TIPS AND TOOLS FOR IMPLEMENTING PROFICIENCY-BASED TEACHING AND LEARNING

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COSA Proficiency/Competency Conference, March 6-7, 2014
Medford, Oregon
Medford School District 549C

13,600 Students
14 Elementary Schools,
2 Middle Schools,
3 High Schools,
and 3 Charter Schools
Learning Targets

By the end of this session, you will…

• Leave with ideas and resources for implementing proficiency-based teaching and learning.

• Understand what systems and structures need to be in place to accurately report out on proficiency towards standards.

• Leave with models of proficiency-based report cards and other tools to support proficiency implementation.
WHERE DO YOU BEGIN?
What does a grade actually mean?

In 2009, Task force to research sound grading practices and write a district philosophy statement.

**MEDFORD SCHOOLS ASSESSMENT AND GRADING PHILOSOPHY**

Effective grading is essential for learning and student success. Beginning with clearly articulated learning goals, grading gives students timely, detailed feedback and provides parents with communication regarding academic progress.

Therefore, we are guided by the following statements.

**Standards Based Grading**
Student grading and reporting is based on progress towards mastery of the standards adopted by Oregon Department of Education. Learning targets are communicated to students, parents, and staff throughout the teaching and learning process.

**Communicating Achievement**
Communication of achievement is clear, consistent and timely based on district-wide common language. The communication is easy for parents and students to understand and is focused on learning targets. Behavior is reported separately from achievement.

**Learning Targets /Goals**
Learning targets identify content and skills all students need to master within a continuum of clearly defined State Standards. They communicate expectations to students, parents, and teachers. Learning goals are specific to the student and indicate an individual path towards meeting targets.

**Grading Practices**
Effective grading practices communicate progress toward learning goals, contribute to student motivation, and indicate student strengths and weaknesses. Grades that reflect proficiency
New philosophy means new trainings…

Professional Development for Admin and Staff

• 15 Fixes – Philosophy behind Proficiency
• PLCs
• Proficiency Continuum

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Approaching</th>
<th>Proficient</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>F/1</td>
<td>D/2</td>
<td>C/3</td>
<td>B/4</td>
<td>A/5</td>
</tr>
<tr>
<td>No understanding or skill demonstration yet.</td>
<td>Partial understanding and some skill demonstrated with greater omissions or errors evident.</td>
<td>Though student is occasionally demonstrating a working knowledge of the essential skills that encompass the standard, there are still more weaknesses than strengths.</td>
<td>The student regularly meets the standard and demonstrates a working knowledge of essential skills, while there are still some weaknesses, the strengths are dominant.</td>
<td>Through extensive evidence, the student consistently surpasses the proficient level and demonstrates an in-depth understanding of the standard.</td>
</tr>
</tbody>
</table>
We were on the right track!

- “The grading system shall clearly show the student and parents whether the student is achieving course requirements at the student’s current grade level, and be based on the student’s progress toward becoming proficient in a continuum of knowledge and skills.”
2012-13, it was go time…

NEW REPORT CARD DEVELOPMENT…
• A secondary report card design team formed

THE PILOT BEGAN…
• Groups of teachers from all 4 secondary schools
• All secondary staff attended 2 day proficiency based teaching and learning workshop in the fall.
• Continued PD to support the schools
We read, we studied, we plotted and planned
WE STATED and WE BUILT SHARED UNDERSTANDING

The purpose of this report card is to communicate with parents and students about the achievement or progress toward established learning goals for each quarter. Grades reflect how well students have met these goals in each class, indicating areas of strength and areas where additional time and effort are required.
August 2012

Dear Parents and Students,

Beginning in the 2012-2013 school year, several teachers in our secondary schools will implement a change in their grading system. This letter is one of a variety of ways we would like to provide information that explains this change. Teachers involved in this change will communicate individually with parents through their class grading policy and as well as other forms of communication.

1. Medford District Grading Terminology: Vocabulary

<table>
<thead>
<tr>
<th>Official term</th>
<th>Other terms that fit the definition</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td></td>
<td>The demonstration of student performance measured against established criteria (performance standard).</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
<td>Evidence of student learning. Gathering and interpreting information about student achievement (group or individual) using a variety of tools and techniques. It is the act of describing student performance, primarily for the purpose of enhancing learning. As part of assessment, teachers provide students with feedback that guides their efforts toward improved achievement.</td>
</tr>
</tbody>
</table>

Balanced

*Includes throughout the year assessment- formative, interim, final

2012-2013 Timeline for Proficiency-Based Teaching and Learning

<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
<td>* Identify Reporting Standards</td>
<td>List of Reporting Standards</td>
</tr>
<tr>
<td>(By ____ )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Quarter</td>
<td>* Prioritize Standards; Staff training (if not already completed)</td>
<td>List of priority standards</td>
</tr>
<tr>
<td></td>
<td>* Begin with Individual Priority — then agree on in PLC (if not already completed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* District alignment</td>
<td></td>
</tr>
<tr>
<td>(By ____ )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of 3rd Quarter</td>
<td>* Check Point: administrators will check in with PLCs to make sure all are on track</td>
<td>Principals gather deliverables (List of Reporting Standards and Priority Standards). Send copy to Curriculum Office</td>
</tr>
<tr>
<td>(By ____ )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Second</td>
<td>* Divide priority standards by content areas in to quarters.</td>
<td>Copy of rubrics and</td>
</tr>
</tbody>
</table>
Where are you now?
What resources would help guide your next steps?
HOW DO YOU PREPARE TO USE PROFICIENCY-BASED GRADING TO ASSESS YOUR STUDENTS?
Develop an Assessment Plan

An assessment plan is simply the plan in which a PLC determines how to measure student performance based on learning targets.

- learning targets
- rubric for each target
- common summative assessments
- formative assessments based on expectations for the summative assessments
- a capacity matrix for students to track progress towards mastery of learning targets
- intervention plan for students who need or want an additional opportunity to demonstrate learning
- plan for reassessment to demonstrate that learning
#1: Identify and become familiar with the **standards** used in your subject matter (i.e. Common Core, state, CTE, national, etc.).
Mapping an understanding of content and skills

**SMHS CURRICULUM MAPPING TEMPLATE**

<table>
<thead>
<tr>
<th>Chapter Topic</th>
<th>Standard</th>
<th>Lab Activity</th>
<th>Honors Diff</th>
<th>ELO’s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER 1 – SCIENCE SKILLS</strong></td>
<td>SL.01</td>
<td>Paper Tower</td>
<td>Lab report expectations – typed, neat, quality products.</td>
<td>Understand and apply science process skills</td>
</tr>
<tr>
<td></td>
<td>SL.02</td>
<td>Metric Conversion</td>
<td></td>
<td>SWBAT - Distinguish between observations and inferences</td>
</tr>
<tr>
<td></td>
<td>SL.03</td>
<td>Creature</td>
<td></td>
<td>SWBAT - Understand and apply the metric system</td>
</tr>
<tr>
<td></td>
<td>SL.04</td>
<td>Scientific Method</td>
<td></td>
<td>SWBAT - Distinguish between the three types of variables and apply to all experiments</td>
</tr>
<tr>
<td><strong>CHAPTER 11 – MOTION</strong></td>
<td>11.2 – Speed and Velocity</td>
<td>Probesware</td>
<td>Describe motion across SWBAT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.3 – Acceleration</td>
<td>Roller Coaster Lab (optional)</td>
<td>Recognize and describe force exerted on it</td>
<td></td>
</tr>
<tr>
<td><strong>CHAPTER 12 – FORCES AND MOTION</strong></td>
<td>PS.03</td>
<td>Three Rolling Balls (Mass/Velocity Lab)</td>
<td>Implications about constants being changed (e.g. describe each effect separately - no gravity, no strong force, no weak force, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS.03.01</td>
<td>Fg Drop Lab (F = MA)</td>
<td>Lab design (left) meets criteria for both honors &amp; reg.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS.03.02</td>
<td>Roller Coaster Unit – Includes Coaster development</td>
<td>Describe and explain SWBAT…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS.03.03</td>
<td>Apollo-13 Movie</td>
<td>Understand and apply SWBAT – one force acts on an object</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PS.04.01</td>
<td>F = MA wears &amp; different masses</td>
<td>Recognize the effect of a force on another object</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students create own demos for Newton’s Laws</td>
<td>Describe the forces object.</td>
<td></td>
</tr>
</tbody>
</table>

**FRESHMAN SCIENCE ELO’s and SCOPE/SEQUENCE 2008-2009**

**FIRST QTR**
- Mapping an understanding of content and skills
- **SECOND QTR**
- **THIRD QTR**
- **FOURTH QTR**
- **NO HOME**

**Color codes**
- Red (AR)
- Yellow (Vocabulary)
- Green (Literacy practices)
- Blue (Standards-based essay)
- Purple (TBL/TBL)

**State Standards**
- Reading 9.1-6
- Writing 9.1-10
- Speaking 9.1

**Skills**
- Literary Terms
- Plot diagram
- Independent reading
- Standards-based essay
- Timed readings
- Speaking/listening

**Vocabulary**
- Morphemes: pre, post, hetero, homo, poly, mono, hept, hyper

**Formation/Summative Assessment**
- Checks for understanding
- Quizzes/written responses
- Rubrics/scoring guides
- Off timed readings
- Scoring rubrics
#2: Identify your course reporting standards.

## AP CALCULUS
- Limits
- Derivatives
- Integrals
- Series and Polynomial Approximations
- Introduction to Calculus

## ENGLISH
- Reading Literature
- Reading Informational Text
- Language
- Speaking & Listening
- Writing

## MUSIC
- Reading Music
- Vocal / Instrumental Performance
- Music Concept Analysis
#3: Select your priority standards.

Civics and Government

Financial Literacy

Understand and apply knowledge and skills to manage one's financial resources effectively for life.

Economics

Understand economic concepts and principles and how available resources are allocated in a market and other economies.

Science Analysis

Design and implement strategies to research for reliable information, analyze data, explain perspectives, and resolve issues using the social sciences.
How do you prepare to use Proficiency Based Grading to assess your students?

Develop an Assessment Plan

An assessment plan is simply the plan in which a PLC determines how to measure student performance based on learning targets.

- learning targets
  - rubric for each target
  - common summative assessments
  - formative assessments based on expectations for the summative assessments
  - a capacity metric for students to track progress towards mastery of learning targets
  - intervention plan for students who need or want an additional opportunity to demonstrate learning
  - plan for reassessment to demonstrate that learning
How do you prepare to use Proficiency Based Grading to assess your students?

#4: Create **learning targets** for each priority standard (student-friendly *I Can* statements).

<table>
<thead>
<tr>
<th>Priority Standards:</th>
<th>Learning Targets:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>➢ I can cite textual evidence that strongly supports my analysis of a text.</td>
</tr>
</tbody>
</table>
| Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | ➢ I can analyze a character using well-selected lines of dialogue or incidents from the story or drama.  
                                                                                                              ➢ I can analyze how lines of dialogue or incidents provoke a decision or propel the action of a story or drama. |
## Deconstructing Standards

### Priority Standard

<table>
<thead>
<tr>
<th>Type</th>
<th>Knowledge</th>
<th>Reasoning</th>
<th>Skill</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.W.8.2b WRITE INFORMATIVE/EXPLANATORY: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Underpinning Learning Targets

<table>
<thead>
<tr>
<th>Knowledge Targets</th>
<th>Reasoning Targets</th>
<th>Skill Targets</th>
<th>Product Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>requires K targets</td>
<td>requires K + R targets</td>
<td>requires K + R + S Targets</td>
<td>requires K + R + S* + P targets</td>
</tr>
</tbody>
</table>

- I can define:  
  --develop  
  --relevant  
  --concrete detail  
  --facts  
  --definitions  
  --quotations

- I can identify and use (direct) quotations from a text

- I can paraphrase

- I can determine which facts, definitions, details, quotations, and/or examples are relevant.

- I can explain how the facts, definitions, details, quotations, and/or examples support my ideas about the topic.

- I can produce an informative/explanatory piece of writing that develops the topic by including and explaining relevant, well-chosen details (facts, definitions, quotations, examples, etc.).
REMEMBER…

Our ability to assess and grade students is only as good as the quality of our learning targets!
Learning Targets Create Clarity

• For Teachers
• For Students
• For Parents
How do you prepare to use Proficiency Based Grading to assess your students?

#5: Create **rubrics** for each learning target.

I can analyze a character using well-selected lines of dialogue or incidents from the story or drama.

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>Proficient:</th>
<th>Approaching:</th>
<th>Developing:</th>
<th>Beginning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have selected the strongest lines of dialogue <strong>and</strong> character actions to accurately and insightfully explain a character’s personality.</td>
<td>I have selected lines of dialogue and character actions that accurately explain a character’s personality.</td>
<td>I have selected either lines of dialogue or character actions that accurately explain a character’s personality.</td>
<td>I have attempted to select specific lines of dialogue <strong>and/or</strong> character actions to explain character personality; however, my selections may not adequately or accurately fit or describe the character.</td>
<td>I do not include specific lines of dialogue or character actions to explain character personality, or my selections do not fit or describe the character.</td>
</tr>
<tr>
<td>I provide a thorough, sophisticated explanation/analysis of how specific lines of dialogue and character actions reveal a character’s personality.</td>
<td>I provide a clear explanation/analysis of how specific lines of dialogue and character actions reveal a character’s personality.</td>
<td>I provide a basic explanation/analysis of how specific lines of dialogue or character actions reveal a character’s personality.</td>
<td>I provide a limited or inaccurate explanation/analysis of how specific lines of dialogue and character actions reveal a character’s personality.</td>
<td>I provide no explanation/analysis of how specific lines of dialogue and character actions reveal a character’s personality.</td>
</tr>
</tbody>
</table>
How do you prepare to use Proficiency Based Grading to assess your students?

#6: Create **summative** and **formative assessments** for each learning target. *Note: an assessment can cover more than one target.*

**Learning Target #2:**
*I can analyze a character using well-selected lines of dialogue or incidents from the story or drama.*

<table>
<thead>
<tr>
<th>Summative Assessments (assessment of learning)</th>
<th>Formative Assessments (assessment for learning)</th>
</tr>
</thead>
</table>
| “The Tell-Tale Heart” short story analysis test (assesstes Learning Targets #1, 2, & 3) | • Exit ticket: Identify the antagonist in the story and write down two words that describe his personality.  
• Worksheet question: Record two lines of dialogue that show the character Frankie is greedy.  
• Class discussion/observation (informal) |
How do you prepare to use Proficiency Based Grading to assess your students?

#7: Create capacity matrices for each learning target.
How to make a quick capacity matrix

<table>
<thead>
<tr>
<th>I can...</th>
<th>Mastery</th>
<th>Advanced</th>
<th>Meets</th>
<th>Approaching</th>
<th>Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinguish ways to prevent fires and reduce risk of injuries related to fire and water.</strong></td>
<td>Student develops a well-crafted plan on how to reduce risk of fire and water injuries around the home and in the community.</td>
<td>Student develops a convincing plan on how to reduce risk of fire and water injuries around the home and in the community.</td>
<td>Student develops an adequate plan on how to reduce risk of fire and water injuries around the home and in the community.</td>
<td>Student develops a partial plan on how to reduce risk of fire and water injuries around the home and in the community.</td>
<td>Student develops an insufficient plan on how to reduce risk of fire and water injuries around the home and in the community.</td>
</tr>
<tr>
<td><strong>The EVIDENCE showing that I can...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identify ways to prevent situations that might harm vision and hearing.</strong></td>
<td>The student develops a prepared &amp; superior message promoting safety protection.</td>
<td>The student develops a prepared &amp; detailed message promoting safety protection.</td>
<td>The student develops a prepared but limited message promoting safety protection.</td>
<td>The student develops an unprepared and/or insufficient message that does not promote safety protection.</td>
<td></td>
</tr>
<tr>
<td><strong>The EVIDENCE showing that I can...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unintentional Injury Prevention Unit Rubric**

**Reporting Standard:** Unintentional Injury Prevention  
**Priority Standard:** Acquire knowledge and skills necessary to be safe at home, on move, at school, at work and in the community.

Student Name: ____________________________
HOW DO YOU REPORT ON NON-ACADEMIC BEHAVIORS?
Medford’s Proficiency Report Card

**Academics**
- In-Class Projects
- Formative Assessments
- Labs
- Summative Assessments

**Career-Related Learning Standards**
- Independence & Initiative
- Attendance
- Work Completion & Work Habits
- Punctuality
- Cooperation & Participation
Check ✓ the box of the top 4 in each area that you feel are most important to assess and include on the report card.

Please add other standards you feel are important that are not included under each of the 3 categories.

1. **Independence and Initiative**
   - Punctual
   - Completes tasks and assignments on time and with care
   - Follows routines and instructions without supervision
   - Accepts responsibility for own behavior
   - Adheres to established time lines
   - Investigates and obtains information independently

2. **Work Completion and Work Habits**
   - Follows directions and completes tasks in class
   - Completes homework on time and with care
   - Uses time efficiently
   - Attends to the task at hand
   - Seeks assistance when necessary
   - Organizes and manages work effectively

3. **Cooperation and Participation**
   - Participates in and contributes to class and group activities
   - Accepts responsibilities within the class group
   - Shows respect for the ideas of others in the class and group
   - Listens to understand others without interrupting others
   - Respects the opinions and property of others
   - Seeks positive solutions to conflicts

---

Feedback from stakeholders
<table>
<thead>
<tr>
<th>Strand</th>
<th>Measurement Topic</th>
<th>Overview</th>
<th>Description of Meets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Independence and Initiative</td>
<td>Seeks assistance when necessary</td>
<td>This skill addresses your ability to recognize when you do not understand a task or concept, and you seek out help from classmates, teachers, or other helpful persons.</td>
<td>A student who is meeting expectations in this area demonstrates the following characteristics:   • seeks help when struggling or needing clarification.   • seeks help right away.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follows routines and instructions without supervision</td>
<td>This skill addresses your ability to listen to instructions and directions and follow them independently (on your own) without reminders. You also remember what the school and classroom routines are and follow them consistently, even when not being monitored by adults.</td>
<td>A student who is meeting expectations in this area demonstrates the following characteristics:   • follows instructions the first time given.   • seeks clarification of instructions in an appropriate manner and time.   • follows the school and classroom routines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accepts responsibility for own behavior</td>
<td>This skill addresses your ability to take ownership of your behavior, recognize when you have not acted responsibly, and do something to make the situation better or make sure you won’t make the same mistake again. This skill addresses your ability to create and work toward goals; shows commitment and perseverance by sticking with problems until solved. This skill addresses your ability to take reasonable risks and challenge yourself by seeking new learning opportunities.</td>
<td>A student who is meeting expectations in this area demonstrates the following characteristics:   • responds respectfully and positively redirects behavior when acting irresponsibly.   • sets and works toward goals.   • When struggling, keeps working until goals are achieved.   • challenges self to continue to grow academically and personally.</td>
<td></td>
</tr>
</tbody>
</table>
# Work Completion and Work Habits

| Work Completion and Work Habits | Completes tasks and assignments on time and with care | This skill addresses your ability to complete assignments in a timely manner in order to be prepared for learning every day. Achievement in this area has a direct correlation to success in and out of the classroom by building important study habits and skills. | A student who is meeting expectations in this area demonstrates the following characteristics:
- completes classroom tasks in the time provided
- regularly completes assigned work by the given deadline
- comes to class sufficiently prepared to continue in the learning process |
| Uses time efficiently | This skill addresses your ability to work toward goals, show initiative, commitment and perseverance. This skill area looks at how well you manage your own learning process, prioritize the use of your time, and take advantage of the resources provided at your school. | A student who is meeting expectations in this area demonstrates the following characteristics:
- efficiently manages time provided
- takes advantage of school resources (office hours, interventions, etc.)
- is aware of the learning targets and what is needed to achieve them
- stays on task during work time |
| Organizes and manages work effectively | This skill addresses your ability to organize your time and resources and prioritize your actions. Achievement in this area means you become more systematic about using organizers and planners to guide you toward success. | A student who is meeting expectations in this area demonstrates the following characteristics:
- uses tools provided (capacity matrix, planner, PAL, etc.) in order to track expectations and progress towards mastery of learning targets
- comes to class with all needed materials |
# Cooperation and Participation

| Cooperation and Participation | Participates in and contributes to class and group activities | This skill addresses your ability to cooperate with teachers and peers and to be personally involved in classroom or group activities. This skill also addresses your ability to participate positively in a common activity and contribute to the discussion in an appropriate manner. Achievement in this area has a direct correlation with success when working independently or in groups. | A student who is meeting expectations in this area demonstrates the following characteristics:  
- Follows instructions for the activity  
- Is engaged in classroom activities  
- Willingly accomplishes tasks with others  
- Balances listening and offering own opinion |
| Listen to understand others without interrupting others | This skill addresses your ability to actively listen to learn and understand others’ ideas and diverse viewpoints without interrupting. | A student who is meeting expectations in this area demonstrates the following characteristics:  
- Actively listens to others without interruption  
- Asks questions to increase understanding |
| Respects the ideas, opinions, and property of others | This skill addresses your ability to value the thinking, personal property and viewpoints of others. This skill focuses on your ability to respect others in the same way you would want to be respected. | A student who is meeting expectations in this area demonstrates the following characteristics  
- Encourages others to voice their viewpoint without judgment  
- Shows support for differing ideas  
- Asks for permission before using others’ things |
How do you report behaviors now?

- Personal Accountability?
- Citizenship?
- 8 Keys to Employability?
WHAT IS INCLUDED IN A PROFICIENCY-BASED REPORT CARD?
How the Grade Book Works

Secondary Gradebook
Proiciency Grading

Subject Area

Nat'l Course ID

Reporting Standard 1

Priority Standard
(Common Core State Standard
Selected at District level to be assessed)

Priority Standards can have multiple Learning Targets

Each Learning Target can only be attached to one Priority Standard

Learning Target
(Created by Teacher to address all or part of a Priority Standard)

Formative Assessment

Summative Assessment 1

Summative Assessment

Formative Assessment

Assessments can be assigned to multiple Learning Targets (within different Reporting Standards)

School

Reporting Standard 2

Priority Standard
(Common Core State Standard
Selected at District level to be assessed)

Priority Standards are assigned to Reporting Standard by School

Learning Target
(Created by Teacher to address all or part of a Priority Standard)

Formative Assessment

Summative Assessment 2

Summative Assessment

Formative Assessment

Formative Assessment

Summative Assessment

Formative Assessment

Summative Assessment

Formative Assessment

Summative Assessment

3/1/2013
Front of Report Card
### Explanation of Report Card

<table>
<thead>
<tr>
<th>Period / Term(s)</th>
<th>Course</th>
<th>Teacher</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>AP CALCULUS</td>
<td>Lane</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>A</td>
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<td></td>
<td>A</td>
</tr>
</tbody>
</table>

**Reporting Standards**

- **Limits**: INC, ADV, MAS
- **Integrals**: ADV, MAS, MAS
- **Derivatives**: ADV, MAS, MAS

**Career Related Learning Standards**

- **Absences**: 0/MS, 8.5/NI, 8/NI, 15/NI
- **Tardies**: 0/MS, 1/MS, 0/MS, 0/MS
- **Independence & Initiative**: MS, MS, MS, MS
- **Work Completion & Work Habits**: MS, MS, MS, MS
- **Cooperation & Participation**: MS, NI, MS, MS

The grade comes from the Learning Targets which includes summative (end of learning) scores. Students must MEET in all Reporting Standards to receive a grade.

These scores let you know your child’s progress towards meeting the standards.

NI= Needs Improvement
MS= Meets standard
Number = days absent or tardy.

We know that behavior impacts a student’s grades. These standards let you know about your student’s behavior while they are learning, in areas like study skills, effort, work habits, class participation, attendance, punctuality, and turning in assignments.

These are general categories for reporting student learning for this course. These come from the Oregon State standards.
# Explanation of Report Card

## Previous Terms Courses

<table>
<thead>
<tr>
<th>Period / Term(s)</th>
<th>Course</th>
<th>Teacher</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 1</td>
<td>BIOLOGY</td>
<td>GEISSLINGER</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07 1</td>
<td>SCULPTURE</td>
<td>HERBST</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Academic G.P.A.

<table>
<thead>
<tr>
<th>This Term</th>
<th>Accumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.500</td>
<td>2.503</td>
</tr>
</tbody>
</table>

## Reporting Standards Grades

- **MAS**: Mastery
- **ADV**: Advanced
- **MTS**: Meets
- **INC**: Not Meeting
- **SL**: Not Assessed
- **MOD**: Modified
- **N/A**: Not Enrolled

## Overall State Attendance

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>Percentage of Days Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>5.5 (86.9%)</td>
</tr>
<tr>
<td>Term 2</td>
<td>1.5 (98.5%)</td>
</tr>
<tr>
<td>Term 3</td>
<td>10.0 (90.0%)</td>
</tr>
<tr>
<td>Term 4</td>
<td>3.5 (99.2%)</td>
</tr>
</tbody>
</table>

## Essential Skills

<table>
<thead>
<tr>
<th>Subject</th>
<th>Skill Met By</th>
<th>Date Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>OAKS</td>
<td>05/16/2012</td>
</tr>
<tr>
<td>Reading</td>
<td>OAKS</td>
<td>04/14/2011</td>
</tr>
<tr>
<td>Writing</td>
<td>Work Sample</td>
<td>04/13/2012</td>
</tr>
</tbody>
</table>

## Career Related Learning Grades

- **MS**: Meets Standard
- **NI**: Needs Improvement

## Eligibility for Activities

- Eligible for all activities: Academic

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All students are required to meet Essential Skills in Math, Reading, and Writing. This area shows if your student has met and with what assessment.

This tells you if your student can participate in extra-curricular activities.

These are classes taken during a term in the school year other than the current graded term.

Describes marks that report a student’s progress towards proficiency of standards.

Describes the grades your student received.

Describes the marks your student received.

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Medford School District 549C

September 11, 2013
Where has 2013-2014 taken us?

• Work with staff, parents, and community on proficiency based teaching, learning and reporting.

• Help PLC’s work their way through the proficiency checklist for quarters 2, 3, and 4.

• Align reporting and priority standards across district-horizontally and vertically.
Did We Hit All Of The Targets?

Are you…

• Leaving with ideas and resources for implementing proficiency-based teaching and learning.

• Understanding what systems and structures need to be in place to accurately report out on proficiency towards standards.

• Leaving with models of proficiency-based report cards and other tools to support proficiency implementation.
Resources BOOKS ONLY

• Smith, Diane. *It’s About Time*. Beaverton, Oregon: Business Education Compact, 2012