects and personal space
Submits assignments following directions	Demonstrates politeness and kindness to others	Participates in class discussion and/or activities	Takes responsibility for own actions
Demonstrates being prepared with materials	Reciprocates respect with adults and peers	Participates in setting and monitoring goals	Uses technology in accordance with District policy
Learns from mistakes and accepts responsibility	Demonstrates Honesty	Responds to feedback and guidance	Respects the personal property of others
	Shows appreciation for themselves and others	Participates well in small and/or large group activities	

## STUDENT SUCCESS INDICATORS SCORING MARKS

Students are given marks or scores to show how they are meeting the expectations for learning skills, work habits, and behaviors.

Consistently Successful	Sometimes Successful	Rarely Successful
3	2	1

**IN GRADE LEVELS WITH STANDARDS STATING, "WITH PROMPTING AND SUPPORT," STUDENTS SHOULD BE ABLE TO RECEIVE A '4' IF DEMONSTRATING MASTERY WITH SUPPORT AND GUIDANCE.**

General Proficiency-Based Scoring Rubric					
Rubric Score	Completion and Organization	How should the performance look? (Prek-2)	Phrases of Understanding	Achieving the Standard? I can...	Guiding Dialogue
4	Complete and accurate. May provide details or extends information that is relevant and connected to the topic. Understandable.	<b>Demonstrates with Proficiency</b> <i>I can demonstrate and communicate the concept taught (What I am doing and why). I can explain the concept and provide examples using evidence. I can demonstrate/apply the concept with independence, consistency, and in more than one context (examples, formats).</i>	"Got it, and....."	<b>Strong Understanding of Concept</b>  <b>Extended Thinking</b>  <b>Design</b> <b>Connect</b> <b>Synthesize</b> <b>Apply</b> <b>Critique</b> <b>Analyze</b> <b>Create</b> <b>Prove</b>	Yes and.....  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	Complete and mostly accurate. Understandable.	<b>Demonstrates with Proficiency</b> <i>I can identify and communicate the concepts taught (What I am doing and why). I can explain the concept and provide examples using evidence. I can demonstrate the concepts consistently.</i>	"Got it!"	<b>Understanding of Concept</b>  <b>Short-Term Strategic Thinking</b>  <b>Discuss</b> <b>Decide</b> <b>Examine</b> <b>Assess</b> <b>Justify</b> <b>Argue</b>	Yes  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	Complete but may be inaccurate, or, accurate but incomplete. May be difficult to understand.	<b>Demonstrates with Developing Proficiency</b> <i>I demonstrate with developing proficiency because I can identify OR communicate the concept taught (What I am doing). I may struggle to provide, or may not be able to provide any examples.</i>	"I am starting to understand and need more help."	<b>Minimal or Some Understanding of Concept</b>  <b>Skills and Concepts</b>  <b>Calculate</b> <b>Complete</b> <b>Construct</b> <b>Illustrate</b> <b>Begin to Problem Solve</b> <b>Categorize</b> <b>Classify</b> <b>Connect</b>	Yes, but.....  Let's try it this way. How did it happen? How does it work? Why did it happen?  Why does it work this way?

**IN GRADE LEVELS WITH STANDARDS STATING, "WITH PROMPTING AND SUPPORT," STUDENTS SHOULD BE ABLE TO RECEIVE A '4' IF DEMONSTRATING MASTERY WITH SUPPORT AND GUIDANCE.**

1	Mostly or all inaccurate and incomplete. Difficult to understand.	<b>Demonstrates with Emerging Understanding</b> <i>I demonstrate with emerging proficiency because I can only say what I am doing, but not why. I may not be able to provide any examples. I may not be able to say what I am doing or why.</i>	"I do not understand, yet. I need more help."	<b>Minimal or No Understanding of Concept</b>  <b>Recall and Reproduction</b>  <b>Respond Remember Memorize Restate Interpret Repeat Recall Recite</b>	Not yet, so.....  Who? What? Where? When?
(NA - final grade) Not Assessed  (IE insufficient evidence - only for gradebook/assignment)	No demonstration of learning No work submitted	<b>No Demonstration</b>		<b>Unable to Assess</b>	

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 judgement 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.
9. The green column only applies as the task allows.

Learning Skills and Work Habits  
3pt. Scale

## Behavioral Rubric

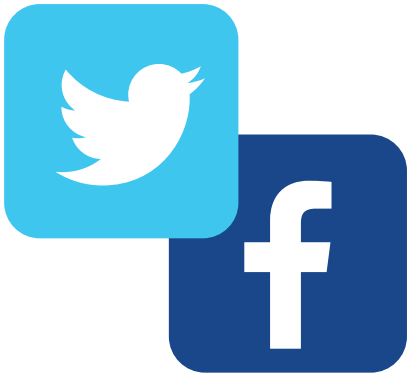
Rubric			
Descriptors for Expected Learning Skills and Work Habits			
	3	2	1
Be Responsible	<ul style="list-style-type: none"> <li>Consistently submits assignments on time, and makes up work in a timely manner.</li> <li>Submits assignments with organization, legibility, and attention to explicit requirements.</li> <li>Consistently prepared with required materials.</li> <li>Consistently submits own work. Consistently learns from mistakes and accepts responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes submits assignments on time.</li> <li>Sometimes completes assignments with organization, legibility, and attention to explicit requirements.</li> <li>Sometimes prepared with required materials.</li> <li>Sometimes submits own work. Sometimes learns from mistakes and accepts responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely submits assignments.</li> <li>Rarely submits completed assignments. Rarely submits assignments on time.</li> <li>Rarely submits assignments with organization and legibility and attention to explicit requirements.</li> <li>Rarely prepared with required materials. Rarely submits own work. Rarely learns from mistakes and accepts responsibility.</li> </ul>
Be Respectful	<ul style="list-style-type: none"> <li>Consistently speaks at the appropriate time with appropriate tone. Consistently inclusive, polite and kind to others.</li> <li>Consistently listens well when others are speaking.</li> <li>Consistently demonstrates or reciprocates respect with peers and/or adults.</li> <li>Consistently honest. Consistently shows appreciation for themselves or others.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes speaks at the appropriate time or with appropriate tone. Sometimes includes others, is polite, or kind to others.</li> <li>Sometimes listens well when others are speaking.</li> <li>Sometimes demonstrates or reciprocates respect with peers and/or adults.</li> <li>Sometimes honest. Sometimes shows appreciation for themselves or others.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely speaks at the appropriate time or with appropriate tone. Rarely Includes others, is polite, or kind to others.</li> <li>Rarely listens well when others are speaking.</li> <li>Rarely demonstrates or reciprocates respect with peers and/or adults.</li> <li>Rarely honest. Rarely shows appreciation for themselves or others.</li> </ul>

	appreciation for themselves or others.	appreciation for themselves or others.	
Be Engaged	<ul style="list-style-type: none"> <li>Consistently participates well in small and large group discussion and activities.</li> <li>Consistently attends class. Consistently participates in class discussion and/or activities.</li> <li>Consistently participates in setting and monitoring goals. Consistently responds to feedback and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes participates in small or large group discussions or activities. Sometimes attends class or school. Sometimes punctual.</li> <li>Sometimes submits make-up work. Sometimes participates in discussions and/or activities.</li> <li>Sometimes monitors goals. Sometimes participates in his/her learning. Inconsistent attendance and submitting work prevents evidence of learning.</li> <li>Sometimes responds to feedback and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely participates in small or large group discussions or activities.</li> <li>Rarely attends class or school.</li> <li>Rarely punctual.</li> <li>Rarely submits make-up work. Rarely participates in discussions and/or activities. Rarely monitors goals.</li> <li>Rarely participates in his/her learning. Frequently absent without attention to make-up work.</li> <li>Requires repeated reminders to do assigned work.</li> <li>Lack of attendance or submitting work prevents evidence of learning. Rarely responds to feedback and guidance.</li> </ul>
Be Safe	<ul style="list-style-type: none"> <li>Consistently demonstrates self control with hands, feet, objects, and personal space.</li> <li>Consistently takes responsibility for own actions.</li> <li>Consistently uses technology in accordance with District policies.</li> <li>Consistently respects the personal property of others.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes demonstrates self control with hands, feet, objects, and personal space.</li> <li>Sometimes demonstrates taking responsibility for own actions. Sometimes uses technology in accordance with District policies.</li> <li>Sometimes respects the personal property of others.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely demonstrates self control with hands, feet, objects, and personal space.</li> <li>Rarely demonstrates taking responsibility for own actions.</li> <li>Rarely uses technology in accordance with District policies.</li> <li>Rarely respects the personal property of others.</li> </ul>

## Orland School District 135 Communication



- D135 Email
- Personalized communication
- Individual and information and communication



- Social Media
- Share District News
- Share celebrations of learning and success in our classrooms
- Sharing classroom moments, activities and events throughout our District
- Share inspiring stories



- Telephone
- Sharing urgent District updates
- Individual discussions regarding students



- Student Management System
- Student and Parent Information
- Registration
- Payments
- Grading



- Google Classroom
- Daily learning experiences
- Distribute, collect, provide feedback and return timely artifacts for learning
- Help students become digitally organized
- Archive student work for future growth and evidence of learning
- Provide families with information about the teaching and learning in classrooms



- Seesaw
- Daily learning experiences
- Posting student work
- Posting assignments
- Teacher-to-student and student-to-student collaboration
- Feedback from teacher
- Distribute, collect, provide feedback and return timely artifacts for learning
- Help students become digitally organized
- Archive student work for future growth and evidence of learning
- Provide families with information about the teaching and learning in classrooms



- Edmodo
- Daily learning experiences
- Posting assignments
- Teacher-to-student and student-to-student collaboration
- Distribute, collect, provide feedback and return timely artifacts for learning
- Help students become digitally organized
- Archive student work for future growth and evidence of learning
- Provide families with information about the teaching and learning in classrooms

## Works Cited

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### ABOUT OSD135

Orland School District 135 includes the majority of the villages of Orland Park and Orland Hills, unincorporated land to the south and to the west. The District is located within approximately 25 square miles of land.

Orland is considered a large elementary school district in the State of Illinois, as we house approximately 5,000 students within 10 schools: four primary, three intermediate and three junior high facilities.

We have a commitment to 1:1 technology in the classroom, Full-Day Kindergarten, and an academic program that fosters an environment in which students will be prepared to succeed in an ever-changing world. Our mission is to empower students to be prepared for successful lives beyond the classroom.

