

**Anchorage School  
District  
Standards-Based  
Report Card Inservice**

2006-2007

***Fire up the boilers, rev up the engine and get ready for rollout!***



# Overview

- Session goals
- Timeline of SBRC initiative
- Building a background
- Linking grades to reporting
- An analysis of the ASD report card
- Marzano training
- Communication, training and technology components of the plan

# Setting the Stage

- A standards-based report card is embedded in the elementary, middle and high school components of the Anchorage School District's board approved 6 year instructional strategic plan.
- This presentation is designed to communicate to all instructional staff current information about the SBRC process
- It extends an invitation for you to participate

# Timeline

2004 2005	Committee formed to investigate standards-based report cards	Compared current ASD report card to ASD standards and GLEs	Examined research and evaluated different models of SBRCs.	Considered a variety of implementation plans and developed a list of essential components
2005 2006	Reached consensus to proceed and considered technological interface	Outlined school/community communication plan	Developed grade level models, assessment tools and performance indicators for Language Arts and Math	Initiated districtwide assessment training with Robert Marzano
2006 2007	Continue dialogue and technical work with Dr. Marzano in content areas	Begin comprehensive training plan; principal inservice/template	Broaden committee base by including parents, students and community members	Continue communication, training and technology phase developments
2007 2008	Schools are invited to implement rubrics and provide feedback	Pilot schools may be selected to implement standards based reporting	Monitoring and ongoing support will be provided	Systemwide application in all elementary schools in 2008-09

# ASD School Board Goals

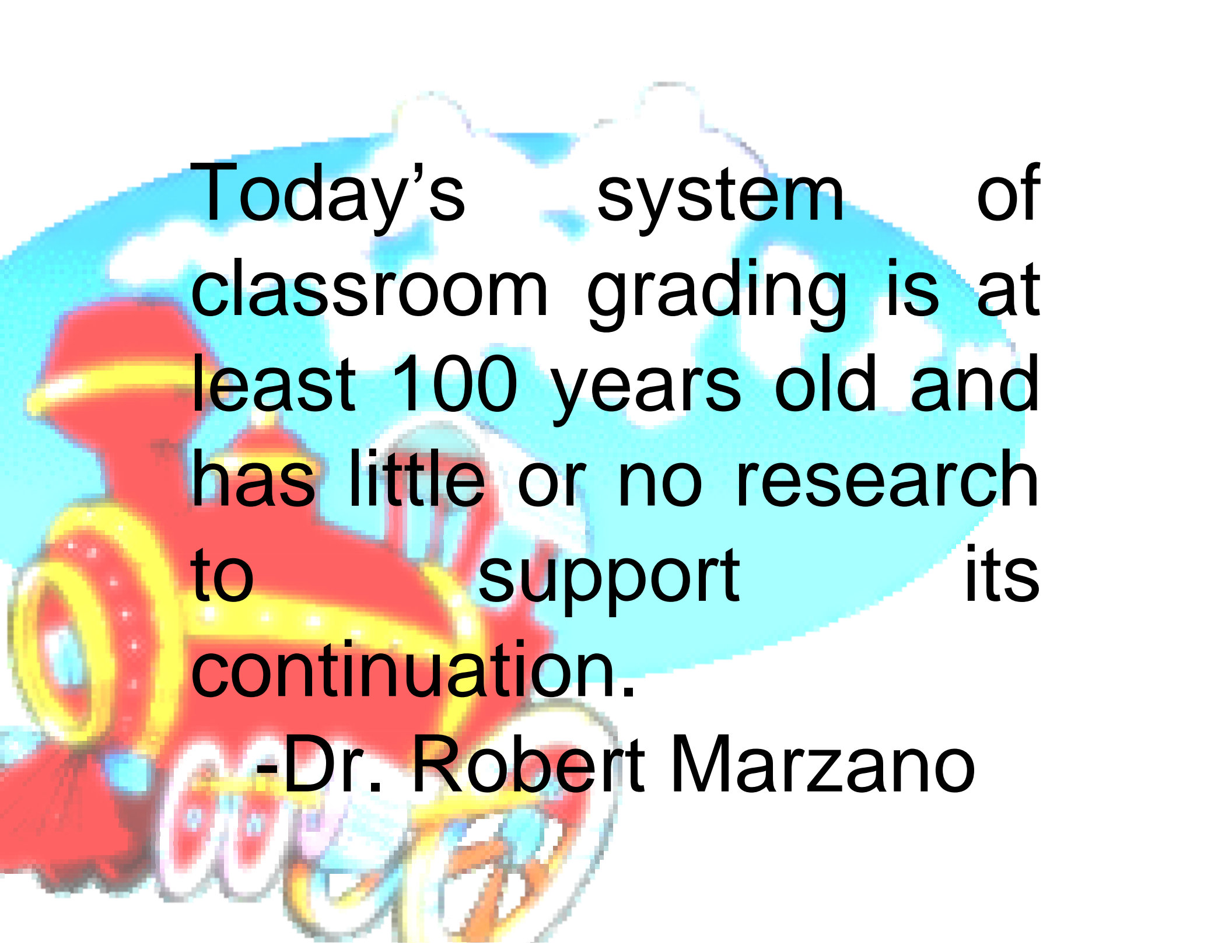
- Goal 1:
- Increase achievement of all students
  - Reduce the achievement gap

- Goal 2:
- Supportive and effective learning environment

- Goal 3:
- Public accountability

# Inservice Goals

- Learn about the rationale for implementing a standards-based grading system in the ASD
- Relate standards-based reporting to standards-based curriculum, instruction and assessment
- Present details of the ASD SBRC initiative



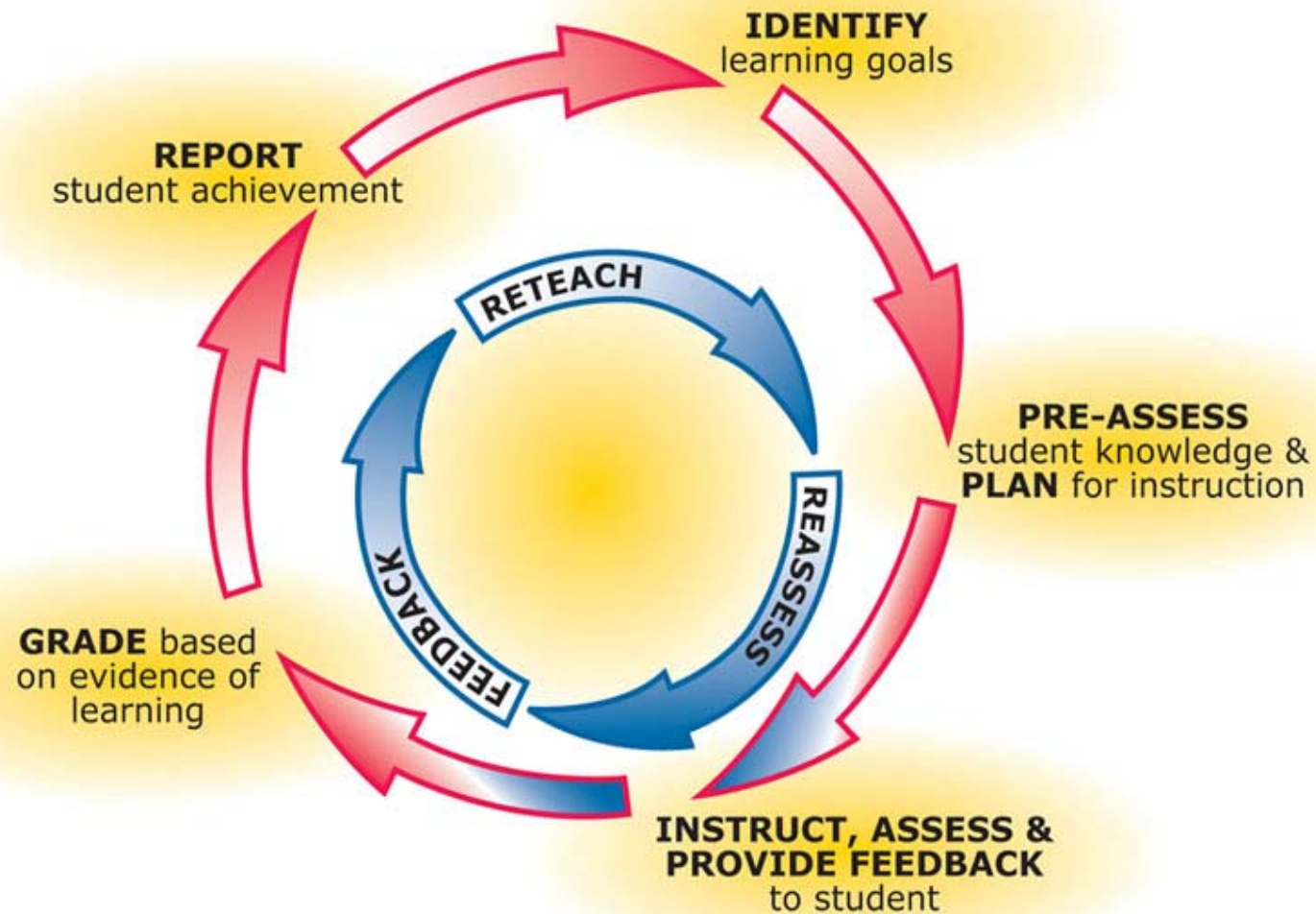
Today's system of classroom grading is at least 100 years old and has little or no research to support its continuation.

-Dr. Robert Marzano

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What does grading and reporting have to do with teaching, learning, and communicating progress?

# INSTRUCTIONAL CYCLE



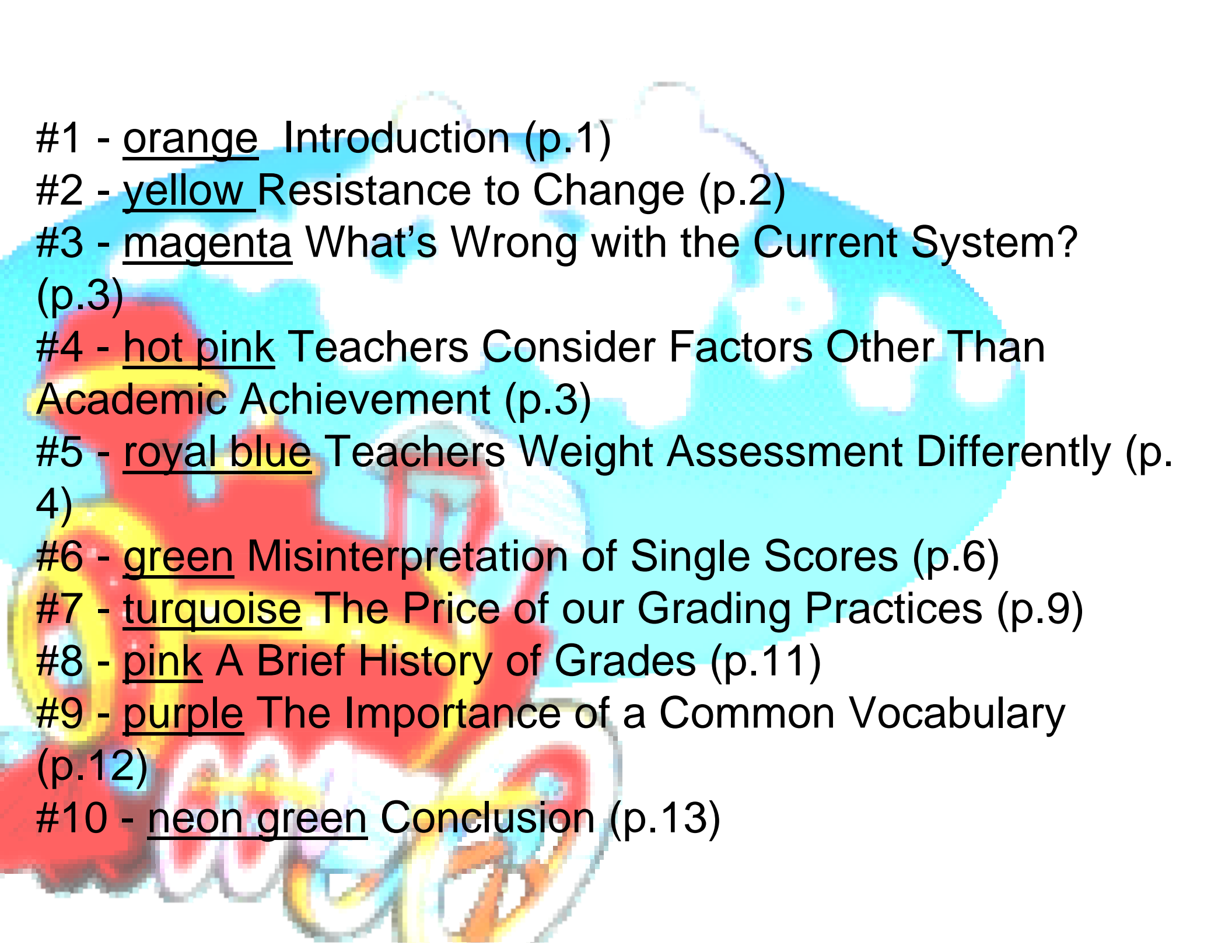
# Activity: Color Jigsaw

Purpose: Building a common knowledge base

*“The Mandate to Change Classroom Grading”*

## Directions:

1. Please read the portion of the article designated by your color and number. Take notes or mind map on your colored notepaper.
2. After time is called reassemble in color “flushed” groups.
3. Each group member will report 2-3 key ideas of their segment to the rest of the group.

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- #1 - orange Introduction (p.1)
  - #2 - yellow Resistance to Change (p.2)
  - #3 - magenta What's Wrong with the Current System? (p.3)
  - #4 - hot pink Teachers Consider Factors Other Than Academic Achievement (p.3)
  - #5 - royal blue Teachers Weight Assessment Differently (p.4)
  - #6 - green Misinterpretation of Single Scores (p.6)
  - #7 - turquoise The Price of our Grading Practices (p.9)
  - #8 - pink A Brief History of Grades (p.11)
  - #9 - purple The Importance of a Common Vocabulary (p.12)
  - #10 - neon green Conclusion (p.13)

# Grades and Reporting



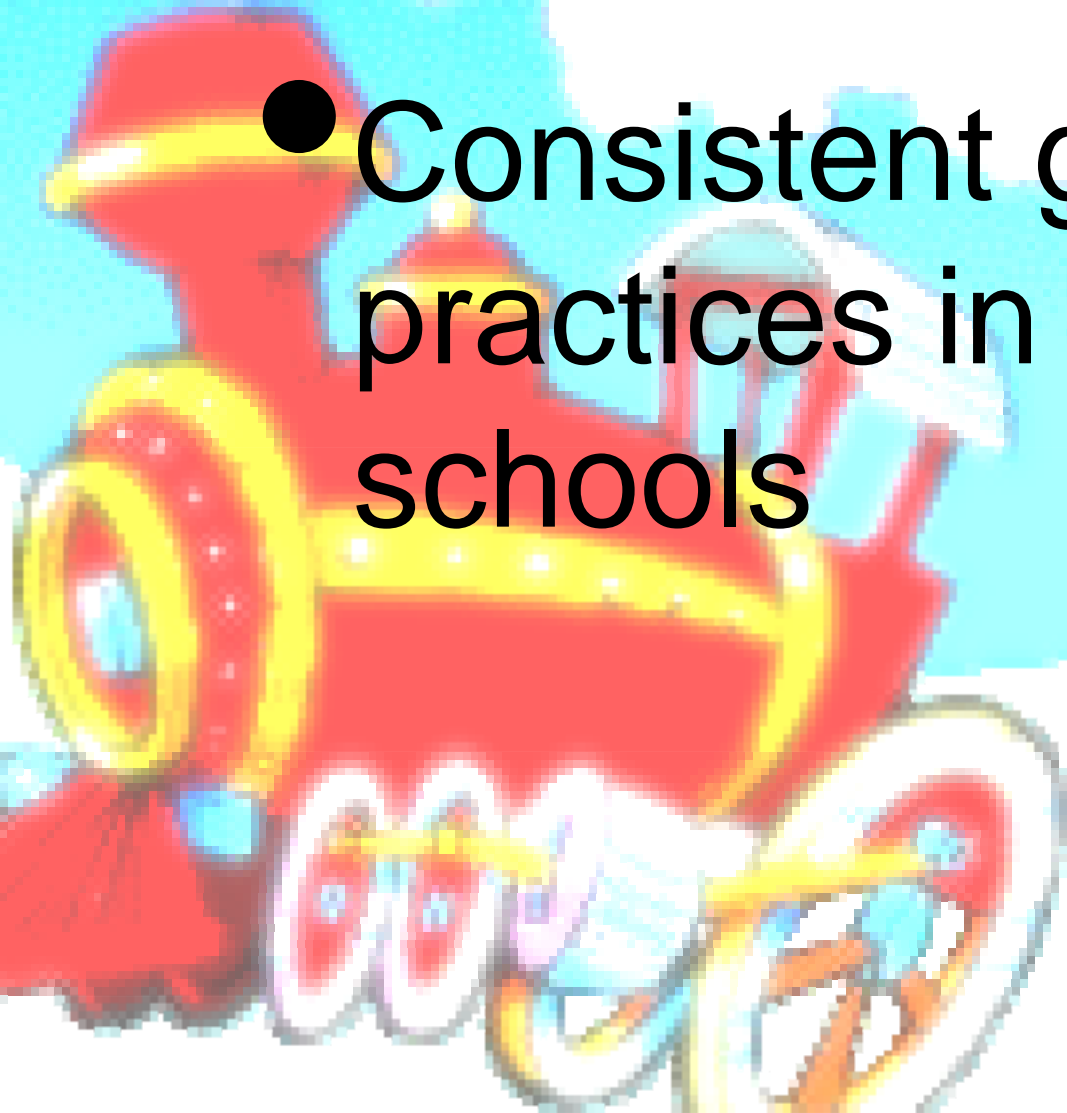
- Why?
- What?
- How?

# Why?

- Link instruction directly to grading
- Provide an accurate reflection of what students know and are able to do
- Improve student achievement
- The 2 “C’s” of Why? Consistency and Clarity

# Consistency

- Consistent grading practices in and among schools



# Clarity

- Meaningful grades for students and parents
- What's in a grade?
  1. Academic achievement in relation to instructional expectations
  2. Comes from a variety of measures over time

# What?

- Revised grading and reporting policy
- Standards-based grading and reporting describes a comprehensive communication system that:
  1. provides meaningful feedback
  2. communicates student achievement as related to instructional expectations
- The 2 “C’s” of What? Congruence and Communication

# Congruence

- Grades are aligned districtwide with curriculum and assessments
- Standards and curriculum alignment are promoted vertically and horizontally

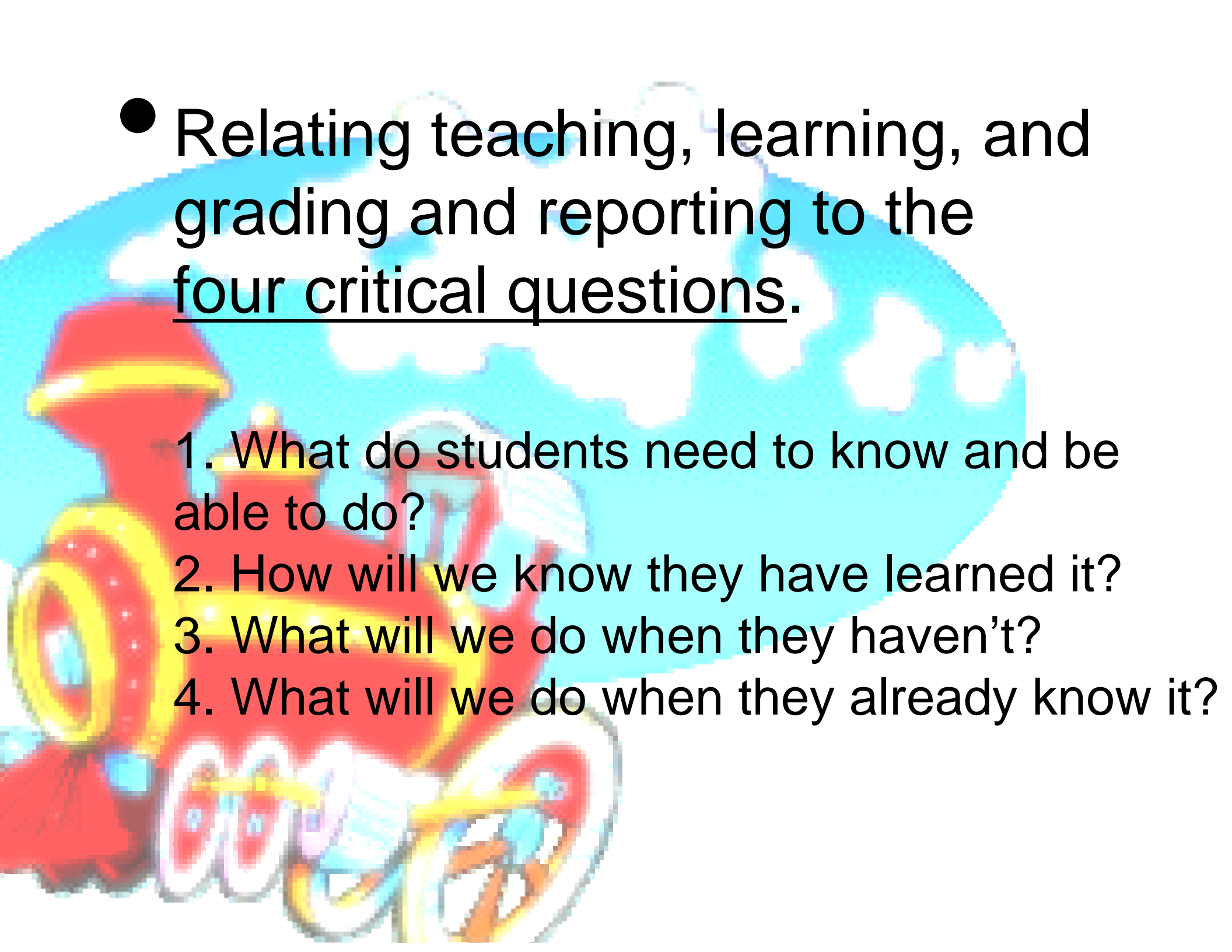
# Communication



- Clear expectations are communicated to teachers, students and parents

# How?

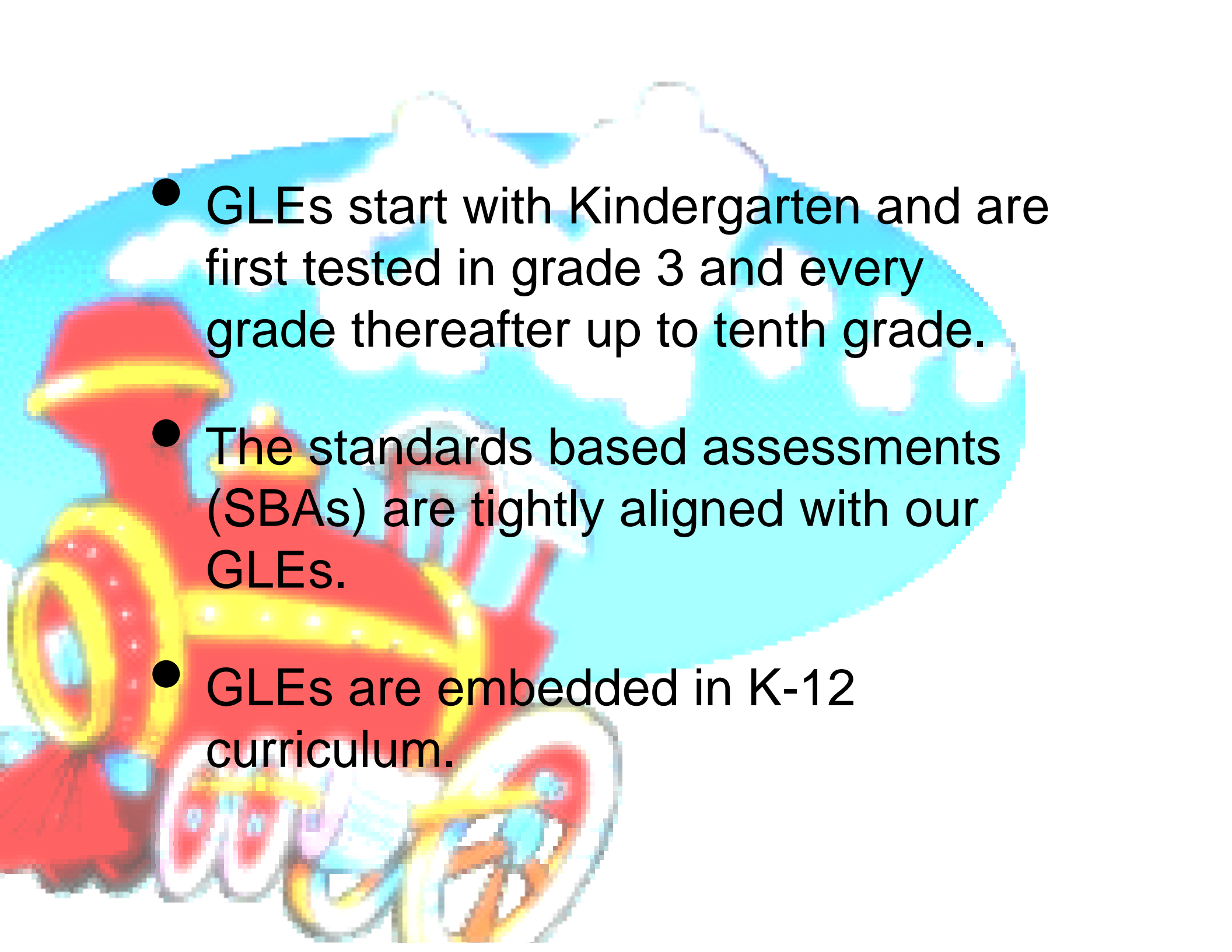
- Understanding and reporting:
  1. the academic meaning of a grade
  2. learning skills (behaviors that contribute to learning such as participation and assignment completion)

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- Relating teaching, learning, and grading and reporting to the four critical questions.

1. What do students need to know and be able to do?
2. How will we know they have learned it?
3. What will we do when they haven't?
4. What will we do when they already know it?

# Standards = GLEs

- State standards originally were arranged in broad age bands.
- Performance standards are now broken down into specific skills and expectations per grade level called the GLEs.
- ASD GLEs further define state GLEs and raise the learning expectation levels.

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- GLEs start with Kindergarten and are first tested in grade 3 and every grade thereafter up to tenth grade.
  - The standards based assessments (SBAs) are tightly aligned with our GLEs.
  - GLEs are embedded in K-12 curriculum.



Activity: Comparing the GLEs to the current ASD report card and a sample SBRC

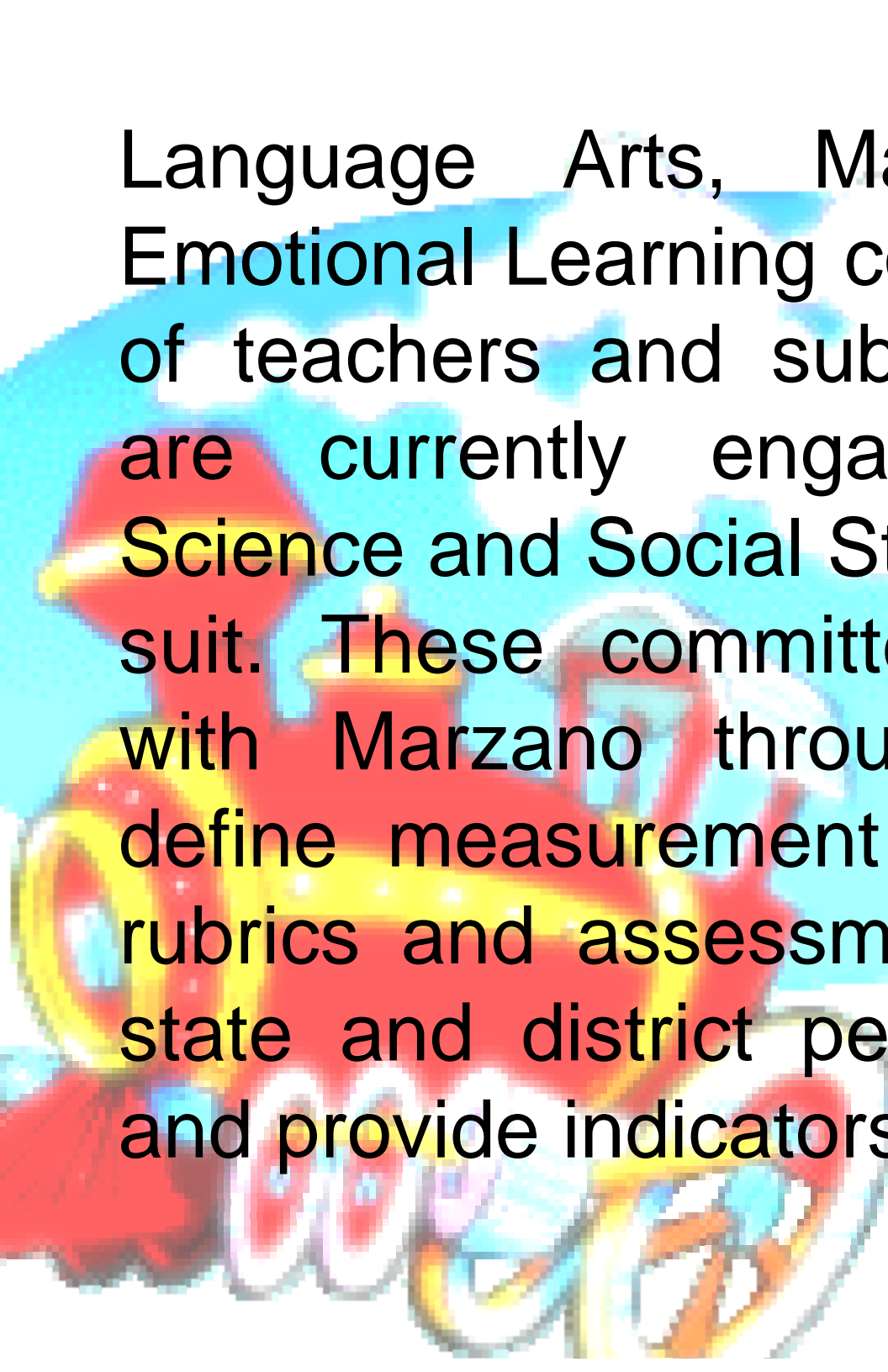
## Directions:

1. Scan the article *“Helping Standards Make the GRADE”*; concentrate on Reporting Tools and Developing a Reporting Form on pp. 22-25.
2. Working with a partner, complete the analysis grid.
3. Be prepared to share out key findings with the group.

# The “gist” of Marzano

## “Get Lean and Mean”

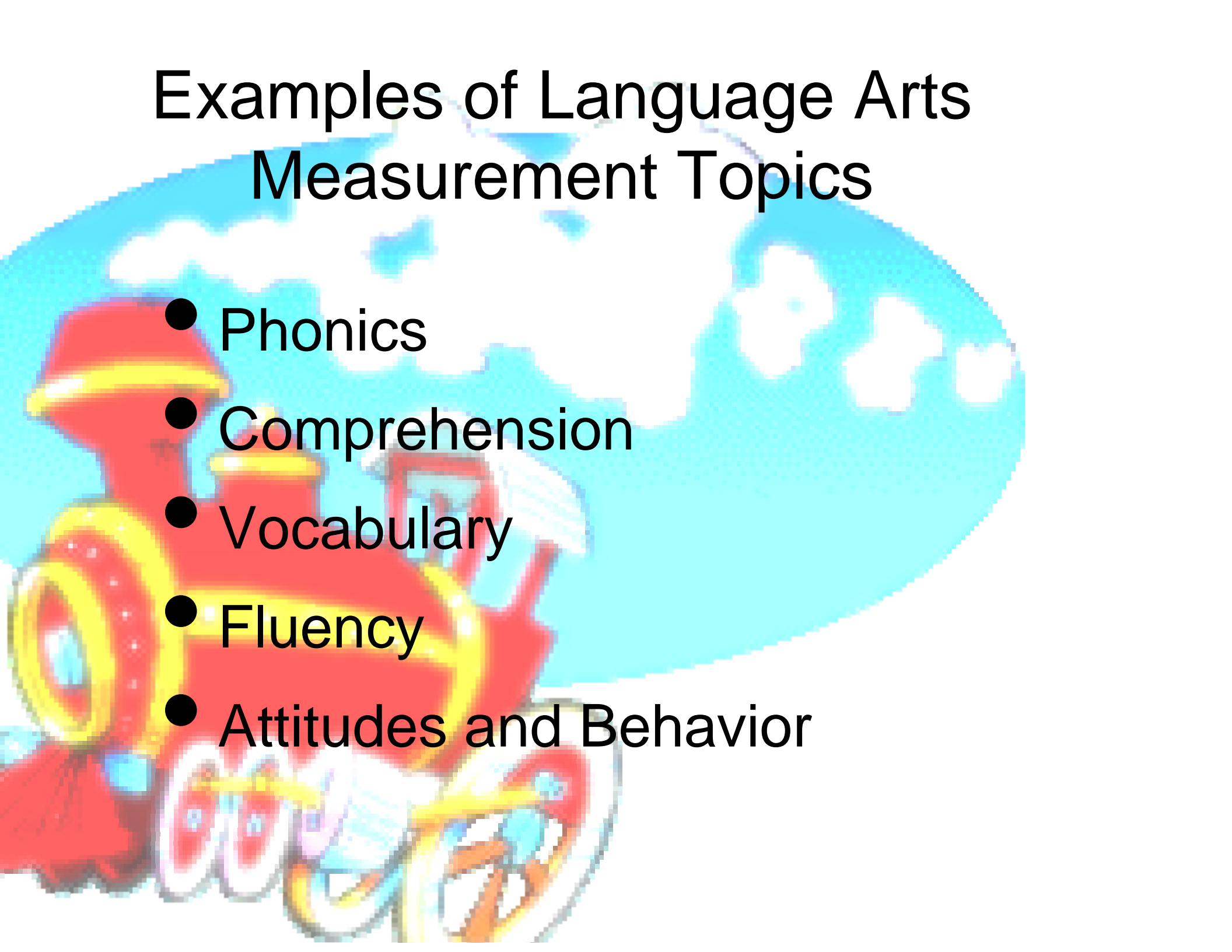
- Break down the standards (GLEs) to identify the essential core learnings they contain.
- Identify the core learnings that are absolutely essential for all students to learn, overcoming too much content.
- Organize the core learnings into categories or measurement topics of related information and skills.
- Identify a limited number of measurement topics, per subject area, per grade level.



Language Arts, Math and Social & Emotional Learning committees comprised of teachers and subject area specialists are currently engaged in this work. Science and Social Studies are following suit. These committees will be working with Marzano throughout this year to define measurement topics and develop rubrics and assessment tools that reflect state and district performance standards and provide indicators of learning.

# Examples of Language Arts Measurement Topics

- Phonics
- Comprehension
- Vocabulary
- Fluency
- Attitudes and Behavior



## Language Arts Grade 3

Progress Toward Standards (1, 2, &3)	Achievement of Standards (4)	Other Indicators (All reporting periods)
5 Advanced 4 Proficient 3 Making good progress toward proficiency 2 Making some progress toward proficiency 1 Making little progress toward proficiency N/A Not Assessed at this time	A Advanced P Proficient BP Below proficient FBP Far below proficient	5 Consistently 4 Often 3 Sometimes 2 Seldom 1 Not yet

Note: Students are progressing toward end-of-the-year state and district standards in language arts. For the first three reporting periods, student **progress** toward those standards is assessed. *Students who are making good progress(3) are well on their way to achieving proficiency in a standard by the end of the year.* In the final reporting period, students receive marks in relation to the achievement of state and local standards. "Other indicators" are used for other curricular areas, personal and social growth and work habits.

### Language Arts:

Reading	1st	2nd	3rd	4th
<b>Word Analysis &amp; Vocabulary</b>				
Student decodes & comprehends words in text				
<b>Fluency</b>				
Student uses punctuation and print conventions to read aloud fluently				
<b>Comprehension</b>				
Student uses strategies (predicting, questioning, re-reading, connections) to understand literal & inferred meaning				
Student follows written directions				
Student restates, summarizes, and identifies main idea.				

## Literary Response & Analysis

Student analyzes forms of texts, story elements, & themes				
Student makes connections: (text to self; text; world; and other cultures)				
Student expresses opinions about text				

## Independent Reading Behaviors

Student selects from various genres, reading for 40+ minutes at a time				
Reading level (DRA, RR, F & P)				

The following rubrics provide teachers with general benchmarks at each quarter for determining proficiency.

1st Qtr.

*When reading grade level material the student will...*

## Word Analysis & Vocabulary

**Student decodes & comprehends words in text**

- Read words with short and long vowel patterns, complex consonants, simple plurals (-s,-es,-ies), compound words
- Use text features such as picture clues to aid in comprehension
- Read the first 200 sight words (Dolch & Fry); use word families and rhyming words
- Use ABC order and guide words to use a dictionary

# The “gist” of Marzano

- Develop rubrics that represent performance along a continuum of learning or progress on a measurement topic.
- Develop a process for translating patterns of responses on an assessment into scores for the rubric.
- Design classroom assessments that can be scored using the rubric that include three types of items.

Type I that address basic details; relatively easy for students

Type II address more complex ideas and processes; more difficult

Type III items that go beyond what is taught in class

# Examples of Math Measurement Topics

- Numeration
- Measurement
- Estimation and Computation
- Functions and Relations
- Geometry
- Statistics and Probability
- Problem Solving

**Numeration: numbers to 100**

**Grade 1**

<b>Level 4.0</b>	In addition to Level 3.0, in-depth inferences and applications that go beyond what was taught.	
	<b>Level 3.5</b>	In addition to Level 3.0 performance, in-depth references and applications with partial success.
<b>Level 3.0</b>	<p><b>The student is able to:</b>            Demonstrate 1:1 correspondence with numbers and objects to 100            Read and write numbers to 100            compare and order numbers to 100            Use manipulatives to represent numbers to 100  <b>The student exhibits no major errors or omissions.</b></p>	
	<b>Level 2.5</b>	No major errors or omissions regarding the level 2.0 elements and partial knowledge of the level 3.0 elements.
<b>Level 2.0</b>	<p><b>No major errors or omissions regarding the simple details and processes such as:</b>            *            *</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes</b></p>	
	<b>Level 1.5</b>	Partial knowledge of the level 2.0 elements but major errors or omissions regarding the level 3.0 elements.
<b>Level 1.0</b>	<b>No success without help. However, with help, a partial understanding of some of the level 2.0 elements and the level 3.0 elements.</b>	
	<b>Level 0.5</b>	With help, a partial understanding of some of the level 2.0 elements but not the level 3.0 elements.
<b>Level 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



# Other Phases of the SBRC Initiative that Are Being Developed

- Communication plan
- Technology Interface
- Training plan



**All Aboard!**