



## Standards-based Grading Information 2016-2017



*The mission of the WCSD is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.*

### K - 6 Standards-Based Grading Practices

The Wappingers Central School District will continue to use a K-6 standards-based grading system. Kindergarten through 6th grade teachers and administrators have received, and will continue to receive, the tools necessary to ensure consistent grading practices across the District. Through the use of standards-based grading, teachers will be able to engage parents and students in meaningful conversations and provide effective feedback regarding the level of mastery of identified standards.

**"Grading is the primary means of reporting feedback about a student's level of learning."**

**-Robert Marzano**

***"By comparing one child's performance to a clear standard, parents, children, and teachers all know what is expected. Every time a student attempts a task, the performance is compared to the standard."***

***-Doug Reeves***

#### **FREQUENTLY ASKED QUESTIONS ABOUT STANDARDS-BASED GRADING:**

##### **1. What is standards-based grading?**

Standards-based grading is the vehicle for which teachers gather information about what students have learned and what they still need to know. Teachers can then use this information to design instruction that helps their students continue to grow as learners.

##### **2. What is the difference between standards-based grading and traditional grading?**

Standards-based grading provides an opportunity for teachers to monitor student's proficiency in identified standards. Standards-based grading tells a parent how a child is performing in relation to the standard and helps to identify areas for improvement in their learning. A traditional grading systems tells a parent how their child performed on tests or quizzes after learning has occurred.

##### **3. What do the scores on the 4.0 scale mean?**

- 4 - Student is Excelling in Grade Level Standards
  - 3.5 - In addition to score 3.0, partial success at 4.0 content
- 3 - Student is Proficient in Grade Level Standards
  - 2.5 - In addition to score 2.0, partial success at 3.0 content
- 2 - Student is Partially Proficient in Grade Level Standards
  - 1.5 - Partial success at 2.0 content
- 1 - Student is Performing Far Below Proficient in Grade Level

##### **4. What is the difference between a Level 3 and a Level 4?**

A student who is proficient and able to understand standards and apply skills and knowledge at their grade level is performing at a Level 3. A student who receives a Level 3 is meeting all of the expectations of their grade level and should be celebrated.

A student who is performing at a Level 4 is not only proficient in grade level standards but excels by demonstrating a deeper understanding and are able to extend their skills and knowledge beyond what was taught. Specific differences between a level 3 and a level 4 are described on the math proficiency scales, reading progressions, and writing rubrics. These documents are available for discussion through your child's teacher.

## 5. How is my child's grade determined?

Below is an example of a math rubric, Proficiency Scale. **A student who is successful at level 3 work has mastered this standard.** Teachers use rubrics that show the varying levels of understanding within a specific standard or learning outcome. This allows a teacher to learn what the student does well and what they need to work on.

In standards-based grading, a student's current understanding is recorded on the report card. For example, at the beginning of the quarter, a student demonstrates full understanding of all level 2 work and success with 3 out of 4 components in level 3 work. Using the rubric below, this would result in a current grade of 2.5. Throughout the quarter, the teacher designs specific instruction for the student to master the last component of level 3 work. At the end of the quarter, if the student successfully masters all level 3 work, the student's reported grade would be a level 3. However, if the student did not successfully complete all level 3 work, their grade would remain a level 2.5.

### Sample Proficiency Scale for Second Grade Mathematics: Place Value

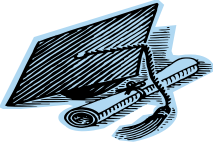
4.0	Student is able to express a given value using multiple place value representations (Ex: 418 is 4 hundreds + 1 ten + 8 ones or 41 tens + 8 ones or 4 hundreds + 18 ones). Student can continue skip counting beyond 1000.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<b>1• Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones</b> <b>2• Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</b> <b>3• Count within 1000; skip-count by 5s, 10s, and 100s.</b> <b>4• Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</b>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	1• Understand vocabulary: expanded form, written form, standard form, pictorial form, ones cubes, ten rods, hundred flats, hundreds, tens, ones, digit. 1• Does not correctly represent amounts of hundreds, tens, and ones, (ex does not recognize 0 as a place holder; ex hundreds 6 ones = 76) 1• Struggles when place value/digits/units are presented out of order (ex 8 tens, 3 hundreds, 1 one = 831) 1• Can create concrete/pictorial models, but not abstract models. 2• Can read and write numbers to 1000 in some, but not all, forms (expanded 100+70+3, standard 173, written one hundred seventy-three, unit 1 hundred 7 tens 3 ones) 3• Can count by ones within 1000 but inconsistently skip counts by 5s, 10s, &/or 100s 4• Given a starting value that is not a multiple of 10, struggles to mentally add 10 or 100 (example: can start at 400 and add ten 410, 420, 430, but struggle to start at 487 and count 497, 507, 517)
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content

## 6. What if I have additional questions?

If you have any additional questions, please visit with your child's classroom teacher about learning targets and standards-based grading, as well as with the building principal. You may also contact the District Office:

Dr. Michelle Cardwell, Assistant Superintendent for Curriculum & Instruction at 298-5000 x 40142

Jessica Turner, Director of Elementary Education at 298-5000 x 40128



Information  
For Report Card Grades K-6  
2015-2016



The mission of the WCSD is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.

## WHAT ARE THE CHANGES IN OUR REPORT CARDS K TO 6

The Wappingers Central School District is pleased to announce a K-6 standards-based report card for the 2015-16 school year. Kindergarten through 6th grade teachers and administrators met to draft the new report card to be unveiled the fall of 2014 for grades K-5. The grade 6 report card was approved this summer. Parent input was provided to the team. The report card will align with the Common Core Learning Standards and reflect updates to our curriculum and instruction.

### Parents will find the following elements in the new report card:

- Reporting titles for each section of the report card that reflect the New York State and District standards for instruction. These standards are based on the Common Core Learning Standards.
- Grading Keys will continue to reflect the language in the NYS reporting system. The keys will define student progress toward the Common Core Learning Standards and be presented in a 1-4 scale, similar to previous years.

*"By comparing one child's performance to a clear standard, parents, children, and teachers all know what is expected. Every time a student attempts a task, the performance is compared to the standard."*

*-Doug Reeves*

### IMPORTANT QUESTIONS ABOUT THE NEW REPORT CARD:

#### 1. Why are only some of the standards listed on the report card?

Standards-based report cards are not a listing of all Common Core Learning Standards. Teams of teachers reviewed the Common Core Learning Standards and District standards for each grade level in the process of developing the report card. In their review, the teachers chose the descriptors which were considered most significant for student gains in each subject area and at each grade level. These standards are often referred to as "power standards." It does not mean that the other standards are less important, or that they will not be taught. In order to effectively communicate a child's progress, specific standards were selected to efficiently report growth during each of the four marking periods.

#### 2. Can a student perform at a level 3 during one marking period and then receive a level 2 or 1 in subsequent marking periods?

The expectations change from one marking period to another as the student moves toward the grade level expectations for the end of the year. As such, a student may find that expectations have increased in each marking period. This may result in very different levels of proficiency. A student could receive a 3 in the first marking period, and a level 2 or 1 in the subsequent marking periods.

#### 3. Some areas on my child's report card were not evaluated this marking period and the report card shows N, or not applicable.

##### Why wasn't this standard evaluated?

Some standards spiral and can be taught each marking period. These standards will be assessed more frequently, and progress will be reported every marking period. The level of sophistication in the task may change, or the level of text complexity may change, making the expectation more rigorous (i.e. main idea). In other areas, the standard is based on a hierarchy and another standard must be mastered before the skill can progress to something more difficult. Other standards require an entire unit of study that may be unrelated to the current topic. In this case, the unit may be marked N for a quarter since the skill may not have been assessed at that time. When the standard is taught, the standard is evaluated.

## Academic Performance Level Key

<b>4</b>	<p><b><u>Meets the Standards with Distinction</u></b></p> <ul style="list-style-type: none"> <li>• Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level</li> <li>• Student demonstrates a deeper understanding of grade level standards</li> <li>• Student independently exceeds grade level standards</li> </ul>
<b>3</b>	<p><b><u>Meets the Standards</u></b></p> <ul style="list-style-type: none"> <li>• Student performance demonstrates an understanding of the knowledge and skills expected at this grade level</li> <li>• Student demonstrates consistent application of skills</li> <li>• Student independently applies grade level standards</li> </ul>
<b>2</b>	<p><b><u>Developing Skills to Meet Standards</u></b></p> <ul style="list-style-type: none"> <li>• Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level</li> <li>• Student is progressing in understanding, however, the skills are not yet mastered</li> <li>• Student needs assistance to apply grade level standards</li> </ul>
<b>1</b>	<p><b><u>Does Not Meet the Standards</u></b></p> <ul style="list-style-type: none"> <li>• Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level</li> <li>• Student is working below grade level expectations</li> <li>• Student struggles even with assistance</li> <li>• Student needs continued support and intervention</li> </ul>
<b>N</b>	<p><b><u>Not Applicable</u></b></p> <p>This mark indicates that the specific standard is <b>not applicable</b> as the standard is not addressed during this quarter. You should expect to see several <b>N/A's</b> used in the first quarter especially during the earlier grades. This is because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others will be phased in as the school year progresses.</p>

### OUR LEADERSHIP

Jose Carrion, Superintendent (jose.carrion@wcsdny.org) 298-5000, ext. 40145  
 Daren Lolkema, Assistant Superintendent for Compliance & Information Systems (daren.lolkema@wcsdny.org) 298-5000 ext. 40133  
 Dwight Bonk, Assistant Superintendent for Human Resources & Labor Relations (dwight.bonk@wcsdny.org) 298-5000, ext. 40117  
 Michelle Cardwell, Assistant Superintendent for Curriculum & Instruction (michelle.cardwell@wcsdny.org) 298-5000, ext. 40142  
 Kristen Crandall, Business Manager (kristen.crandall@wcsdny.org) 298-5000, ext. 40150  
 Richard Zipp, Director of Student Services & Special Education (richard.zipp@wcsdny.org) 298-5000, ext. 40101

### District Coordinators

Jeffrey Behnke, Continuing Education/Driver's Education (jeffrey.behnke@wcsdny.org) 298-5000, ext. 40137  
 Lizzette Cintron, Libraries K-12/Social St. 7-12/English 7-12/ESL K-12 (lizzette.cintron@wcsdny.org) 298-5000, ext. 40156  
 Joseph Luzzi, Interscholastic Sports/Health/FACS (Asst. Coordinator) (joseph.luzzi@wcsdny.org) 298-5000, ext. 31196  
 Kurt Jesman, Physical Education/Interscholastic Sports (kurt.jesman@wcsdny.org) 897-6700, ext. 30196  
 Jessica Turner, Elementary Education (jessica.turner@wcsdny.org) 298-5000, ext. 40128  
 Todd Mensch, Mathematics & Bus. Education/Science & Technology (todd.mensch@wcsdny.org) 298-5000, ext. 40170  
 Lori Orestano-James, Fine & Performing Arts/Foreign Language (lori.james@wcsdny.org) 298-5000, ext. 40121

### Elementary Principals

Ursula Platz, Principal, Brinckerhoff Elementary School (ursula.platz@wcsdny.org) 897-6800  
 Lauren Guerrero, Principal, James S. Evans Elementary School (lauren.guerrero@wcsdny.org) 298-5240  
 Andrew McNally, Principal, Fishkill Elementary School (andrew.mcnally@wcsdny.org) 897-6780  
 Eric Seipp, Principal, Fishkill Plains Elementary School (eric.seipp@wcsdny.org) 227-1770  
 Jose Olavarria, Principal, Gayhead Elementary School (jose.olavarria@wcsdny.org) 227-1756  
 Mary Bish, Principal, Kinry Road Elementary School (mary.bish@wcsdny.org) 463-7322  
 Sydnie Vasquez, Principal, Myers Corners Elementary School (sydnie.vasquez@wcsdny.org) 298-5260  
 Angelina Alvarez-Rooney, Principal, Oak Grove Elementary School (angelina.rooney@wcsdny.org) 298-5280  
 James Daley, Principal, Sheafe Road Elementary School (james.daley@wcsdny.org) 298-5290  
 Richard Dominick, Principal, Vassar Road Elementary School (richard.dominick@wcsdny.org) 463-7860



*We are committed to helping you understand your child's progress and providing ways in which you can help your son or daughter maximize their learning potential.*

*If you have questions or concerns and would like to set up an appointment to discuss your child's progress, please make an appointment to meet with your child's classroom teacher.*

*For general information related to the Common Core Learning Standards, or Standards-based Reporting, our building leadership is always ready and able to assist you. Please contact your child's building principal for more general information.*

# WCSD Standards-Based Grading Implementation Plan

**Key Component:  
Standards-Based Grading Tool**

<b>Year 1</b>	<p><b>Level of Implementation:</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: left;"> <p>1-Not Yet Implemented/Planning</p> <p>2-Initiating</p> </div> <div style="text-align: left;"> <p>3-Full Implementation</p> <p>4-Institutionalized</p> </div> </div>
---------------	---

Steps Needed to Move to the Next Level of Implementation	Professional Development Needed to Support Movement	Evaluation

<b>Year 2</b>	<p><b>Level of Implementation:</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: left;"> <p>1-Not Yet Implemented/Planning</p> <p>2-Initiating</p> </div> <div style="text-align: left;"> <p>3-Full Implementation</p> <p>4-Institutionalized</p> </div> </div>
---------------	---

Steps Needed to Move to the Next Level of Implementation	Professional Development Needed to Support Movement	Evaluation

**Key Component:  
Standards-Based Assessments**

<p align="center"><b>Year 1 2015-2016</b></p>	<p align="center"><b>Level of Implementation:</b></p> <p>1-Not Yet Implemented/Planning                      3-Full Implementation 2-Initiating    4-Institutionalized</p>		
<p align="center"><b>Steps Needed to Move to the Next Level of Implementation</b></p>	<p align="center"><b>Professional Development Needed to Support Movement</b></p>	<p align="center"><b>Evaluation</b></p>	
<p align="center"><b>Year 2 2016-2017</b></p>	<p align="center"><b>Level of Implementation:</b></p> <p>1-Not yet implemented/Planning                      3-Full Implementation 2-Initiating    4-Institutionalized</p>		
<p align="center"><b>Steps Needed to Move to the Next Level of Implementation</b></p>	<p align="center"><b>Professional Development Needed to Support Movement</b></p>	<p align="center"><b>Evaluation</b></p>	

**Key Component:  
Standards-Based Report Card**

<p align="center"><b>Year 1 2015-2016</b></p>	<p align="center"><b>Level of Implementation:</b></p> <p>1-Not Yet Implemented/Planning                      3-Full Implementation 2-Initiating    4-Institutionalized</p>		
<p align="center"><b>Steps Needed to Move to the Next Level of Implementation</b></p>	<p align="center"><b>Professional Development Needed to Support Movement</b></p>	<p align="center"><b>Evaluation</b></p>	
<p align="center"><b>Year 2 2016-2017</b></p>	<p align="center"><b>Level of Implementation:</b></p> <p>1- Not Yet Implemented/Planning                      3- Full Implementation 2-Initiating    4-Institutionalized</p>		
<p align="center"><b>Steps Needed to Move to the Next Level of Implementation</b></p>	<p align="center"><b>Professional Development Needed to Support Movement</b></p>	<p align="center"><b>Evaluation</b></p>	

**Key Component:  
Communication Tools**

<p align="center"><b>Year 1 2015-2016</b></p>	<p align="center"><b>Level of Implementation:</b></p> <p>1-Not Yet Implemented/Planning                      3-Full Implementation 2-Initiating    4-Institutionalized</p>		
<p align="center"><b>Steps Needed to Move to the Next Level of Implementation</b></p>	<p align="center"><b>Professional Development Needed to Support Movement</b></p>	<p align="center"><b>Evaluation</b></p>	
<p align="center"><b>Year 2 2016-2017</b></p>	<p align="center"><b>Level of Implementation:</b></p> <p>1-Not Yet Implemented/Planning                      3-Full Implementation 2-Initiating    4-Institutionalized</p>		
<p align="center"><b>Steps Needed to Move to the Next Level of Implementation</b></p>	<p align="center"><b>Professional Development Needed to Support Movement</b></p>	<p align="center"><b>Evaluation</b></p>	



**Key Component:  
Professional Development**

<b>Year 1 2015-2016</b>	<b>Level of Implementation:</b>  1-Not Yet Implemented/Planning 2-Initiating  3-Full Implementation 4-Institutionalized
-----------------------------	---

<b>Steps Needed to Move to the Next Level of Implementation</b>	<b>Professional Development Needed to Support Movement</b>	<b>Evaluation</b>

<b>Year 2 2016-2017</b>	<b>Level of Implementation:</b>  1-Not Yet Implemented/Planning 2-Initiating  3-Full Implementation 4-Institutionalized
-----------------------------	---

<b>Steps Needed to Move to the Next Level of Implementation</b>	<b>Professional Development Needed to Support Movement</b>	<b>Evaluation</b>

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered on a white background within this design.

# Transitioning to Standards-Based Grading

Dr. Michelle Cardwell  
and  
Jessica Turner

SAANYS Conference  
October 23, 2016

# Session Goals

- ❖ To share strategies and tools
- ❖ To share the various layers of professional development that have been put into place
- ❖ To discuss challenges and successes throughout our implementation
- ❖ Provide time to collaborate, discuss, and plan

**Standards-based grading is targeted assessment & instruction that is directly related to a student's proficiency on an identified set of standards.**

**VS.**

**Traditional grading is an average of assessment scores and usually includes percentages from other variables (participation, homework, etc.).**

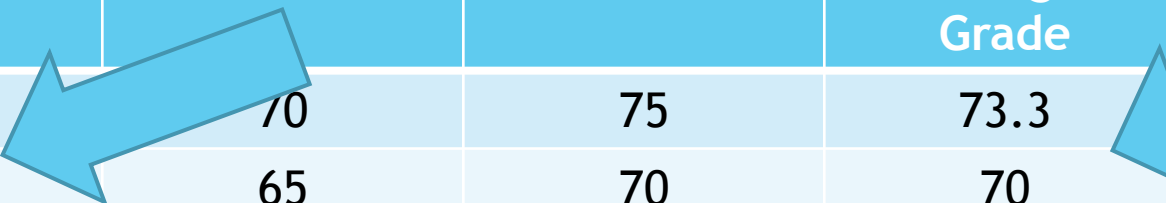
# Student Assessment

Student	Multiple Choice	Short Response	Total # of Points
James	55	20	75
Julia	45	30	75
Alex	65	10	75
Billy	70	5	75

What does the 75 points tell us about these students?

# Students' Grades Using a Traditional Method

Student	Assessment 1	Assessment 2	Assessment 3	Current Averaged Grade
James	75	70	75	73.3
Julia	75	65	70	70
Alex	75	80	85	80
Billy	75	85	90	83.3



What do the average grades tell us about the students as learners?

# Traditional Method Over Several Years

Student	Final Grades in Kindergarten	Final Grades in First Grade	Final Grades in Second Grade	Learning Gap by Third Grade
James	75%	80%	90%	55%
Julia	80%	80%	80%	60%
Alex	90%	90%	90%	30%
Billy	75%	85%	85%	55%

55% loss of learning by the beginning of third grade

*“Traditional grading assumes no learning has occurred”*

*-Robert Marzano*

# Students' Grades Using Standards Based Grading

Student	Standard Based Assessment 1	Standard Based Assessment 2	Standard Based Assessment 3	Current Understanding and Proficiency
James	1.0	1.5	2.5	2.5
Julia	2.0	2.5	3.0	3.0
Alex	3.0	3.0	3.5	3.5
Billy	3.0	3.5	4.0	4.0

*Robert Marzano, Marzano Research*



# Standards Method Over Several Years

Student	Final Grades for Addition in Kindergarten	Final Grades for Addition in First Grade	Final Grades for Addition in Second Grade	Learning Gap by Third Grade
James	2.5	2.5	3.0	0
Julia	3.0	3.5	3.5	0
Alex	3.5	3.5	3.5	0
Billy	4.0	4.0	4.0	0

0% loss of learning by the beginning of third grade

# So Why Do Teachers Struggle With This Transition?

Can You Ride A Bike Backwards?

# Implementation Overview

## Historically

- Standards based report card in place for several years
- Teachers used a conversion chart to translate grades from percentages to a level on the 1-4 scale
- Teachers used + & - on report cards
- Students who achieved high percentages on grade level standards were provided a score of level 4

## 2015-2016

- An updated report card
- A Parent Pamphlet
- Teachers still used + & - to differentiate grades within levels
- **A level 4 shifted to achieving grade level standards with distinction**
- **The conversion chart was removed**

## 2016-2017

- A new parent information sheet was created
- Proficiency Scales for Math and accompanying assessments
- Curriculum Support Teachers

## 2015-2016

- An updated report card
- A Parent Pamphlet
- Teachers still used + & - to differentiate grades with in levels
- A level 4 shifted to achieving grade level standards with distinction
- The conversion chart was removed

# Communication

- ▶ Presented at PTO meetings throughout the District
- ▶ Video on the District Webpage
- ▶ Conducted Grade Level Meetings at the building level
- ▶ Presented at Faculty Meetings
- ▶ Presented at our Saturday Parent Workshops

# Underlying Issues

- ▶ Students who received 4s in previous years for achieving grade level work, were now receiving 3s
- ▶ Teachers struggled with understanding level 4 work and how to incorporate it
- ▶ Teachers struggled with grading on a 1-4 scale
- ▶ Analysis of report card data revealed discrepancies in grading practices across the District

# Implementation to Address Issues

## 2015-2016

- An updated report card
- A Parent Pamphlet
- Teachers still used + & - to differentiate grades with in levels
- A level 4 shifted to achieving grade level standards with distinction
- The conversion chart was removed

- ▶ Formed an Assessment Committee
  - ▶ Received training from the Marzano Research Group focused on Standards Based Grading and Proficiency Scales
  - ▶ Committee began creating Proficiency Scales for Math and the accompanying assessments
- ▶ Negotiated the creation of Curriculum Support Teachers for each of the Elementary Buildings
  - ▶ To provide consistent professional development at the building level

# Future Work & Things to Consider

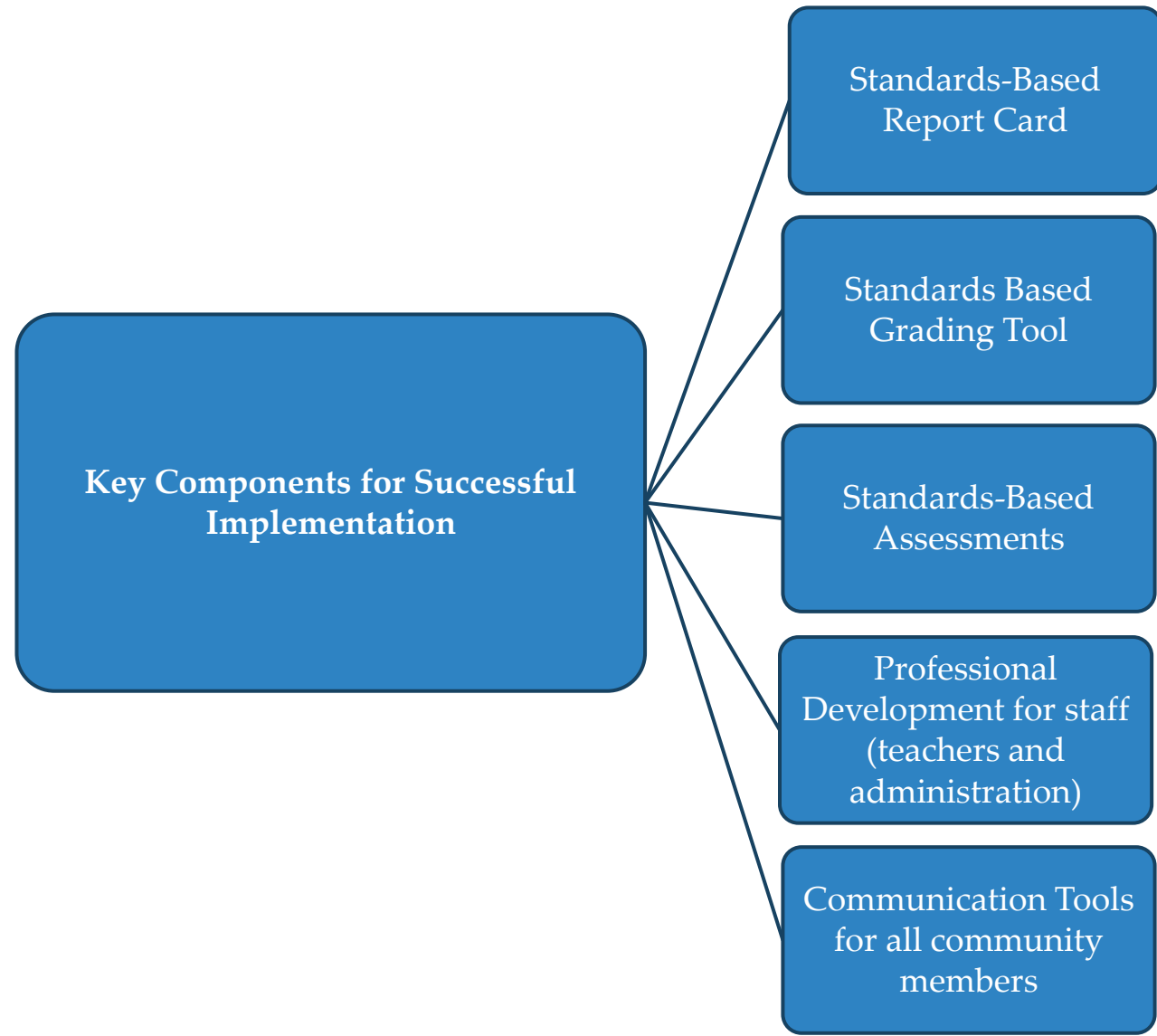
## 2016-2017

- A new parent information sheet was created
- Proficiency Scales for Math and accompanying assessments
- Curriculum Support Teachers

## Next Steps

- Revise standards on report card to align with Proficiency Scales
- Continue process with other content
- Evaluate success Curriculum Support Teacher positions

- ▶ Does our report card aligned to our measurement topics and what we are assessing
- ▶ Analyze report card grades to determine consistency
- ▶ Gather data from teachers on their understanding
- ▶ Make recommendations to Align Homework Policy
- ▶ Review and revise assessments
- ▶ Create a District Grading Handbook
- ▶ &.....



# Implementation Planning Tool

Key Component: Standards-Based Grading Tool		
Year 1	Level of Implementation: 1	
	1-Not Yet Implemented/Planning 2-Initiating	3-Full Implementation 4-Institutionalized
Steps Needed to Move to the Next Level of Implementation	Professional Development Needed to Support Movement	Evaluation
Year 2	Level of Implementation: 2	
	1-Not Yet Implemented/Planning 2-Initiating	3-Full Implementation 4-Institutionalized
Steps Needed to Move to the Next Level of Implementation	Professional Development Needed to Support Movement	Evaluation



# Your Turn

- ▶ Work individually, with your team or with your neighbor to reflect on where you think your District is in their implementation of Standards-Based Grading & begin to create a plan for moving forward.



# WCSD Standards-Based Grading Implementation Plan

<b>Key Component: Standards-Based Grading Tool</b>		
<b>Year 1 2015-2016</b>	<b>Level of Implementation: 1</b>	
	1-Not Yet Implemented/Planning 2-Initiating	3-Full Implementation 4-Institutionalized
<b>Steps Needed to Move to the Next Level of Implementation</b>	<b>Professional Development Needed to Support Movement</b>	<b>Evaluation</b>
<p>1. Form a committee of 25 teachers that will include 1 primary representative and 1 intermediate representative from each of the 10 elementary schools, 2 Special Education Teachers, 2 AIS Teachers, and 1 ENL teacher. The Math Professional Developer will also work on this committee</p> <p>2. Form a partnership with the Marzano Research Group, to design professional development that will fit the needs of our District and work with our budget</p> <p>3. Identify grading Tools for subject areas:</p> <p>Math, Science, &amp; Social Studies: Proficiency Scales Reading: the TC Reading Progressions &amp; Primary Assessments Writing: The TC Writing Rubric</p> <p>4. Create Proficiency Scales and Assessment Tools for Math</p>	<p>1. The Assessment Committee will receive training on Standards-Based Grading, creating Proficiency Scales, creating aligned assessments, and how to use the scales to formulate grades for students</p> <p>2. ELA Professional Developer will begin to work with teachers on using the Reading Progressions for SBG within ELA. First exposure is during the November SC Day and professional development on using this assessment tool will be provided throughout the year</p>	<p>1. Feedback from the Assessment Committee</p> <p>2. Analysis of report card data</p>

<p style="text-align: center;"><b>Year 2 2016-2017</b></p>	<p style="text-align: center;"><b>Level of Implementation: 2</b></p>	
	<p style="text-align: center;">1-Not Yet Implemented/Planning 2-Initiating</p>	<p style="text-align: center;">3-Full Implementation 4-Institutionalized</p>
<p style="text-align: center;"><b>Steps Needed to Move to the Next Level of Implementation</b></p>	<p style="text-align: center;"><b>Professional Development Needed to Support Movement</b></p>	<p style="text-align: center;"><b>Evaluation</b></p>
<p>1. Continue creating the Proficiency Scales for Math and begin work for Social Studies</p>	<p>1. Multiple in-service sessions will be offered that focus on the differences between Standards-Based Grading and Traditional Grading, and a first exposure to the Proficiency Scales and their Assessments</p> <p>2. The STEAM Curriculum Support Teacher in each building will provide monthly PD sessions focusing on the Proficiency Scales and their assessments</p> <p>3. Introduce the grade point excel form for teachers to use when calculating grades</p> <p>4. The Math Professional Developer will continue to work with teachers on using the Proficiency Scales, their assessments, and the grade point excel</p> <p>5. The ELA Professional Developer will continue to work with teachers using the Reading Progressions and the Writing Rubrics</p>	<p>1. Evaluation survey from in-service</p> <p>2. Evaluation survey for District Professional Developers</p> <p>3. Evaluation survey for building level Professional Development provided through the Curriculum Support Teachers</p> <p>4. Analysis of report card information</p>

<p style="text-align: center;"><b>Year 3 2017-2018</b></p>	<p><b>Level of Implementation: 3</b></p>	
	<p>1-Not Yet Implemented/Planning 2-Initiating</p>	<p>3-Full Implementation 4-Institutionalized</p>
<p><b>Steps Needed to Move to the Next Level of Implementation</b></p>	<p><b>Professional Development Needed to Support Movement</b></p>	<p><b>Evaluation</b></p>
<p>1. Continue creating the Proficiency Scales for Social Studies and begin work for Science</p>	<p>1. The STEAM Curriculum Support Teacher in each building will provide monthly PD sessions focusing on the Proficiency Scales and their assessments</p> <p>2. Introduce the grade point excel form for teachers to use when calculating grades</p> <p>3. The Math Professional Developer will continue to work with teachers on using the Proficiency Scales, their assessments, and the grade point excel</p> <p>4. The ELA Professional Developer will continue to work with teachers using the Reading Progressions and the Writing Rubrics</p>	<p>1. Evaluation survey from in-service.</p> <p>2. Evaluation survey for District Professional Developers</p> <p>3. Evaluation survey for building level Professional Development provided through the Curriculum Support Teachers</p> <p>4. Analysis of report card information</p>

**Key Component:  
Standards-Based Assessments**

<b>Year 1 2015-2016</b>	<b>Level of Implementation: 1</b>	
	1-Not Yet Implemented/Planning 2-Initiating	3-Full Implementation 4-Institutionalized

<b>Steps Needed to Move to the Next Level of Implementation</b>	<b>Professional Development Needed to Support Movement</b>	<b>Evaluation</b>
<p>1. Form a committee of 25 teachers that will include 1 primary representative and 1 intermediate representative from each of the 10 elementary schools, 2 Special Education Teachers, 2 AIS Teachers, and 1 ENL teacher. The Math Professional Developer will also work on this committee</p> <p>2. Form a partnership with the Marzano Research Group to design professional development that will fit the needs of our District and work with our budget</p> <p>3. Create aligned assessments for Math</p>	<p>1. The Assessment Committee will receive training on Standards-Based Grading, creating Proficiency Scales, creating aligned assessments, and how to use the scales to formulate grades for students</p>	<p>1. Assessment samples</p> <p>2. Feedback from the Assessment Committee</p> <p>3. Feedback from the Marzano Group Professional Developer</p>







**Key Component:  
Communication Tools**

<b>Year 1 2015-2016</b>	<b>Level of Implementation: 2</b>		
	1-Not Yet Implemented/Planning 2-Initiating		3-Full Implementation 4-Institutionalized
<b>Steps Needed to Move to the Next Level of Implementation</b>	<b>Professional Development Needed to Support Movement</b>	<b>Evaluation</b>	
1. Share out the Parent Pamphlet; present at the PTA Council Meeting in October; present at building PTA meetings 2. Create a video and place it on the District Webpage. The video will go over the same information included in the Parent Pamphlet 3. Conduct a session about Standards-Based Grading at the Saturday Parent Workshops	1. The Director of Elementary Education will provide an overview of the changes in the report card at faculty meetings  2. The Director of Elementary Education will provide training on how to grade students using standards-based grading and how it should be reported on the report card	1. Feedback from parents at various meetings  2. Feedback from teachers at various meetings  3. Feedback from the Policy Committee, specific to the Grading Policy	
<b>Year 2 2016-2017</b>	<b>Level of Implementation: 3</b>		
	1-Not Yet Implemented/Planning 2-Initiating		3-Full Implementation 4-Institutionalized
<b>Steps Needed to Move to the Next Level of Implementation</b>	<b>Professional Development Needed to Support Movement</b>	<b>Evaluation</b>	
1. Update the Parent Pamphlet so that it focuses on Standards-Based Grading. Mail it home to parents, as well as post it on the District Website 2. Make Proficiency Scales and assessment documents available to teachers 3. Conduct additional sessions at the fall Saturday Parent Workshops 4. Begin working on larger District Grading Handbook for teachers and parents	1. The Director of Elementary Education will provide multiple in-service sessions that focus on the differences between Standards-Based Grading and Traditional Grading, and a first exposure to the Proficiency Scales and their Assessments	1. Feedback from parents at various meetings  2. Feedback from teachers at various meetings  3. Feedback from the Policy Committee, specific to the Grading Policy	

**Key Component:  
Professional Development**

<b>Year 1 2015-2016</b>	<b>Level of Implementation: 2</b>	
	1-Not Yet Implemented/Planning 2-Initiating	3-Full Implementation 4-Institutionalized
<b>Steps Needed to Move to the Next Level of Implementation</b>	<b>Professional Development Needed to Support Movement</b>	<b>Evaluation</b>
1. Focus on the Assessment Committee Members and the District Professional Developers for ELA and Math	1. The identified staff will become proficient in standards-based grading philosophy, how to create Proficiency Scales, and accompanying assessments	1. Staff surveys of professional development 2. Analysis of report card information
<b>Year 2 2016-2017</b>	<b>Level of Implementation: 3</b>	
	1-Not Yet Implemented/Planning 2-Initiating	3-Full Implementation 4-Institutionalized
<b>Steps Needed to Move to the Next Level of Implementation</b>	<b>Professional Development Needed to Support Movement</b>	<b>Evaluation</b>
1. Introduction In-Service offered in the fall, conducted by the Director of Elementary Education  2. On-going imbedded professional development in each building, conducted by the District Professional Developers in ELA & Math  3. Monthly Building Based Grade Level Meetings, conducted by the Curriculum Support Teachers for STEAM	1. The Director of Elementary Education will hold monthly meetings with the Curriculum Support Teachers  2. The Humanities Curriculum Support Teachers will participate in a practicum course that will be held once a month. The course will examine the Readers Workshop and will include standards-based grading practices through the use of the Reading Progressions, the Teachers College Writing Rubric and other identified assessments	1. Staff surveys of professional development  2. Feedback from the Curriculum Support Teachers  3. Analysis of report card information