

G-E-T Middle School

Standards-Based Reports on Student Growth

Parent Guide



Reporting Student Growth

Introduction

Standards-Based Reporting focuses on what students are *learning* instead of what they are *doing*. Traditionally, grades focus on what students do, how well they behave, their attendance, their effort, and how well they conform; only some focus is on what they learn. Standards-based report cards measure students against a standard rather than each other. They communicate student progress by measuring student learning on a well-defined standard.

The G-E-T Middle School reports student progress on the well-defined Power Standards that were determined to be essential to master and were derived from the Wisconsin State Standards. Standards-Based Reporting recognizes all students start at different levels of understanding and gives students time and ample opportunity to demonstrate proficiency in the skills and concepts deemed essential by our Professional Learning Communities (PLCs).

Explanation of Our Core Beliefs

Core Belief 1:

Grades must communicate what students know and can do.

Grades are a communication tool rather than a collection of points. G-E-T Middle School believes that grades should report student proficiency against identified learning standards and should not be influenced by non-academic factors. Learning comes from what students carry forward and use beyond the test. Thus, a pattern of evidence over time is a more reliable measurement of student achievement.

Core Belief 3:

Academic achievement is reported separately from behaviors.

We believe behavior is a powerful indicator of student performance. Although student behaviors such as missing assignments, late work, extended practice, effort, etc. affect student learning, they are not calculated into the marks given in each subject on a standards based report card. Instead, teachers will assess student behaviors in the Citizenship section on the report card. Separating behavior expectations from academic achievement is a core tenant of providing valuable feedback.

Core Belief 2:

Grades are based on clearly established criteria determined by content teams.

The number of standards teachers are expected to cover, and students are required to learn is overwhelming. By identifying instructional priorities, students can develop proficiency in grade level skills and concepts essential for learning. Teachers collaboratively work across content area PLCs to identify a progression of essential standards from their content area and deconstruct them to create student friendly learning targets. Students should know and demonstrate proficiency in each essential learning outcome.

Core Belief 4:

Grades are equitable.

The focus for students shifts from the collection of points to improve their average, to understanding and achieving proficiency in Power Standards. Grades will report only what students know and can do after a learning cycle, not the routes used to get there. The G-E-T Middle School values teaching utilizing the Universal Design for Learning model which allows us to meet the instructional and assessment needs of each student. Our goal is to provide a fair and equitable education to all learners.

Grading Practices

ONE: The adoption of a *3-tiered* proficiency scale.

I - Initial	A - Approaching	P - Proficient
The student demonstrates an initial understanding of the standard. Evidence suggests the student's understanding of academic knowledge and skills is below grade-level expectations at this point in the school year.	The student is approaching proficiency in the standard at this point in the school year. Evidence suggests partial understanding and application of academic knowledge and skills consistent with grade-level expectations.	The student demonstrates a proficient understanding of the standard at this point in the school year. Evidence of learning includes the ability to apply content knowledge and skills with accuracy and quality consistent with grade-level expectations.

*NE- not enough evidence

TWO: Proficiency is based on a body of evidence.

A body of evidence is a collection of student data that includes multiple pieces of evidence that help teachers measure student learning and make instructional decisions about how to best teach each student. At the end of a term, teachers review this evidence and measure it against a criteria to determine each student's level of performance. Assessments to determine students' achievement of Power Standards include but are not limited to the following:

- Projects
- Collaboratively developed tasks
- Presentations
- Checklists
- Formative assessments
- Performance Tasks
- Summative Assessments
- Writing Samples

What's the difference between formative and summative assessments? Formative assessments are real-time student data such as assignments, exit tickets, progress checks, etc. given to students as a way for us to see how a student is progressing **during** the unit. Summative assessments are assignments, projects, presentations, etc. that students complete at the **end of a unit** so we can evaluate what they learned throughout the course. Student performance on the summative assessments will be used to determine mastery of Power Standards.

All of these sample items provide teachers with information about a student's understanding, application and process toward specific learning goals. The difference between grading based on a body of evidence and the way traditional grades are given is that there is no averaging of the evidence allowing in class assessment to drive the majority of the performance rating.

THREE: Proficiency is organized and reported by the Power Standards.

You will find descriptions of the Power Standards that will appear on the Standards-Based Report Card for the Core subject areas linked on the G-E-T Middle School website under Standards-Based Report Card Materials.

FOUR: Academic achievement is reported separately from student behavior.

Behaviors are considered an essential part of a student's progress. Behaviors are separated from academic achievement to accurately report what students know and what they are able to do. Factors such as effort, participation, and homework completion are not included in a student's academic proficiency score. Like academic achievement, a behavior proficiency scale gives the parent and student feedback about their progress toward essential skills needed for sustained academic success. The following behavior rubric is used to provide feedback to students and parents about their student's progress toward grade level behaviors.

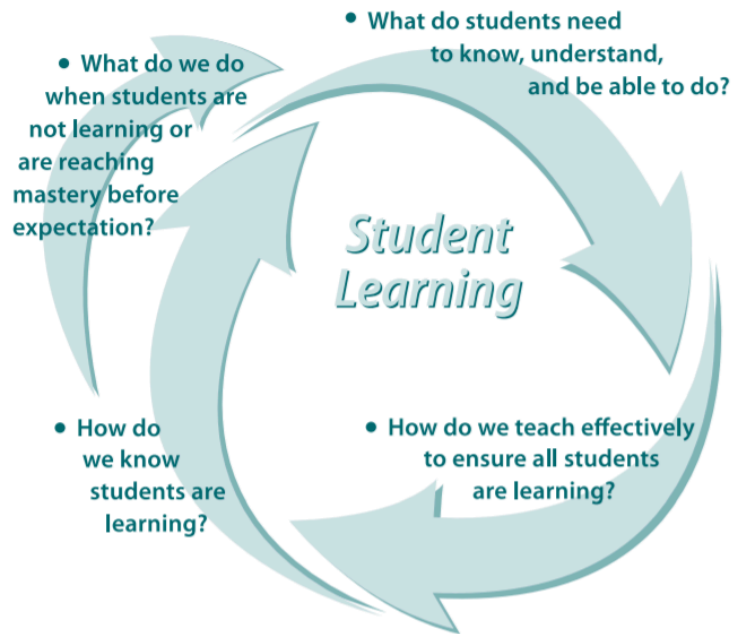
Learner Characteristics Reports

Engagement	Respect	Responsibility
Participates in class, works well with groups, and seeks assistance.	Treats self, peers, staff, and property with respect.	Uses time wisely, completes assignments on time, comes to class prepared.

FIVE: Students will have multiple opportunities to demonstrate proficiency, which may include reassessment.

Extra Credit- In standards-based reporting, extra credit does not exist. Extra credit distorts a grade. If students want to show they have improved their understanding of concepts and skills, they need to demonstrate the required learning. **Proficiency** can include additional time or an alternative assessment that provides evidence of an essential learning outcome.

Continuous Cycle of Student Learning



Step 1: What do students need to know, understand, and be able to do?

- Know grade level standards in each core and co-curricular subject
- Understand grade-level expectations identified, organized, and described
- Explain the differences of a 3, 2, and 1 on the proficiency scale

Step 2: How do we know students are learning?

- A variety of assessment methods and strategies to determine student proficiency (quizzes, exit slips, short writing prompts, oral questioning, classroom monitoring, observation of performance, and unit assessments)

- Regular feedback and guidance to students
- Learning is measured through common rubrics

Step 3: What do we do when students aren't learning or reaching proficiency?

- Students are given multiple opportunities to reach proficiency
- Teachers utilize a universal design approach to help students make connections and build skills toward grade-level expectations
- Teachers utilize school-wide systematic interventions and supports that match student needs
- ELT provides students with extra time and instruction to reach proficiency