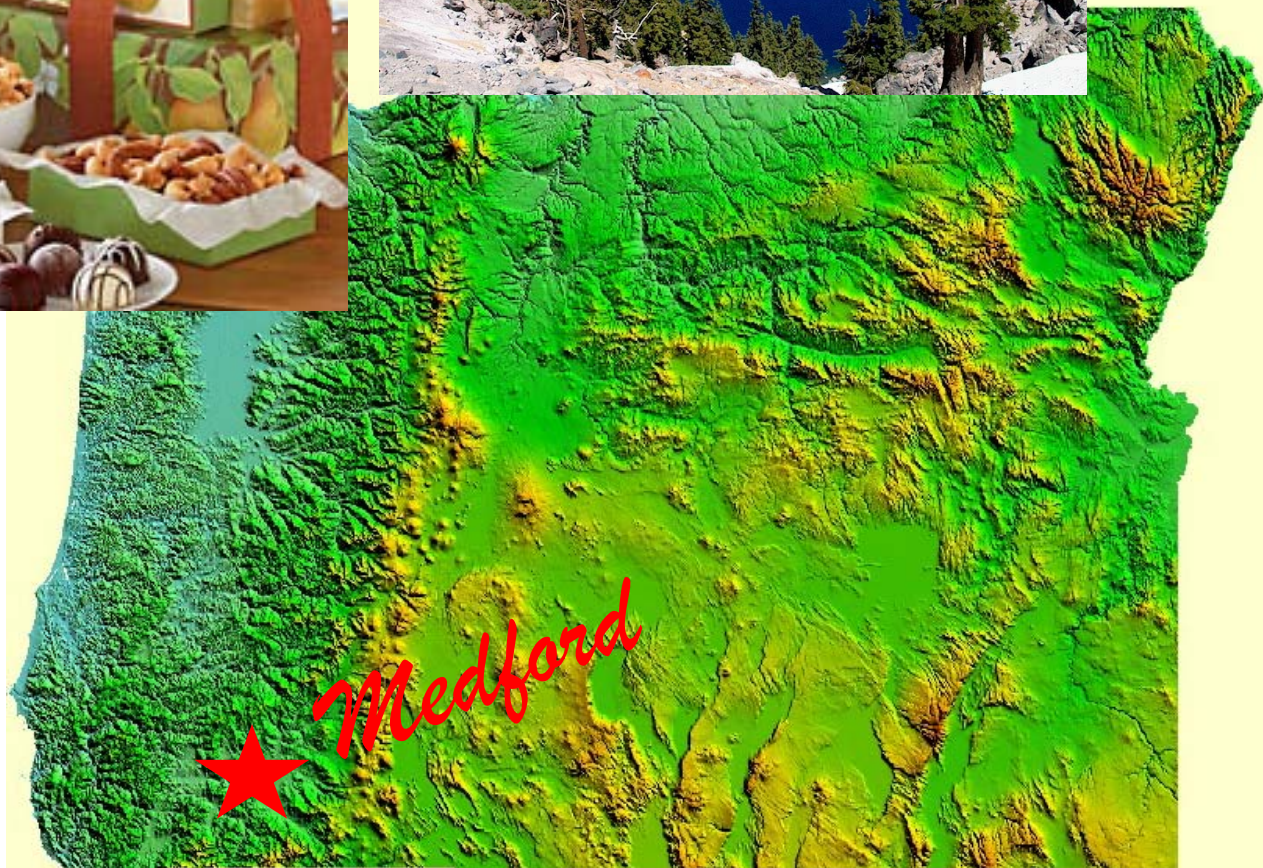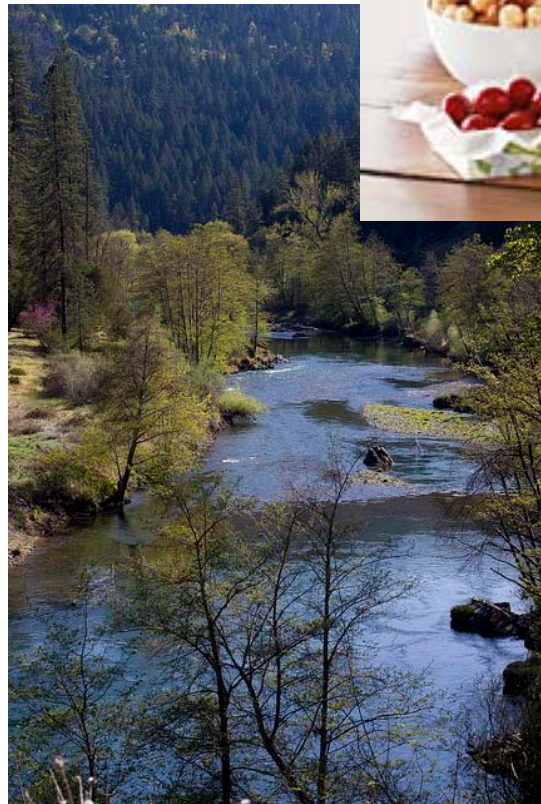# TIPS AND TOOLS FOR IMPLEMENTING PROFICIENCY-BASED TEACHING AND LEARNING

Debbie Connolly: Supervisor of Curriculum and Assessment
Carla Dahlin: Staff Development Specialist- former Middle School Math Teacher

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.
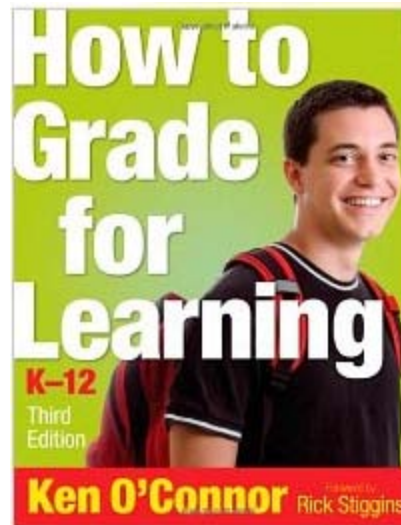
MEDFORD SCHOOLS ASSESSMENT AND GRADING PHILOSOPHY

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.
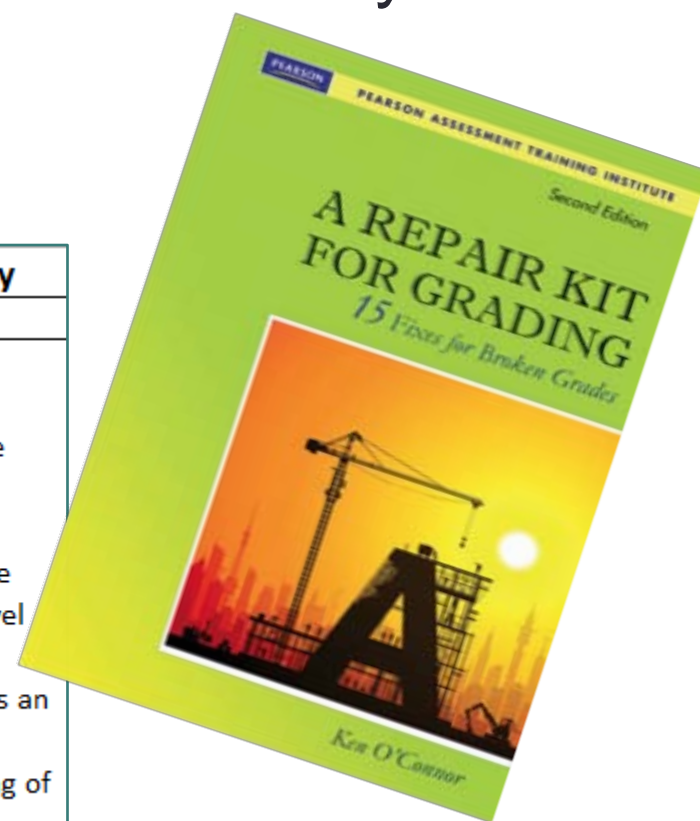
Grading Practices
Effective grading practices communicate progress toward learning goals, contribute to student motivation, and indicate student strengths and weaknesses. Grades that reflect proficiency

New philosophy means new trainings…

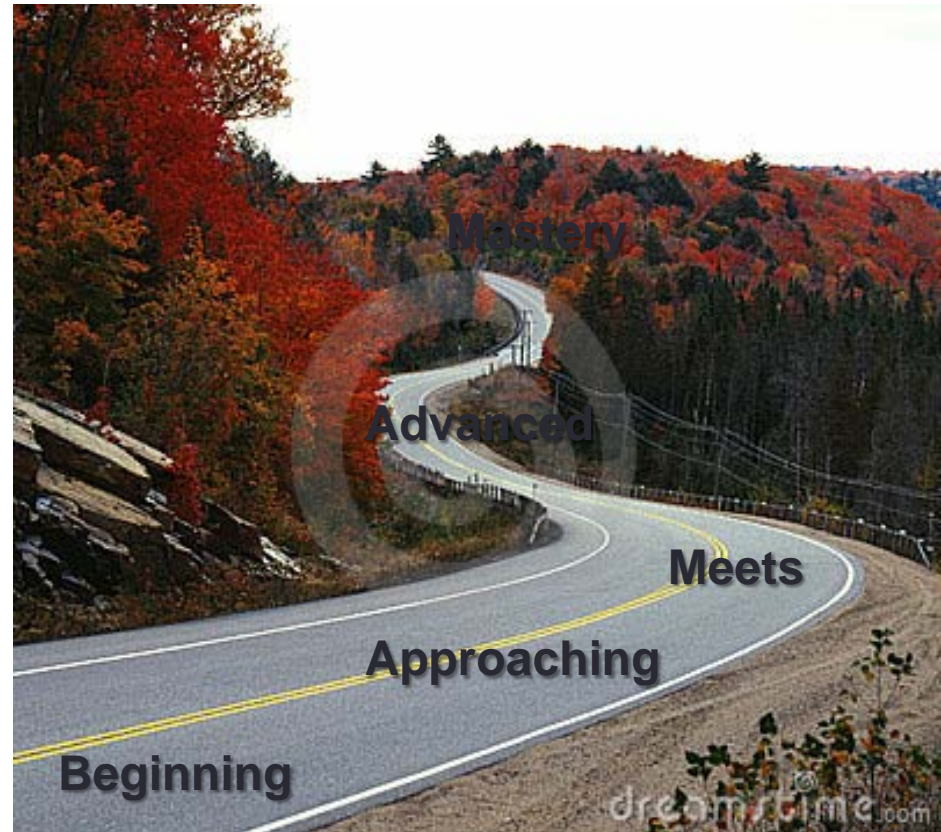Professional Development for Admin and Staff

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

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

PEARSON ASSESSMENT TRAINING INSTITUTE

Second Edition

A REPAIR KIT FOR GRADING
15 Fixes for Broken Grades

Ken O'Connor

HB2220

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**."

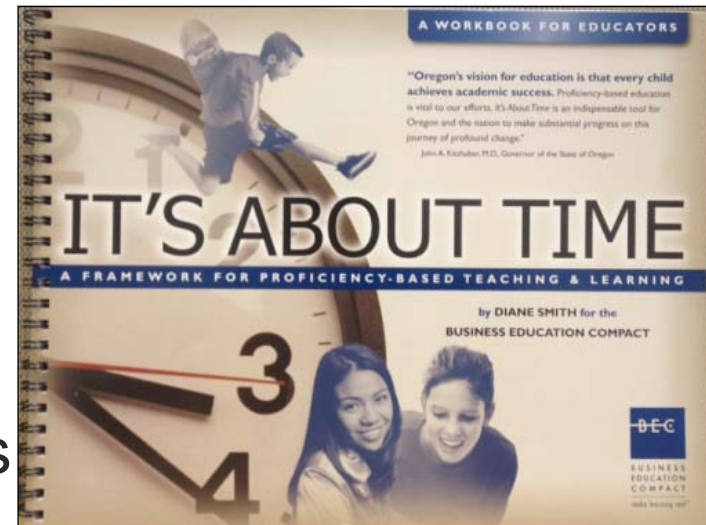# 2012-13, it was go time…

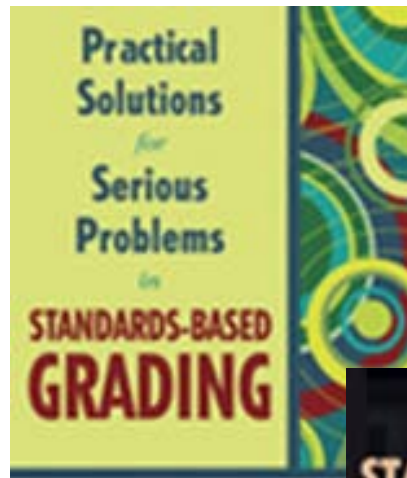***NEW REPORT CARD DEVELOPMENT…***
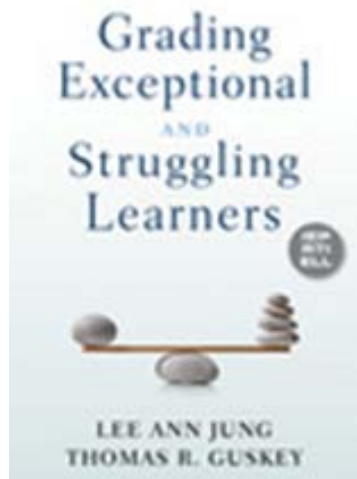- A secondary report card design team formed

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

Practical Solutions for Serious Problems in STANDARDS-BASED GRADING

THOMAS R. GUSKE[Y]

Grading Exceptional AND Struggling Learners

LEE ANN JUNG
THOMAS R. GUSKEY

DEVELOPING STANDARDS-BASED REPORT CARDS

THOMAS R. GUSKEY
JANE M. BAILEY

PEARSON ASSESSMENT TRAINING INSTITUTE

Second Edition

CLASSROOM ASSESSMENT *for* STUDENT LEARNING

Doing It Right – Using It Well

Jan Chappuis   Rick Stiggins   Steve Chappuis   Judith Arter

Standards-Based Report Card Development Levels

porting	3. Essential Steps in Development	4. Establishing Performance Indicators	5. Special Cases: SPED, TAG, etc.	6. Additional Developmen[t] Issues
lear, concise interpretable n each subject earning goals:	7 questions: 1. What is the purpose of the report card? 2. How often? 3. Will it be specific for each grade level or general? 4. How many reporting standards for each subject area/course? Steps to decide: *Categorize by 3 types of learning goals *Id. Specific reporting standards for each area *word standards i[n] precise, parent frie[ndly] language	8 more questions: 8. How many levels of performance will be reported for each standard? 9. How ill levels be labeled? 10. Will teacher's comments be included and encouraged? 11. How will information be arranged on the report card? a) Order: What is most important appears first. b) Space: What is most	• Particular aspects of developing a standards-based report card for middle and high schools • Adaptations necessary to provide fair and accurate grades or marks for students with special needs who are included in regular classrooms. • Adaptations necessary to provide fair and accurate students with considered pecially gifted or	4 qualities of Effect Repor[t] Cards: 1. Report on product, proc[ess] and progress separately 2. Accurate picture of academic strengths and challenges. • Parents want clearer a[nd] more understandable information about teachers' expectations learning and behavior. • Parents want more specific and detailed i[nfo] about child's learning progress in school. • Parents want practical suggestions from teach[ers] about how best to help their child when proble[ms] or difficulties arise.
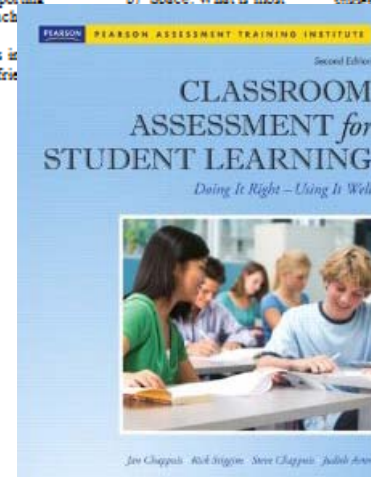
WE STATED and WE BUILT SHARED UNDERSTANDING

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.
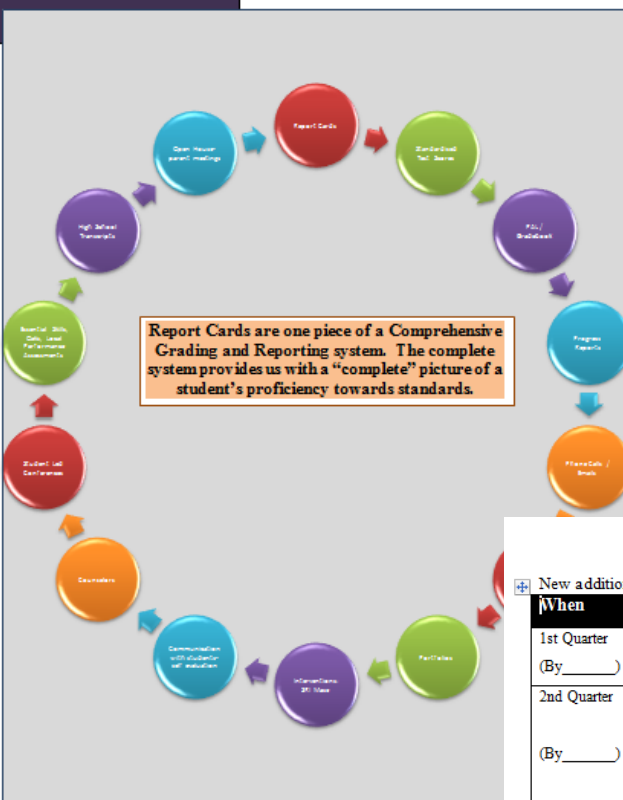
Medford School District 549C
Comprehensive Grading and Reporting System

The primary purpose of grading is to communicate the academic progress to the students, their families, employers, and postsecondary institutions. •A grade should reflect what a student knows and is able to do in a course. •Non-academic factors are valuable but will be communicated separately. This includes attendance, attitude, behavior in class, and completion of homework. •All grading and reporting is to be based on the standards and not on a curve. Students are not in competition with each other for the highest score.

Original Source: Minnetonka Public Schools

Report Cards are one piece of a Comprehensive Grading and Reporting system. The complete system provides us with a "complete" picture of a student's proficiency towards standards.

Office of Curriculum and Assessment: Medford School District 549C

Medford School District 549C
815 S. Oakdale Avenue
Medford, OR 97501

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 types of communications.

1   Medford District Grading Terminology- Vocabulary|

District Vocabulary: Official term	Other terms that fit the definition	Definition
Achievement		The demonstration of student performance measured against established criteria (performance standard).
Assessment		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.
Balanced		*Includes throughout the year assessment- formative, interim,

2012-2013 Timeline for Proficiency-Based Teaching and Learning

New additions and clarifications in RED

When	What	Deliverables
1st Quarter (By_____)	• Identify Reporting Standards	List of Reporting Standards
2nd Quarter (By_____)	• Prioritize Standards- Staff training (if not already completed) • Begin with Individual Priority → then agree on in PLC (if not already completed) • District alignment	List of priority standards
End of 3rd Quarter (By_____)	• Check Point- administrators will check in with PLCs to make sure all are on track	Principals gather deliverables (List of Reporting Standards and Priority Standards). Send copy to Curriculum Office
End of Second	• Divide priority standards by content areas in to quarters.	Copy of rubrics and

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

BIOLOGY- Scope and sequence
South Medford High School

(1st Semester)

1st Quarter	2nd Quarter
Introduction to Biology	*Eukaryotic Cells (cont.)*
□ Scientific Method	□ Plants vs. animals
□ Qualitative vs. quantitative observat.	
□ Characteristics of life	*Cell Transportation*
	□ Characteristics of the cell (plasma) membrane
Prokaryotic Organisms (Bacteria)	□ Diffusion and osmosis
□ Bacterial forms/shapes	□ Facilitated diffusion and active transport
□ Characteristics/types of bacteria	
□ Pathogens	*Cell Energy Systems*
□ vs. Eukaryotic organisms	□ Cell respiration (aerobic vs. anaerobic)
	□ Photosynthesis

FRESHMAN SCIENCE
ELO's and SCOPE /SEQUENCE 2008-2009

Color codes
FIRST QTR SECOND QTR
THIRD QTR FOURTH QTR NO HOME

Chapter Topic	Standard	Lab Activity	Honors Diff	ELO"s
CHAPTER 1 – SCIENCE SKILLS • Inquiry pg 864-867	SI.01 SI.02 SI.03 SI.04	• Paper Tower • Metric Conversion • Terror Creature • Scientific Method	Lab report expectations – typed, neat, quality products.	**Understand and apply science process skills** • SWBAT - Distinguish between observations and inferences • SWBAT - Understand and apply the metric system • SWBAT - Distinguish between the three types of variables and apply to all experiments **Understand and apply** • SWBAT – Form a • SWBAT – Design • SWBAT - Collect • SWBAT - Analyze
CHAPTER 11 – MOTION • 11.2 – Speed and Velocity • 11.3 - Acceleration		• Probeware • Roller Coaster Lab (optional)		**Describe motion accu SWBAT** • Recognize and des force exerted on it. • Predict the change the forces acting o
CHAPTER 12 – FORCES AND MOTION • 12.1 – Forces • 12.2 – Newton's 1st and 2nd Laws of Motion • 12.3 – Newton's 3rd Law of Motion & Momentum • 12.4 – Universal Forces • Page 792 – Planetary Orbits	PS.03 PS.03.01 PS.03.02 PS.03.03 PS.04.01	• Three Rolling Balls (Mass/Velocity Lab) • Egg Drop Lab (F = MA) • Roller Coaster Unit – Includes Coaster development. • Apollo-13 Movie • F = MA w/cars & different masses • Students create own demos for Newton's Laws	Implications about constants being changed (e.g. describe each effect separately - no gravity, no strong force, no weak force, etc.) Lab design (left) meets criteria for both honors & reg.	**Describe and explain SWBAT…** • Understand and ap one force acts on a • Recognize the equa a force on another. • Describe the forces object.

SMHS CURRICULUM MAPPING TEMPLATE

	State Standards	ELO's	Content	Skills	Vocabulary	Formative/Summative Assessment
September	Wr.01 Wr.10 Re.01 Re.08 Li.03	Reading #1-6 Literature #7-8 Writing #9-10 Speaking #11	AR Vocabulary Literacy practices Short Story Book talks	Literary Terms Plot diagram Independent reading Standards-based essay Timed readings Speaking / listening	Morphemes: pre, post, hetero, homo, poly, mono, hypo, hyper	-Checks for understanding -Quizzes / written responses -Rubrics / scoring guides -ORF timed readings -Scoring rubrics
October	same	same	A continuation of content from Sept. plus Narrative writing Lit Circles		Same ….	
November	Li.03 Wr. 01	Writing #9 Literature #8 Reading # 1 and 4	Imaginative writing A novel OAKS Writing Prep (all genres) Lit Circles	Writing plot, description Analyzing plot, characters	Morphemes: logos, inter, intra, exo, fidere, bene	Standards –based essay Oral and written

#2: Identify your course **reporting standards**.

ENGLISH

Reading Literature

Reading Informational Text

Language

Speaking & Listening

Writing

AP CALCULUS

Limits

Derivatives

Integrals

Series and Polynomial Approximations

Introduction to Calculus

MUSIC

Reading Music

Vocal / Instrumental Performance

Music Concept Analysis

#3: Select your **priority standards**.

Civics and Government

Understand...
the rights a...

Financial Literacy

Understand and apply knowledge and skills to manage one's financial resources effectively for lif **Economics**

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

Geography

Understand a...
historical issu...

Understand a...
historical issu...

HS.24. Analyze...

HS.25. Describ...
visible in Unite...

HS.26. Define...
socialism, c...

HS.27. Ex...

HS.28. E...

HS.29. E...
governm...

HS.30. An...
they affect t...

HS.31. Describ...
countries.

HS.32. Examin...
decisions (e.g....
amendments, Declaration of Indep...

HS.33. Explain the role of governm...

HS.34. Explain the responsibilities...

HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

Historical Thinking

Use multiple persp...
understand the sig...

HS.14. Create an...
extrapolate and i...

HS.15. Analyze a...
representations.

HS.16. Analyze th...
and culture, wate...
interconnectedne...

HS.17. Explain h...
divergence) lead...
impact of cultural...

HS.18. Analyze th...
immigration, urba...

HS.19. Evaluate...
play a role in con...

HS.20. Analyze t...
management and...

HS.21. Relate tre...

HS.22. Analyze h...
tractor, housing t...

HS.23. Analyze d...

Historical K

Relate si...
past and...

HS.1. Evalu...

HS.2. Analy...
and Oregon...

HS.3. Explai...

HS.4. Investigate the historical develop...
innovations; political thought, theory an...

HS.5. Examine and evaluate the origins...
and cooperation have shaped national...

HS.6. Analyze ideas critical to the unde...
progressivism, isolationism, imperialism...
racism, ageism, classism, conservatism...

HS.7. Analyze the history, culture, triba...
Indian tribes and bands in Oregon and...

HS.8. Explain how the American labor...
and Oregon over time.

HS.9. Identify historical and current events, issues, and problem...
interest have been in conflict, and analyze the values and argum...

HS.10. Evaluate an histor...

HS.11. Gather and analyz...
and secondary sources, i...

HS.12. Construct and def...
sources as evidence.

HS.13. Differentiate betw...
reflects his or her judgme...

HS.36. Identify sour...
significance of deve...
inherent cost of mai...
identifying "good del...

HS.38. Expl... how
foreclosure.

HS... Compare and...
... the adva...

HS.40. Iden... and e...
market data...

HS.41. Dem...

HS.42. C... and...
... RA, 40...

HS.43. Compare and...
student loans.

HS.44. Describe adv...

HS.45. Explain how...

HS.46. Distinguish between fiscal and monetary policies, and describe the role and function of the Fed...

...Explain h...
con... arative adv...

HS.48. Explain e...

HS.49. Co...

HS.50. Explain h...
Price Index [CPI]...

...Explain h...
... them to sh...
ide... mple...

HS.52. Explain h...
markets.

HS.53. Describe...
affect jobs and s...

HS.54. Explain th...

HS.55. Explain business cycles and how they affect producers and consumers.

HS.56. Describe the "circular flow" of economic activity and the role of producers, consumers, and government.

Social Science Analysis

...gn and implement strategies to research for reliable information, analyze ...es, explain perspectives, and resolve issues using the social sciences.

...7. Define, research, and explain an event, issue, problem, or phenomenon and its significance to...

HS... ather, analyze, use, and document information from various sources, distinguishing facts, opi... inferences, biases, stereotypes, and persuasive appeals.

HS... Demonstrate the skills and dispositions needed to be a critical consumer of information.

...60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.

HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.

63

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

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).

Priority Standards:	Learning Targets: Student-friendly *I Can* statements
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	➢ I can cite textual evidence that strongly supports my analysis of a text.
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	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.
Type	Knowledge ☐　　Reasoning ☐　　Skill ☐　　Product ■

Underpinning Learning Targets

Knowledge Targets requires K targets	Reasoning Targets requires K + R targets	Skill Targets requires K + R + S Targets	Product Targets requires K + R + S* + P targets
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.		*doesn't always 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.				
Mastery:	Proficient:	Approaching:	Developing:	Beginning:
I have selected the strongest lines of dialogue and character actions to accurately and insightfully explain a character's personality. I provide a thorough, sophisticated explanation/analysis of how specific lines of dialogue and character actions reveal a character's personality.	I have selected lines of dialogue and character actions that accurately explain a character's personality. I provide a clear explanation/ analysis of how specific lines of dialogue and character actions reveal a character's personality.	I have selected either lines of dialogue or character actions that accurately explain a character's personality. I provide a basic explanation/ analysis of how specific lines of dialogue or character actions reveal a character's personality.	I have attempted to select specific lines of dialogue and/or character actions to explain character personality; however, my selections may not adequately or accurately fit or describe the character. I provide a limited or inaccurate explanation/analysis of how specific lines of dialogue and character actions reveal a character's personality.	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. I provide no explanation/analysis of how specific lines of dialogue and character actions reveal a character's personality.

Rubrics – Provide Focus & Feedback

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.	
Summative Assessments *assessment **of** learning*	**Formative Assessments** *assessment **for** learning*
"The Tell-Tale Heart" short story analysis test (assesses 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.

Are You Proficient at Analyzing a Story?

Name:
Period:

Standards

CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.8.3 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.

CCSS.ELA-Literacy.RL.8.6 Analyze how differences in the point of view of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor

Learning Target #1: I can cite textual evidence that strongly supports my analysis of a text. i.e. (Homes 1)	Current Level of Proficiency -BEG------DEV-------APP-------PRO------MAS-
Learning Target #2: I can analyze a character using well-selected lines of dialogue or incidents from the story or drama.	Current Level of Proficiency -BEG------DEV-------APP-------PRO------MAS-
Learning Target #3: I can analyze how lines of dialogue or incidents propel the action of a story or drama.	Current Level of Proficiency -BEG------DEV-------APP-------PRO------MAS-

Evidence shown to prove that "I can":	Highlight supportive learning targets I KNOW and am able to DO on my own:

	Steps to Learning Target #1:
	
	I can **describe** the ways to cite textual evidence
	  1. Directly quoted
	  2. Paraphrased
	  3. Parenthetical citation
	
	I can **define** the following terms:
	  1. Analyze/Analysis
	  2. Inference
	  3. Textual Evidence
	  4. Explicit Evidence
	I can **select** the strongest evidence to support my analysis.

How to make a quick **capacity matrix**

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: _____

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

HOW DO YOU REPORT ON NON-ACADEMIC BEHAVIORS?

Medford's Proficiency Report Card

Academics

Formative Assessments

In-Class Projects

Labs

Summative Assessments

MAS

Career-Related Learning Standards

Independence & Initiative

Attendance

Work Completion & Work Habits

Punctuality

Cooperation & Participation
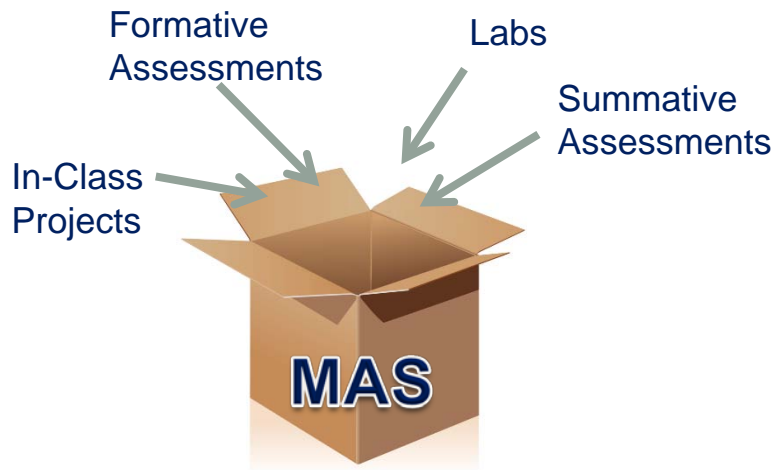
MS

Check ✓ the box of the <u>top 4</u> 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. <u>*Independence and Initiative*</u>
   - ☐ 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. <u>*Work Completion and Work Habits*</u>
   - ☐ 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. <u>*Cooperation and Participation*</u>
   - ☐ 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

Independence and Initiative

Strand	Measurement Topic	Overview	Description of Meets
Independence and Initiative	Seeks assistance when necessary	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.	A student who is meeting expectations in this area demonstrates the following characteristics: • seeks help when struggling or needing clarification. • seeks help right away.
	Follows routines and instructions without supervision	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.	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.
	Accepts responsibility for own behavior	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.	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.

Career-Related Learning Standards

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

Career-Related Learning Standards

Formative Assessments

Labs

In-Class Projects

Summative Assessments

Attendance

Independence & Initiative

Work Completion & Work Habits

Cooperation & Participation

Punctuality
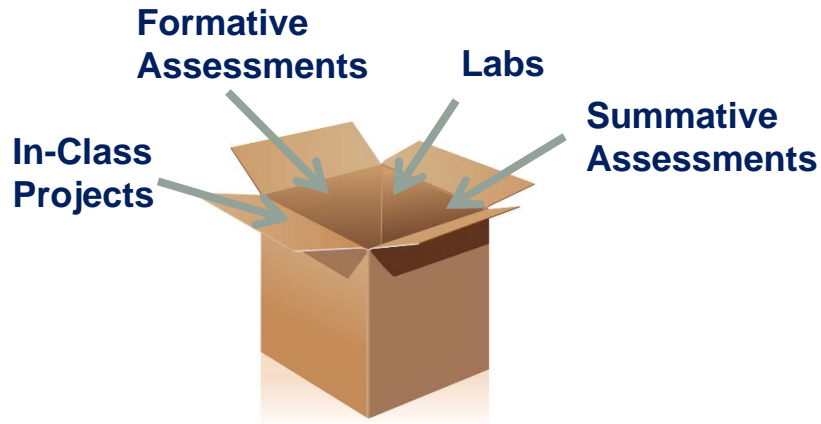
Academics
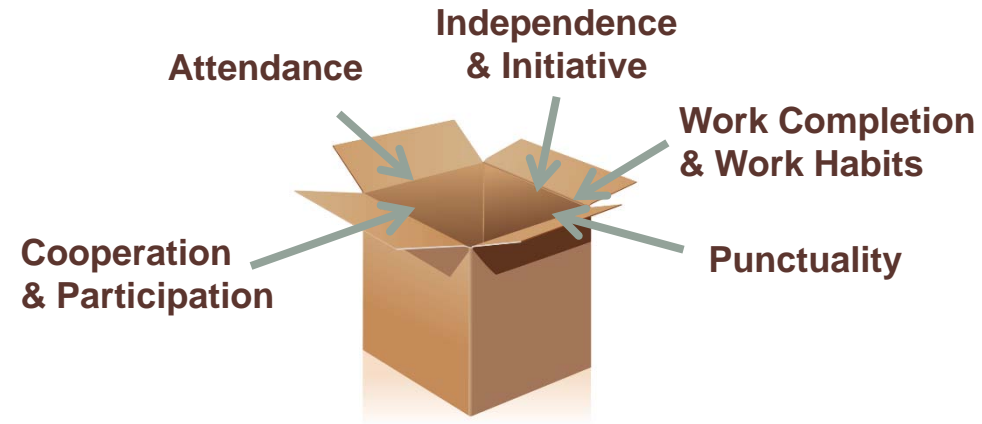
Behaviors

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

Front of Report Card
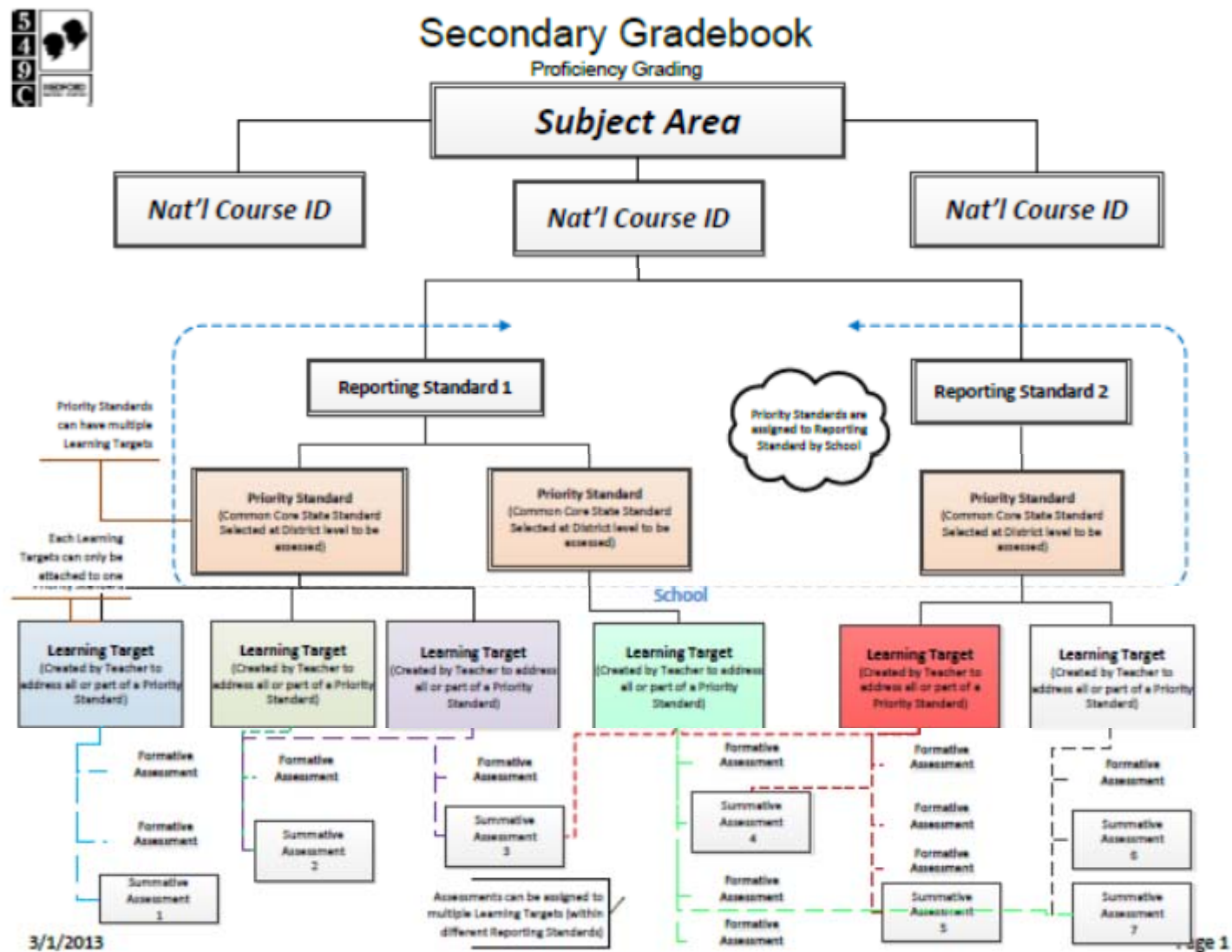
NORTH MEDFORD HIGH SCHOOL
1900 N KEENE WAY DR
MEDFORD   OR 97504

Report Card
Medford School District 549C
Medford, Oregon

**TO PARENT/
GUARDIAN OF:**

The purpose of this report card is to communicate with parents and students about the achievement or progress toward established standards. Grades reflect how well students have met these standards in each class, indicating areas of strength and areas where additional evidence of learning is required.

Student Name			Id.	Grade

Period / Term(s)	Course	Teacher	Term 1	Term 2	Term 3	Term 4
00 12	FAMILY HEALTH	Schuler	C		—	—

Reporting Standards	
Promotion of Mental, Social, and Emotional Health	MTS

Career Related Learning Standards	
Absences	8/NI
Tardies	3/NI
Independence & Initiative	NI
Work Completion & Work Habits	NI
Cooperation & Participation	NI

Period / Term(s)	Course	Teacher	Term 1	Term 2	Term 3	Term 4
02 12	ECONOMICS	Karrick	A		—	—

Reporting Standards	
Basic Economic Concepts	MAS
Supply and Demand and the Circular Flow	INC

Career Related Learning Standards	
Absences	0/MS
Tardies	2/MS
Independence & Initiative	MS
Work Completion & Work Habits	MS
Cooperation & Participation	MS

Period / Term(s)	Course	Teacher	Term 1	Term 2	Term 3	Term 4
04 1234	AP CALCULUS	Lane	B			

Reporting Standards	
Introduction to Calculus	ADV
Limits	MAS

Career Related Learning Standards	
Absences	0/MS
Tardies	0/MS
Independence & Initiative	MS
Work Completion & Work Habits	MS
Cooperation & Participation	MS

Counselor	Term	Term End Date	School Year
Cowden	1	11/01/13	2013-14

Period / Term(s)	Course	Teacher	Term 1	Term 2	Term 3	Term 4
01 1234	ENG 4	Cox	A			

Reporting Standards	
Reading Informational Text	ADV
Writing	MAS
Language Use & Grammar	MAS

Career Related Learning Standards	
Absences	0/MS
Tardies	1/MS
Independence & Initiative	MS
Work Completion & Work Habits	MS
Cooperation & Participation	MS

Period / Term(s)	Course	Teacher	Term 1	Term 2	Term 3	Term 4
03 1234	STUDENT GOV'T	Barry	A			

Reporting Standards	
Personal Management	ADV
Problem Solving	INC
Teamwork	INC

Career Related Learning Standards	
Absences	0/MS
Tardies	0/MS
Independence & Initiative	MS
Work Completion & Work Habits	MS
Cooperation & Participation	MS

Period / Term(s)	Course	Teacher	Term 1	Term 2	Term 3	Term 4
05 12	VIDEO ADV	Mayben, M	A		—	—

Reporting Standards	
Personal Management	MAS
Teamwork	MAS

Career Related Learning Standards	
Absences	0/MS
Tardies	0/MS
Independence & Initiative	MS
Work Completion & Work Habits	MS
Cooperation & Participation	MS

Explanation of Report Card

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 are general categories for reporting student learning for this course. These come from the Oregon State standards.

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

Student Name			Id.		Grade	
Period / Term(s)	Course	Teacher	Term			
			1	2	3	4
00 1234	AP CALCULUS	Lane	I	A	A	A
Reporting Standards						
Limits			INC			MAS
Integrals			ADV	MAS	MAS	
Derivatives			ADV	MAS	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

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.

Explanation of Report Card

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.

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

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

Previous Terms Courses See PAL for Details						
Period / Term(s)		Course	Teacher	Term 1	Term 2	Term 3	Term 4
01	1	BIOLOGY	GEISSLINGER	C	—	—	—
07	1	SCULPTURE 1	HERBST		—	—	—

Previous Terms Courses See PAL for Details						
Period / Term(s)		Course	Teacher	Term 1	Term 2	Term 3	Term 4
03	1	ENG 3	DILANSA		—	—	—

2014 Graduation Requirements
0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0 4.5

- Career Education
- Basic Computer Skill
- Economics
- Elective
- Arts/Cte/2Nd Lang
- World Studies
- Cont Issues/Gov'T
- Health Ed
- American Studies
- Language Arts
- Mathematics
- Physical Education
- Science

Credits Required ☐   Credits Earned ■

Academic G.P.A.

This Term	Accumulative
2.500	2.603

Overall State Attendance
Days Absence (Percentage of Days Present)

Term 1	Term 2	Term 3	Term 4
5.5 (86.9 %)	1.5 (96.3 %)	10.0 (76.2 %)	3.5 (92.2 %)

Typical Progress Toward Graduation (Credits Earned)
0   3   6   9   12   15   18   21   24

Megan's Progress Toward Graduation
0   3   6   9   12   15   18   21   24

Essential Skills

Subject	Skill Met By	Date Met
Math	OAKS	05/16/2012
Reading	OAKS	04/14/2011
Writing	Work Sample	04/13/2012

Reporting Standards Grades

MAS	Mastery
ADV	Advanced
MTS	Meets
INC	Student is not meeting in one or more learning targets within this reporting standard. Student must demonstrate proficiency of all targets in order to earn credit. For more information see PAL or contact teacher.
Blank	Not Assessed
*	Modified
—	Not Enrolled

Overall Academic Grades

A - Mastery of Subject	I - Incomplete
B - Advanced Quality Work	W - Withdrawn
C - Proficient	X - No Grade
F - Below Proficiency	P - Pass

Career Related Learning Grades

MS - Meets Standard	NI - Needs Improvement

Eligibility for Activities
Eligible for all activities: Academic

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.

Mastery

Advanced

Meets

Approaching

Beginning

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

- Bailey, Jane M, Guskey, Thomas R. *Developing Standards Based Report Cards.* Thousand Oaks, California: Corwin, 2010
- Chappuis, Jan, Stiggins, Rick, Chappuis, Steve, Arter, Judith. *Classroom Assessment for Student Learning.* Pearson, (2nd Edition) 2011
- Guskey, Thomas R. *Practical Solutions for Serious Problems in Standards Based Grading.* Thousand Oaks, California: Corwin Press, 2009
- Guskey, Thomas R, Jung, Leeann. *Grading Exceptional and Struggling Learners.* Thousand Oaks, California: Corwin, 2012
- O'Connor, Ken. *A Repair Kit for Grading.* Portland, Oregon: Educational Testing Service, 2007
- O'Connor, Ken. *How to Grade for Learning.* Thousand Oaks, California: Corwin, 2009
- Smith, Diane. *It's About Time.* Beaverton, Oregon: Business Education Compact, 2012