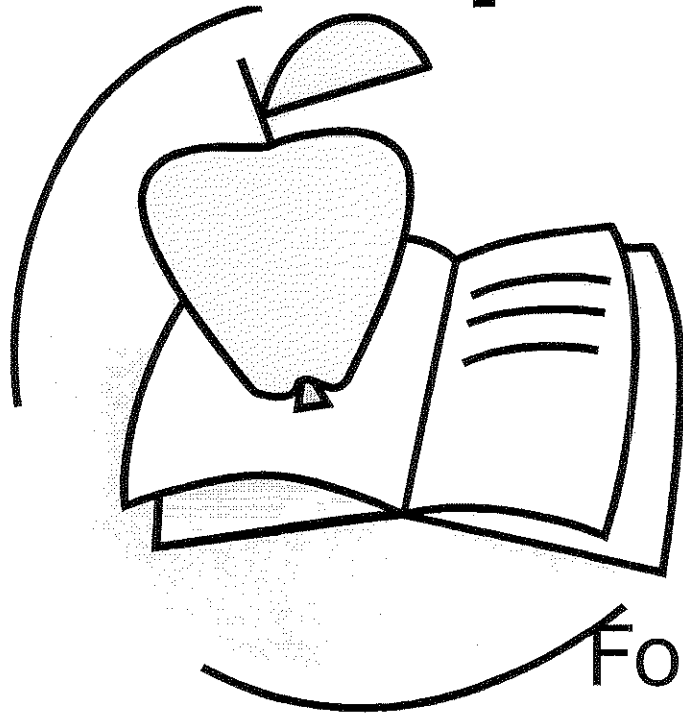
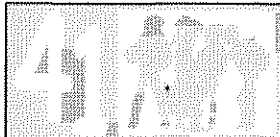


Standards-Based Report Cards



October 25, 2010

Forest Glen Parent Meeting



Brief Timeline

- Field test of new grade book program and standards-based report card in 2009/2010
- Based on feedback made revisions to the report card for 2010/2011
- Full implementation by all staff in 2010/2011
- Ken O'Connor worked with all staff and parent presentation – 8/10 (additional opportunity 11/19 webinar @1:00)
- This year parents access report cards via PIV

Moving from Skills-Based Reporting to Standards-Based

Skills-Based (traditional)

- Effort and achievement combined
- Vague
- Discrepancies between departments, grade levels, and teachers
- Not a true measure of student performance – achievement

Standards-Based (current)

- Clear learning targets
- Performance descriptors are more clearly defined
- Consistency between departments, grade levels, teachers
- More accurate measure of student performance - achievement

Purpose of Grades

- Provide communication about student achievement of learning goals (standards)
- Grades should be:
 - Accurate
 - Meaningful
 - Consistent
 - Supportive of Learning

Operational Definitions - Trimester 1

GRADE LEVEL: 5				
ILLINOIS STATE STANDARD 1: <i>READ WITH UNDERSTANDING AND FLUENCY</i>				
<i>Essentials</i>	<i>Meets</i>	<i>Progressing</i>	<i>Does Not Meet</i>	<i>Advanced</i>
<i>A. Applies Word Analysis Skills</i>				
1A. Applies the study of affixes and roots to understand word meanings.	Uses common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. <i>photograph, photographical</i>).	Begins to use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Does not use common grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	Uses combined knowledge of word analysis and morphology in a range of contexts.
1A. Uses strategies to determine the meaning of an unknown word.	Determines or clarifies the meaning of an unknown word using word (affixes and roots), context clues and reference materials in instructional level text.	Inconsistently determines the meaning of an unknown word using word (affixes and roots), context clues and reference materials in instructional level text.	Does not use word, context clues, or reference materials to determine the meaning of an unknown word in instructional level text.	Verifies the meaning of a word by checking the inferred meaning in context or reference material.
<i>B. Understands and Uses Vocabulary</i>				
1A. Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.	Understands and uses grade level appropriate vocabulary, including those that signal contrast and other logical relationships (<i>however, although, nevertheless, moreover, in addition, similarly</i>).	Inconsistently understands and uses grade level appropriate vocabulary, including those that signal contrast and other logical relationships (<i>however, although, nevertheless, moreover, in addition, similarly</i>).	Does not understand and use grade level appropriate vocabulary.	Synthesizes vocabulary knowledge when considering a word or phrase important to comprehension.
<i>C. Applies Comprehension Strategies</i>				
Within reading strategies, the differentiation may be within the difficulty of the text on which these strategies are applied.				
<i>Questioning</i>				
1B. Asks questions to deepen understanding (Not specified in new Common Core beyond grade 3)	Uses evidence from the text to form and ask questions.	Inconsistently uses evidence from the text to form and ask questions.	Does not use evidence from the text to form and ask questions.	Draws from multiple resources to form and ask higher-level questions (inferential and evaluative).

Work Habits Rubric

DISTRICT 41 WORK HABITS RUBRIC				
IE = <i>Insufficient Evidence</i>	M = <i>Meeting</i>	P = <i>Progressing</i>	NM = <i>Not Meeting</i>	A = <i>Advanced Achievement</i>
<i>A student who merits an IE is one whose work habits grades could be anywhere from an AA to an NM, but at the time grades were due, evidence was insufficient to make a fair judgment.</i>	<i>A student who merits an M is one who has met the work habits expectations by exhibiting the behaviors listed below.</i>	<i>A student who merits a P is one who is progressing toward meeting the work habits expectations by exhibiting some of the behaviors listed below.</i>	<i>A student who merits a NM is one who has not yet met work habits expectations consistently and exhibits some of the behaviors listed below.</i>	<i>A student who merits an A is one who has exemplified the work habits without exception.</i>
DESCRIPTORS OF EXPECTED WORK HABIT LEVELS				
	M	P	NM	A
ASSIGNMENTS <i>Assignments are the evidence of the student's commitment to learning and excellence. They are the required practice by which a student not only deepens understanding but indicates progression toward an objective.</i>	Submits assignments with neatness, precision, legibility, and attention to requirements. Submits quality assignments on time, and makes up work in a timely manner.	Sometimes submits assignments on time, and/or completes some assignments with inconsistencies in neatness, precision, legibility, quality, and attention to requirements.	Frequently does not complete assignments with neatness, precision, legibility, and attention to requirements. Has missing, late, or incomplete assignments regularly.	Submits excellent work that conveys an inherent enthusiasm and respect for the learning process.
BEHAVIOR <i>Behavior is the code of conduct by which the student uses social-awareness and interpersonal skills to establish and maintain positive relationships in order to achieve school and life success.</i>	Follows classroom rules, focuses on teacher and/or task, exhibits self-control, maintains an awareness of others, accepts responsibility for behavior, and interacts positively with teachers and peers.	Sometimes follows classroom rules, but can be uncooperative with class members and/or exhibit disruptive behavior.	Frequently ignores classroom rules; uncooperative with class members and/or exhibits disruptive behavior.	Values the classroom as a place of learning and models behavior that enhances the learning environment.

DISTRICT 41 WORK HABITS RUBRIC

IE = Insufficient Evidence	M = Meeting	P = Progressing	NM = Not Meeting	A = Advanced Achievement
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PREPARATION and ORGANIZATION for ACADEMIC WORK <i>Preparation and organization are essential traits necessary for the student's daily success.</i>	Considers the day and arrives to class completely prepared; locates materials readily, takes notes, utilizes an effective organizational system, draws on academic resources, uses class time effectively, and seeks extra help when needed.	Sometimes comes to class with materials, occasionally uses class time and available support, and/or may be unable to locate work or resources.	Frequently comes to class without needed materials and is unable to locate needed work or resources. Class time and/or additional support are not utilized regularly.	Manages hurdles, i.e., retakes, absences, appointments, homework conflicts, etc., proactively and independently.
ACCOUNTABILITY for LEARNING <i>Accountability for learning reflects the student's decision-making skills and responsible behaviors in personal, school, and community context.</i>	Attends class regularly; participates in class discussions and activities; sets and monitors goals; and when necessary, seeks out teacher or other support independently.	Sometimes attends to make-up work without frequent reminders, participates to some extent in class discussions and activities, somewhat monitors goals, and/or is beginning to take an active role in his/her learning.	Frequently absent without attention to make-up work, must be repeatedly reminded to do assigned work, fails to participate in discussions and activities, does not monitor goals, and/or does not take an active role in his/her learning.	Extends accountability, decision-making skills, and responsible behaviors to leadership activities within the classroom.

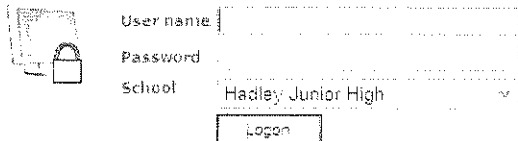
What to Expect

- Trimester Reporting (November/March/June)
- Performance Levels (at, above, below)
- Standards reporting rather than overall grade
- Use of a grading rubric
- New Performance Indicators
 - Advance Application (4/98 – 100%)
 - Meeting (3/97 – 85%)
 - Progressing (2/66% – 84%)
 - Not Meeting (1/65% and below)

Online Parent Portal - Pinnacle Internet Viewer (PIV)

Welcome to the Online Parent Portal – Pinnacle Internet Viewer (PIV)! From this site, parents/guardians will be able to access current scores on assignments and assessments, information on which standards have been assessed, as well as the Trimester Report Cards and Semester Report Cards for Hadley semester only courses. This secured access requires an Internet connection and a confidential user name and password issued by District 41 for each student. We hope access to the Parent Internet Viewer will provide you the opportunity to be more informed about your child's academic progress.

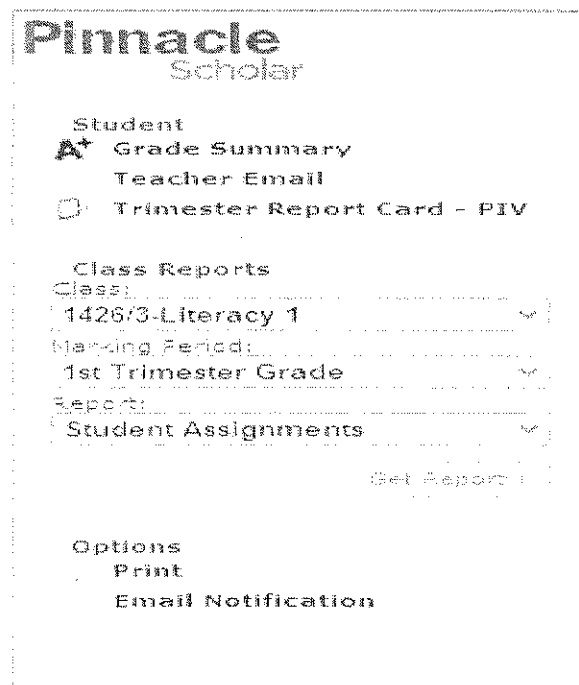
Working with PIV is easy!



A screenshot of the PIV login form. It features a lock icon on the left. The form has three input fields: 'User name', 'Password', and 'School'. The 'School' dropdown menu is set to 'Hadley Junior High'. Below the fields is a 'Logon' button.

What will I see?

- *After logging on you will see the following:



A screenshot of the Pinnacle Scholar dashboard. At the top is the 'Pinnacle Scholar' logo. Below it, under the heading 'Student', there are three options: 'Grade Summary' (with a star icon), 'Teacher Email', and 'Trimester Report Card - PIV' (with a radio button). Under the heading 'Class Reports', there are three dropdown menus: 'Class' (set to '1426/3-Literacy 1'), 'Marking Period' (set to '1st Trimester Grade'), and 'Report' (set to 'Student Assignments'). A 'Get Report' button is located to the right of these dropdowns. At the bottom, under the heading 'Options', there are three links: 'Print' and 'Email Notification'.

How do I access the Parent/Student Grade Book Viewer?

1. Go to www.d41fin.net/pinnacle/piv or click on the Pinnacle Internet Viewer link on your school's web page.
2. Use the student *User name* ID number provided to you by the district.
3. Use the student's Parent Viewer *Password* provided to you by the district. You will have a different password for each of your children.
4. Choose the school in the school area.
5. Click the logon button.
6. Trimester Report Card: At the end of each Trimester click on this to view and print your child's report card. An email will be sent when final grades are posted.
7. Class: Lists each class your child is enrolled in
8. Marking Period: Select which trimester you would like to view
9. Two reports are available: Student Assignments & Student Standards Report
10. Email Notification: Please feel free to sign up for email notifications concerning the status of your child's scores.

Reports

Trimester/Semester Report Card: This report is your child's actual trimester or semester (Hadley only) report card. If viewed at any time other than the end of the trimester/semester it should be considered a progress report only. The attendance data on this report will not be accurate until the grades are final. An email will be sent via enews when final grades are posted.

Using the pull down menus, select the class; select the marking period; then select the report you wish to view.

Student Assignments: The report lists the student's assignments, date, category, student's score, possible score, and comments.

Student Standards Report: This report shows the hierarchy of standards beginning with level 1 (what appears on the report card), level 2 (connects level 1 with level 3); level 3 (the standards to which assignments are linked). Please note – not all standards listed are assessed every trimester; the ones not assessed will indicate "Has not been scored." Other standards will read "Has not been scored" until the teacher links a particular assignment to the relevant standard(s).

What is the meaning of the grading codes?

The Parent Viewer displays several special grading codes listed below.

Grade: Actual points awarded for the assignment/quiz/test

Max: Maximum number of points available for the assignment/quiz/test

Letter: **A**/advanced application of the standards (rubric of a 4 or 98 – 100%); **M**/meeting (rubric of a 3 or 85 – 98%); **P**/progressing (rubric score of a 2 or 84 – 70% for Hadley; 84 – 73% for Hadley Foreign Language; 84 – 66% for elementary); **NM**/not meeting (rubric score of a 1 or 69% and below for Hadley; 65% and below for elementary).

X: Student has been excused from this assignment/does not affect the grade

Blank: Assignment has not been recorded yet/does not affect the grade

Superscript 'A' on the Student Standards Report: When a particular standard has been assessed fewer than three times, the 'A' indicates that the scores have been averaged.

*At the bottom of the grade summary you will see a total percentage score. This score has averaged all of the scores for every assignment. Since we report on standards separately this percentage score will not accurately reflect the individual standard scores.

How are the rubric and percentage calculated?

- Under a rubric scale, assignments are graded A (4 points), M (3 points), P (2 points), and NM (1 point).
- Scores for each standard are averaged together to calculate the overall grade for the standard.
- Under a percentage scale, assignments are given point scores. The grade is calculated by dividing the total number of points earned for that standard by the maximum number of points.

How often are the grades updated online?

The following parameters have been established for data entry. Time frames were established as reasonable guidelines for teachers to post scores:

Homework & Quizzes: Up to 1 week

Tests & Projects: Up to 2 weeks

Long-term projects and papers: Up to 3 weeks

If you have questions regarding the parent viewer or standards-based reporting, please email reportcard@d41.org

Elementary Draft Standards-Based Report Card

- Performance Indicators
- Work Habits Section
- Working at, above or below grade level standards
- District Standards, organized by subject
- Trimester Reporting

Performance Indicators			Work Habits 4		
			1	2	3
A	Advanced achievement of the standard				
M	Meeting grade level standard				
P	Progressing toward meeting grade level standard				
NM	Not meeting grade level standard				
IE	Insufficient evidence to assess at this time				
NA	Not assessed at this time				
LITERACY 4 Burke, Jeffrey			Student (working above grade level standard)		
	Applies comprehension strategies		M 3.1		
	Uses literary elements to deepen understanding		M 2.7		
	Understands and uses vocabulary				
	Applies word analysis skills				
	Develops written text		M 3.0		
	Uses writing process		M 3.0		
MATH 4 Burke, Jeffrey			1 2 3		
	Utilizes algebraic concepts, relationships, and procedures to solve problems				
	Displays fluent and accurate recall of basic facts				
	Collects, organizes, displays, and analyzes data		A 100%		
	Applies geometric concepts to 1-, 2-, and 3-dimensional objects		P 82%		
	Measures, compares, and estimates quantities				
	Displays knowledge and use of numbers and their representation				
	Composes numbers with accuracy		M 66%		
	Uses problem-solving strategies to solve non-routine problems				
SCIENCE 4 Burke, Jeffrey			1 2 3		
	Demonstrates Scientific Processes				
	Understands Science Concepts				
SOCIAL STUDIES 4 Burke, Jeffrey			1 2 3		
	Understands Social Science Concepts				
ART 4 Gates, Marji			1 2 3		

Accessing the Parent Viewer

- Access the online grade book information by logging on to the Forest Glen Website
- Click on the Pinnacle Internet Viewer link
- Access additional information about the standards-based report card


The screenshot shows the Forest Glen Elementary website homepage. At the top, there is a navigation bar with a "Report an absence" link. Below this is a "TODAY AT FOREST GLEN" section dated October 20, 2010, featuring a "Picture Retake Day at Forest Glen" announcement. The main content area is titled "FOREST GLEN NEWS" and includes several news items: "Person of Character Reception Oct. 19; Glenbard news", "10/4/10 Board Highlights", and "9/20/10 Board Highlights". On the right side, there is a "Forest Glen Elementary" contact information box, a "THE BALDY BULLETIN" graphic, and a "FOREST GLEN 101 w/ Mary Hornacek" box. At the bottom, there is a "Health Office" logo and a "Forest Glen PTA" box. Two arrows from the text on the left point to the "PINNACLE INTERNET VIEWER" link (with a sub-link "click for Pinnacle help") and the "Standards based Report Card" link in the bottom left corner of the website.

How to logon

Welcome to the Pinnacle Internet Viewer.

This application allows you to view your student's grades and attendance in a real-time atmosphere. By using your student's id number and the password assigned by your school district, you will be able to view your student's current information as well as information from previous marking periods.

Note: Attendance data will not appear in Pinnacle until after the end of the trimester.



User name

Password

School

Parent Portal

Grade Summary

Student Reports



Grade Summary



Teacher Email



Trimester Report Card - PIV

Class Reports

Class:

1296/1-Social Studies 4

Marking Period:

1st Trimester Grade

Report:

Student Assignments

Get Report ▶

Options



Print

Class	Course Grade	
	1st Trimester	2nd Trimester
1296/1-Social Studies 4		
4-Burke PE	SBR	
1303/1-Work Habits 4		
Art/Burke/4	SBR	
1260/1-Literacy 4	SBR	
Music/Burke-4		
1289/1-Science 4		
1268/1-Math 4	SBR	

Click on SBR



Rubric Example

No.	Description	Date	Category	Grade	Max	Letter	Comments
1	Story Map Plot Structure	Sep 15		3	4,000	M	
2	Ideas	Sep 15		2	0,000	P	
3	Organisation	Sep 15		2	0,000	P	
4	Sentence Fluency	Sep 15		2	0,000	P	
5	Word Choice	Sep 15		2	0,000	P	
6	Voice	Sep 15		3	0,000	M	
7	Conventions	Sep 15		2	0,000	P	
8	My Story Map Essay	Sep 17		3	4,000	M	
9	Story Symbol Drawings	Sep 17		3	4,000	M	
10	Dear Mr. B Emotions	Sep 17		4	4,000	A	
11	Dr Mr. B Characters	Oct 1		3	4,000	M	
12	Shook Up Response	Oct 1		3	4,000	M	
13	Realistic Fiction- All Shook Up	Oct 4		2	4,000	P	
14	Dear Dad from Josh letter	Oct 4		3	4,000	M	
15	Shook Up Story Map	Oct 4		3	4,000	M	
16	4 Types of Sentences	Oct 4		3	4,000	M	
					75%	SBR	

Disregard the total percentage at the bottom



Percentage Example

No.	Description	Due Date	Category	Grade	Max	Letter	Comments
1	Beat the Clock Multiplication - 1st Trimester	Aug 24			4,000		
2	Beat the Clock Division - 1st Trimester	Aug 24			4,000		
3	RSA 1.1: Demonstrate automaticity with addition facts	Aug 24		2	3,000	P	
4	RSA 1.2: Describe a line segment & a line	Aug 24		3	3,000	A	
5	RSA 1.3: Compare & contrast plane figures	Aug 24		2	3,000	P	
6	RSA 1.4: Draw quadrangles with parallel line segments	Aug 24		3	3,000	A	
7	RSA 1.5: Explain the properties of polygons	Aug 24		3	3,000	A	
8	RSA 1.6: Draw a quadrangle with one right angle	Aug 24		3	3,000	A	
9	RSA 1.7: Construct circles with a compass	Aug 24		3	3,000	A	
10	RSA 1.8: Demonstrate automaticity with subtraction facts	Aug 24		3	3,000	A	
11	4 - 1 Unit Assessment	Aug 24		22	30,000	P	
12	4 - 1 Oral Slabs	Aug 24		23	24,000	M	
13	4-1 Open Response	Aug 24			12,000		

Disregard Total Percentage at the bottom → 87% SBR

Student Standards Report

Student Reports



Grade Summary



Teacher Email



Trimester Report Card - PIV

Class Reports

Class:

1260/1-Literacy 4

Marking Period:

1st Trimester Grade

Report:

Student Standards

Get Report

Options



Print

Title	Observed/Max	Grade	Score
Comprehension Strategies: Applies comprehension strategies		3.146	M
Comprehension Strategies: Summarizes the information in text to deepen understanding		3.146	M
Comprehension Strategies: Asks questions to deepen understanding	Has Not Been Scored		
Comprehension Strategies: Applies fix-up strategies to monitor understanding	Has Not Been Scored		
Comprehension Strategies: Selects and reads books for independent reading	Has Not Been Scored		
Comprehension Strategies: Distinguishes important ideas to deepen understanding		3.250	M ^A
Story Map Plot Structure	3/4.000	M	
Dear Mr. B Emotions	4/4.000	A	
Story Symbol Drawings	3/4.000	M	
Dr. Mr. B Characters	3/4.000	M	
Comprehension Strategies: Determines types of information needed to solve a problem.		3.333	M ^A
Story Map Plot Structure	3/4.000	M	
Dear Mr. B Emotions	4/4.000	A	
Shook Up Response	3/4.000	M	
Comprehension Strategies: Makes inferences to deepen understanding		3.000	M ^A
Shook Up Response	3/4.000	M	
Dear Dad from Josh letter	3/4.000	M	
Comprehension Strategies: Summarizes the information in text to deepen understanding		3.000	M ^A
Story Map Plot Structure	3/4.000	M	
Dr. Mr. B Characters	3/4.000	M	
Comprehension Strategies	Has Not Been Scored		
Literary Elements: Uses literary elements to deepen understanding		2.750	M

What About . . . ?

- I like the old report card and traditional grading – why switch?
- How does my child compare to other students?
- Will this adequately prepare my child for high school?
- Will the high school accept standards-based reporting?
- Why are work habits so important and why are they reported separately from the achievement grade?
- What about our special student populations?

Next Steps/Suggestions

- ❖ New Common Core as the state standards – implications for standards based reporting
- ❖ Visit the Parent Viewer regularly
- ❖ Include your child when you view the information to discuss the various assignments, etc
- ❖ Put your login/password as a contact in your phone
- ❖ Join the Ken O'Connor webinar on 11/19 @ 1:00
- ❖ Please visit the district website:
www.d41.org/curriculum/parents/sbrc/sbrc.htm