

Minnesota Standards-Based Reporting

Be sure to visit the [bottom](#) of this wiki for examples of language for the achievement standards language.

<http://tinyurl.com/MNSBR>

District - Tech Vendor

[Edina](#) - TIES

[Spring Lake Park](#) - Campus

[District 287](#) - TIES

[St Paul](#) - Campus

[Robbinsdale](#)-Infinite Campus

[Rochester](#) - Skyward

[Mounds View](#) - TIES

[Anoka-Hennepin Secondary](#) - Synergy

[Anoka-Hennepin Elementary](#) - Synergy

[Mankato](#) - Campus

[Minneapolis](#) - SASI

[Stillwater](#) - Skyward

[Wayzata](#) - Skyward

White Bear Lake - Skyward

[Hutchinson](#) - Campus

Edina Public Schools

FIXED: 1. Purpose Statement: The purpose of the Edina Report Card is to communicate with students and parents/guardians regarding achievement of specific academic standards and engagement in the learning process.

FIXED: 2. Frequency: Report cards will be sent home each semester K-12

FIXED: 3. Formats: K-5 Report Card & 6-12 Report Card

FIXED: 4. Number of Standards:

4-6 per course title in 6-12

4-6 per content area in K-5

FLEXED: 5. Specific standards reported at each grade level

initial recommendations below under SBGRC; will reflect power standards or strands (MN state standards or professional national organizations standard if no state standards in the subject area) reviewed by an options team

FIXED: 6. Standards are set for each marking period. (Not set relative to end of year expectations) only standards that are assessed in that marking period will appear on the report card

FLEXED: 7. Product (i.e., Achievement) & process standards

Product = Standards, strands, and power standards

Process = factors that determine the extent to which the student is 'engaged in the learning process' (any grading categories that are not connected directly to reporting progress towards a standards should be removed from the 'product' category and moved to the 'process' category)

<u>FLEX - Secondary</u>	<u>FLEX - Elementary</u>
participation and collaboration respect homework effort	respect and responsibility cooperation and collaboration preparation effort

*these need to be defined so that the level labels for process (++, +, -) make sense)

FIXED: 8. Levels of performance reported

Product

4, 3, 2, 1

Process

++, +, -, NA

Achievement Indicator (Secondary Only, Overall Grade)

A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I...Consider eliminating D & F grades

Teachers must be able to defend the grade relative to the purpose of grades/report cards and present evidence to support the assignment of the grade. Common algorithms with percentages and weighted categories used to generate the achievement grade are not recommended (see [Computerized Gradebooks and the Myth of Objectivity](#)).

FIXED/FLEXED: 9. Level Labels

FIXED: Academic Indicators Part A-Standards

4	Advanced - Exceeds standard with independence
3	Proficient - Meets standard with independence
2	Partially Proficient - Making progress toward standard with support
1	Needs Improvement - Lacking expected progress toward standard
NA	Not assessed at this time

*...against a particular standard **NOW** rather than from an “end-of-year” perspective
“Emerging” and “Exceeding Standards” are both considered confusing by parents

FLEXED: Academic Indicators Part B-Overall Grade (secondary only)

A/A-	
B+/B/B-	
C+/C/C-	
I	Incomplete (incl. implications for transcripts)

FLEXED: Process - Elementary and Secondary

++	Consistently (Usually)
+	Sometimes (Occasionally)
-	Rarely (Inconsistently) or (Never)
NA	Not assessed

*NA - does this apply to all subject areas/classes (for instance, if Ceramics does not require homework, do we allow NA under Process skills?)

FIXED: 10. Teacher comments

Comments will be submitted by teacher for each academic area describing the standards and benchmarks studied during a particular marking period in parent-friendly language. Teacher's content description will be automatically populated for all students in the same course.

For students performing below grade/peer level expectations, teachers must include an individualized comment describing student performance. Samples and suggestions will be provided. Use parent friendly language.

FLEXED: 11. Arrangement of information on report (www.otisonline.org → MNSBR Workshop)

(FIXED) K-5 and 6-12 Report Cards will have similar layouts and organization of information like this secondary example http://otis.coe.uky.edu/SBR_demo/secondary.php

like this elementary example http://otis.coe.uky.edu/SBR_demo/elementary.php

(FIXED) Digital report card (online primarily, but could be printed)

(FIXED) Staff pictures on the report card - could/should be linked to class/teacher website

(FIXED) Order of content (Elem & Sec: ELA, Math, Science, Social Studies, World Language, then specialist/elective areas in alphabetical order)

(FIXED) Process goals by teacher/subject/content area for both Elem & Sec

12. Parent use of information: *What are parents expected to do with this information?* This may influence the comments teachers write in the individual student comment box.

13. Student use of information: *What are students expected to do with this information?*

14. FLEXED Policies needed for new report

How is GPA/Honor Roll determined if/when/for students with modified standards and/or modified grades?

EHS Student Handbook - Definition of D as "lowest passing grade"

How do grades on report card interact with transcript (e.g., when does an "I" move to an F or No Credit)?

What systems solutions are in place for students receiving I's? What additional resources or changes are needed to support students with I's so they can meet the standards in the course? (include EME, HR, others?)

15. FLEXED Collecting input from parents and students

Will monitor feedback from stakeholders throughout implementation process

ADDITIONAL QUESTIONS TO CONSIDER:

How do we report on modified standards/strands on the report card?

-We can't simply replace (in all cases/for all students) the course content standards/goals with the IEP goals.

Should we elect to report on progress toward IEP goals via the report card?

Edina Mission:

The mission of the Edina Public Schools, working in partnership with the family and

the community, is to educate all individuals to be responsible, lifelong learners who possess the skills, knowledge, creativity, sense of self-worth, and ethical values necessary to thrive in a rapidly changing, culturally diverse, global society.

SCHOOL/DISTRICT: SPRING Lake Park**Purpose Statement:**

The purpose of this report card is to communicate current information regarding academic achievement and work habits, and to gauge students' strengths, needs, and progress toward mastery of district learning targets.

Possible SS Standards:

1. Content
2. Inquiry
3. Social Studies skills

Mpls: has selected "long-term targets" that will frame the report card standards
 -- "I can analyze cause and effect of historical events."

KEEPING PROCESS STANDARDS THE same BY Grade Band (K-5) (6-12)

+	-
System focus	Greater customization
Common language there's a value in consistency	lack of clarity
Clarity	May not apply to all levels
Purposeful placement of Academic, Career, & Life Skills (and if we don't put them here, where is a <i>better</i> place for them???) U of M's Ramp-up to Readiness concepts should extend to K-5	Teachers may not agree (is that their choice?) U of M's Ramp-up to Readiness concepts need to trickle down to K-5
Continuity for parents	Localization
Opportunity to force a discussion about what we value	if no reference, may be viewed or taught in different ways
Continuity for students	
provides focus for instruction on these skills	

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Product Legend

Exemplary	Exceeds learning targets (or standards)
Proficient	Consistently meets learning targets (standards)
Progressing	Moving toward proficiency, but requires additional support and/or skill development in order to meet standards.
Not Yet	Has not met standards.

What RKR sent:

Product Legend

Exemplary **level of target mastery:**

Exceeds? learning targets/**Common Core Standards**

Proficient **level of target mastery:**

Consistently meets learning targets/**Common Core Standards**

Progressing **toward target mastery:**

Moving toward proficiency, but requires additional support and/or skill development in order to **achieve target/Common Core Standard mastery.**

Below target mastery:

Has not **achieved mastery of learning targets/Common Core Standards.**

WHAT SHOULD BE INCLUDED IN THE PROCESS

PROCESS

Consistently	++
Sometimes	+
Rarely	-

Not Assessed	N/A
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Academic, Career and Life Skills -- Process Elements

Element	Description
Collaboration	
Participation	
Time & Task Management	
Effort	
IDEAS: Attendance, social skills, attitude,	

SS	http://www.socialstudies.org/standards
Math	http://www.nctm.org/standards/
Science	http://www.nsta.org/publications/nses.aspx
ELA	http://www.corestandards.org/the-standards possible ELA Standards? 1. Read to infer/interpret/draw conclusions. 2. Support arguments with evidence. 3. Resolve conflicting views encountered in source documents. 4. Solve complex problems with no obvious answer.
PE	http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm
FACS	http://nasafacs.org/national-standards-home.html
music	http://musiced.nafme.org/resources/national-standards-for-music-education/
art	http://www.arteducators.org/store/NAEA_Natl_Visual_Standards1.pdf
OEC	
Industrial	

tech (autos and woods)	
world language	http://www.actfl.org/advocacy/discover-languages/advocacy/discover-languages/advocacy/discover-languages/resources-1?pageid=3392
Technology	iste.org

School/District: Intermediate District #287
Purpose Statement: The purpose of the ISD #287 report card is to communicate with students, parents, and guardians information about academic performance, learning skills, and progress towards high school graduation.
ideas for learning skills: focus, respect, responsibility

School/District: St. Paul Public Schools

Links to SPPS resources, happy to share:

- [Elementary progress report](#)
- [Common Core work](#)

1. Purpose Statement:

The purpose of this report card is to communicate to students, parents and guardians the student's achievement of academic standards. It identifies work habits and strengths/areas for growth based on expectations for the current reporting period.

Rationale for change:

DRAFT

Standards-based grading is a comprehensive system for assessing, documenting, and communicating achievement on academic standards. Product and process skills are addressed as separate scores. The reasons for implementing standards-based grading in SPPS middle schools include:

- Standards-based grading puts student learning first.
- The expectations for achievement are clearly stated.
- Basing grading decisions on standards promotes consistency throughout the district for each grade level/course.
- Separate reporting of academic scores and homework, effort, or work habits clarifies what is being measured.
- Communication with parents and students is improved.
- An aligned system is more equitable.

2. Frequency

Once every 12 weeks for middle schools (trimesters)

Require mid-trimester progress report

Need to tie to conference dates

3. What grade bands are the same?

- K-5
- 6-8
- 9-12 TBD

4. How many standards per course?

- Four to six, determined by task force led by DQ

5. What Academic Standards?

Academic Reporting Standards

SS	http://www.socialstudies.org/standards
Math	http://www.nctm.org/standards/
science	http://www.nsta.org/publications/nses.aspx
ELA	http://www.corestandards.org/the-standards

PE	http://www.aahperd.org/naspe/standards/nationalstandards/pestandards.cfm
FACS	http://nasafacs.org/national-standards-home.html
music	http://musiced.nafme.org/resources/national-standards-for-music-education/
art	http://www.arteducators.org/store/NAEA_Natl_Visual_Standards1.pdf
OEC	
tech	
world language	http://www.actfl.org/advocacy/discover-languages/advocacy/discover-languages/advocacy/discover-languages/resources-1?pageid=3392
ELL	http://wida.us/standards/eld.aspx

Course standards

	Middle School	Elementary
English Language Arts	Reading Writing Speaking, Viewing, Listening Media Literacy Language (Elementary breaks these down by	Reading - Identifies key ideas and details - Understands literary language and text organization - Connects and evaluates knowledge and ideas - Understands print concepts, applies phonics & word skills (K-2) - Applies phonics & word skills (3-6) Writing - Writes opinion, informational, narrative & poetry text types - Uses writing process (plan, draft, revise, edit, polish) - Researches to answer questions Speaking, Viewing, Listening, and Media Literacy - Collaborates in discussions; asks and answers questions for understanding (K-2)

		· Collaborates in discussions; listens & interprets information presented (3-6) · Presents knowledge & demonstrates media literacy Language · Uses conventional grammar, capitalization, punctuation, spelling · Determines word meanings, learns and uses academic language
Math	Number and operation Algebra Geometry and measurement Data Analysis and Probability	Number and operation Algebra Geometry and measurement Data Analysis and Probability (3-8)
Science	Scientific Inquiry and Nature of Science (?) Nature of Engineering and Design Physical science Earth and space science Life science ? Reading and Writing in the Content Area	Scientific Inquiry and Nature of Science Nature of Engineering and Design Physical Science Earth Science Life Science
Social Studies	Citizenship and government Economics Geography History ? Reading and Writing in the Content Area TBD: breakdown of strands in courses based on one strand	TBD
Arts	TBD(MN strands: Artistic Foundations Artistic Process: Create or Make Artistic Process: Perform or Present Artistic Process: Respond or Critique)	TBD
PE	TBD(National strands: Physical Skills Knowledge	TBD

	Physical activity Fitness Behavioral skills Intrinsic Value)	
Health	TBD(National: Concepts related to health promotion and disease prevention Factors influencing healthy behavior Ability to access information Interpersonal communication skills Decision-making skills Goal-setting skills Health-enhancing behaviors Advocate)	TBD
ELL		Language of Language Arts Language of Mathematics Language of Science Language of Social Studies Language of Social Language

6. Scoring for grading period or for end of year for grade level?

- Scoring is for current grading period.

7. Process, product standards

Process elements for consideration

- Homework
- Work habits
- Effort
- Class behavior
- Cooperation with classmates
- Work completion and work habits
- Independence and initiative
- Cooperation and participation
- Goal setting and problem solving

8 and 9. Number of Levels of performance, Labels for levels

SPPS

Legend for Marks on Report Card

		Secondary Academic Standards
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A	4	Exceeds
B	3	Proficient
C	2	Partially Proficient
<i>D</i>	<i>1</i>	<i>Below-with Credit - Eliminate the option of D</i>
<i>I</i>	<i>I</i>	<i>Incomplete with contract(pre-approved): addressed by separate task force</i>
N	0-1	No Credit - should this be 1 instead of 0, 1 means “you need to do more work to get credit”
*		Modified

“Key for the key”

Exceeds standard	Meets standards (learning targets) with independence, deeper knowledge, and/or more complex processing
Proficient	Meets standard Meets learning targets Proficient on standards
Partially Proficient	Making progress toward standard with support; need support from teacher and/or peers through Tier 1 differentiation
Below- with credit	Lacking expected progress toward standard, needs Tier 1 or Tier 2 intervention
Incomplete	In process, with contract for completion - Open a window for updating incomplete grades - Changing an incomplete grade to a letter grade could be done in the system by a scheduler or...
No Credit	Little or no evidence of progress toward standard
*	Denotes modified standard

- (Marshall County, KY- Distinguished, Proficient, Apprentice, Novice) Credit only for D, P and A
(or A, B, C, F eliminate D as an option for credit)

- Secondary: how do the strand scores combine to generate an overall letter grade? NOT a
mathematical computation to derive the letter grade. Rely on most recent evidence and what
the most time, most important.

- 1 assignment can contain several different strands. Strand 1: Assignments 1-5 score

for each, Strand 2: Assignments 2-5 scores...etc. Gerry's example.

Campus data entry	Elementary (currently)	
11	Not evaluated	This skill is not evaluated for this marking period
10	Exceptional	Student above grade level expectations by at least two years
7	Proficient	Student is at grade level expectations
4	Developing	Student is making progress and is approaching grade level expectations
1	Beginning	Student is working far below grade level expectations

Process Legend

++	Consistently
+	Sometimes
-	Rarely

16. Implications of standards based grading on

- Investigate current data
 - Percentage of students receiving A and B currently
 - # of students receiving modified grades
 - Use MCA to predict how many of the A/B students would receive A/B in the new standards-based report

17. How do nontraditional programs fit in...

18. SPPS timeline for next steps:

Date	Topic/Action	Person Responsible
	Task force on Incompletes	Sarah, Barbara
	Subject area reporting standards (lines for report cards)	DQ, Program managers with teacher input, Tim Hofmann
	Data collection on current A/B grade alignment with MCA test results	Ishmael,

	Consider implications for nontraditional programs - Montessori - Year round - Open - Other considerations	Tyrize
	Adaptations: modifications or accommodations, intervention plan	Larry Lynn Zena
	Board Communication - Overall recommendation to Supt. Silva -	Tim Hofman
	Professional Development - Teachers - Administrators - Counselors - Parents/Community -	Karen Randall
	Final report content	
	Budgeting - Translations - Printing costs - Design - PD	
	Design/CAMPUS	Bruce F, IT Dept
	Stakeholder meeting/ Focus Group - Gather input - Middle school task force group	Denise Quinlan, Tim Hofmann, Ishmael Robinson

Timeline
Sept 1

Date	Action	
Sept. 2013	Parents/students informed - Info on course syllabi - Info distributed at Open houses	
Opening week, 2013	Rollout	
	Translations	
June 2013	Teachers trained	
March 2013	Campus programming complete	
	Creation of curriculum documents that relate reporting language to courses? How is curriculum and assessment alignment made transparent?	
Jan 2013	Logistics of grading windows, printing and distribution determined	
	Budget set	
Dec 2013	Professional development plan and design complete - Moodle course, group - Book study? - SBG philosophy - Standards/strands per course - Hands on CAMPUS training	
Dec/Jan	Stakeholder meeting	
Dec 2012	Finalized content and layout • process/product ratings chosen	
Dec 1, 2012	Decisions made about modifications	
Nov 2012	Communication Plan for overall project - Initial messaging, "Capture the hearts"	
Nov 2012	Draft content/design created and vetted with administration and sites	
Oct 9-11 2012	District team trained	

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Robbinsdale Area School District

Purpose of Report Card

The purpose of this report card is to communicate current academic achievement of the MYP criteria to students and families, as well as report students' engagement in the learning process.

The purpose of this report card is to communicate to students and families current academic achievement of the MYP criteria, and engagement in the learning process.

Format and Frequency:

K-5 Report Card will be sent home 4 times per year

6-8 Report Card will be sent home 8 times per year

9-12 Report Card will be sent home 12 times per year

IB/MYP -- 4 times per year for grades 6-10

Number of Strands reported each period per subject:

Grades K-5: 2-6 per by grade level

Grades 6-12: 4-6 per course

IB/MYP -- 4 criteria reported

Grades K-5: Specific standards to be reported by grade level

Are these standards set for the grade level or each marking period?

Grades 6-12: Specific standards to be reported by course

Are these standards set for the course or each marking period?

IB/MYP -- 4 criteria reported each marking period

What product, process, and progress standards will be reported?

IB/MYP -- Criteria

	a	b	c	d
Language and Literature	Analyzing	Organizing	Producing Language	Using Language
Language Acquisition	Communicating in oral form	Interpreting Visual Text	Comprehending Written Texts	Communicating in Written Form

Individuals Societies	Knowing and Understandin g	Investigating	Thinking Critically	Communicati ng
Science	Using Knowledge	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Math	Using Knowledge	Inquiring	Communicati ng	Reflecting
Arts	Using Knowledge	Developing Skills	Thinking Creatively	Responding
Physical and Health Education	Using Knowledge	Planning through Inquiry	Applying and Performing	Relfecting and Demonstratin g
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating

Process Factors - Ideas to consider...

- Homework
- Punctuatlity (Timely submission of assignments)
- Participation
- Preparation (Binder Checks)
- Respect
- Collaboration
- Working Independently
- Formative Assessments (Defined as guiding your instruction)

How many levels of performance will be reported for each standard?

4

How will the levels be labeled?

Evidence of Accomplishment

Will teachers' comments be included and encouraged?

Yes

How will information be arranged on the report?

Chronological

What are students expected to do with this information?

Possibility: Students could establish derived from teacher comments/information

on report card

Wh

Potential Standards Rubrics

4	Exceeding, Self-directed, Applied use of standards
3	Meeting
2	Progressing
1	<i>Struggling (What word will we use here?)</i>

4	Thorough
3	Competent
2	Partial
1	Limited

4	Extensive Evidence
3	Sufficient Evidence
2	Partial Evidence
1	Little or No Evidence

Something to think about...Does evidence equate to numbers? May provide scaffolding to families/parents -- comparative to A,B,C,D

3	Self-directed, Applied use of standards
2	Proficient
1	Not proficient yet

3	Proficient
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2	Adequate
1	Not proficient yet

Process Skills
Consistently
Sometimes
Concerned

Process Skills	
4	
3	
2	
1	

Other school districts will be sending kids with four levels of understanding so we can translate their information better if we keep four levels. (Steve)

In the interim of educating parents, go with a 4 point scale, then once the community gets it phase to a 3 point scale. (Al)

Because we have an ability to add a comment, 3 point scale works because that is where we define “not yet”. This will also disrupt the A, B, C, D in people’s minds. Use the correct marketing to help the community understand this, and make good use of the comment section (can say progressing or struggling there). (Ann)

4 point scale. What does this look like on a transcript for a student? What about a 2 point scale: You met the standard, you didn’t meet the standard. (Brenda)

3 point scale. (Melissa)

3 point scale with narrative to back it up. (Terri)

4 point scale (Frank)

4 point scale (Jen). Narrative will take time to write, so until the district system provides time for grading we won’t be able to support a 3 point scale with narrative.

School/District: Rochester Public Schools
Purpose Statement:
The purpose of this report card is to communicate information about current academic achievement and work habits to parents/guardians and students. It will identify areas of strength and/or areas of need.

Report cards will be generated quarterly though we expect communication about students' progress to be continuous through the grading period.

Academic Indicators

4	Fluent - evidence demonstrates exemplary understanding of the standard
3	Competent -evidence demonstrates understanding of standard
2	Developing - evidence demonstrating partial understanding of standard
1	Beginning - little or no evidence to demonstrate understanding of standard

Process Indicators

	Consistently
✓	Sometimes
-	Rarely

Homework 1. Does quality work on homework

2. Completes and submits homework on time 3. Asks questions about homework if needed
Attendance 1. No unexcused absences 2. No unexcused tardies
Responsibility 1. Completes work on time 2.
Participation 1.
Punctuality 1.

Break out conversation

Academic labels -

Reading - Information Literature etc
Writing 1 2
Labeling a little more specific

Processes

Teamwork,
Homework,
Punctuality

Social Studies

Has 4 standards that could be used across the 6-12 - Comments detail strands and

benchmarks

Rollout should be staggered not all at once for all grades

Math

MS go with the 4 strands

Moundview has reworded all the standards into simpler language

Common core adoption

Science

We need to report the standard but we do not need to report the strands

Mounds View Public Schools

Purpose Statement:

The purpose of this report card is to communicate student achievement of academic standards to parents and students at this time. It also acknowledges behaviors that support learning.

The purpose of the report card is to communicate with families and students about achievement of academic standards and the frequency of behaviors that influence learning.

while identifying areas of strength and where additional work is needed. - can this be indicated on the rubric

Academic Indicators - Elementary

3 - SECURE

Needs continuous teacher support for work towards grade level standard.

2 - DEVELOPING

Skills and concepts are approaching grade level standard with some help from teacher.

1- BEGINNING

Achieves grade level standard independently after instruction with grade level material.

Academic Indicators - Secondary

4 - EXCEPTIONAL

Student consistently demonstrates the skill or understands concepts at a level exceeding expectations for this reporting period.

3 - MEETS STANDARD

Student usually demonstrates the skill or understands concepts and meets expectations for this reporting period.

2 - APPROACHING STANDARD

Student sometimes demonstrates the skill or understands concepts and meets some expectations for this reporting period.

1 - BELOW STANDARD

Student seldom demonstrates the skill or understands concepts and is not meeting expectations for this reporting period.

NA - NOT ATTEMPTED

Student did not demonstrate the skill or understanding of the concept for this reporting period.

Process Indicators - Learning Behaviors**3 - Consistently (Usually)****2 - Sometimes (Occasionally)****1 - Rarely (Never)**

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Link: [Rough Draft - Middle School Report Card](#)

Link 2 (AH with Examples Given): [AH Report Card with Examples](#)

School/District: Anoka-Hennepin Secondary
Purpose Statement: The purpose of this report card is to communicate student achievement of academic standards. It identifies information about academic performance, learning skills, and progress toward course standards.

Learning Skills - Characteristics of Successful Learners*

Secondary will send a report card three times a year at the end of the trimester.

Academic Performance - Achievement of the course standards

A 4	Self directed, Applied use of standards Extends learning in new contexts Initiates individual inquiry
B 3	Proficient Achievement
C 2	Basic Achievement or Emerging Achievement
D 1	Limited Achievement
F 0	Insufficient Achievement or Missing Evidence
Comment	

Letter grades are used as the final grade for the course.

4-3-2-1-0 marks are used for reporting strands aligned to course standards.

Note: Synergy will include a district grading scale with assigned values for each category.

	+ Consistently	√ Moderately	- Rarely
Classroom Interactions			
Homework			
Preparation			

Punctuality			
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***Collaborative Teams will come to a consensus and define the rubric for each learning skill for “publication” in a common course syllabus used by all teachers of the course.**

Social Studies

content (geography, history, etc.), social studies skills (research, inquiry, etc.), ELA goal
With our focus on student learning, we need to weigh the bang for the buck.

Math 6 Example

Academic Performance – Achievement of the Course Standards			Learning Skills – Characteristics of Successful Learners			
Overall Math 6 – Trimester 1 Grade						
	Number and Operation (Base 10)	4		+	✓	-
	Number and Operation (Fractions)	3		Consistently	Moderately	Rarely
	Algebra	3	Teamwork			
	Geometry	N/A	Homework			
	Data Analysis/Probability	N/A	Preparation			
Staff Name			Punctuality			

Progress Toward Achieving Standard

6th Grade Trimester 1 Example:

Math 6 students have worked hard this trimester on working with and applying rules with exponents, understanding and applying steps to solving equations, and developing an in-depth understanding of operations with fractions. Each child has been engaged in practice opportunities, developing skill with group activities, applying problem solving skills, and extending thinking skills with a project designed to extend thinking.

ELA 6-12

Academic Performance	Marks
Reading: Fiction Nonfiction	
Writing: Types of Writing Writing Process Research	

Speaking, Viewing, Listening	
Media Literacy	
Language: Conventions & Knowledge Vocabulary	

Physical Science 6

<i>Academic Performance</i>	<i>Marks</i>
Practice of Science (inquiry, accurate experimentation)	
Practice of Engineering (product)	
Motion: Speed Direction	
Matter: Properties of Matter Physical Changes of Matter	
Energy: Waves transferring energy Energy can be transformed or transferred	

Life Science 7

<i>Academic Performance</i>	<i>Marks</i>
Practice of Science (inquiry, accurate experimentation)	
Structure and Function of Living Things Cells Tissues, Organs, Organ Systems	
Matter Elements and Compounds Chemical equations	
Interdependence Among Living Systems Organisms interact with one another Energy flow and the recycling of matter	

Evolution: (Transformation ?) Reproduction Genetics Fossil record Extinction	
Human Interactions with Living Systems Humans and ecosystems Humans and disease	

Earth Science 8

<i>Academic Performance</i>	<i>Marks</i>
Practice of Science (inquiry, accurate experimentation)	
Matter Properties of Matter Physical Changes of Matter Periodic Table	
Energy Waves	
Earth Structure Processes Geology Meteorology	
Universe Astronomy	

School/District: Anoka-Hennepin Elementary

Purpose Statement:

The purpose of this report card is to communicate student achievement based on academic standards. This report card identifies individual levels of progress to date on district benchmarks and reports learning habits.

Key considerations:

- Evidence of accomplishment
- Evidence of progress/growth
- Learning habits
- Primary audience: families/students
- How information is used: to inform families, students -- inform learning

Purpose:

Will be stated at the top of the progress report

Progress levels

4	<i>EXCEEDS STANDARD (Extends Learning, Engages in further individual Inquiry)</i> Consistently demonstrates the skill and/or understands concepts at a level exceeding expectations for this reporting period.
3	<i>MEETS DISTRICT BENCHMARK (Developing Appropriately)</i> Usually demonstrates the skill and/or understands concepts and meets expectations for this reporting period.
2	<i>APPROACHING DISTRICT BENCHMARK (Beginning to Develop)</i> Sometimes demonstrates the skill and/or understands concepts and meets some expectations for this reporting period.
1	<i>BELOW DISTRICT BENCHMARK (Needs to Develop)</i> Seldom demonstrates the skill and/or understands concepts and is not meeting expectations for this reporting period.

Learning Habits or Learning Process
Process Marks + = Consistently √ = Moderately - = Rarely
Approach to Learning: Stays on task, completes work on time, overall academic effort. Interaction with Others: Works well in a group, Resolves conflicts respectfully. Self-Management: Follows school/classroom rules, Uses materials and Supplies responsibly, Overall behavior.

How will we share our goals?

<u>Date(s)</u>	<u>Goal(s)</u>
August 14:	Teacher Leaders jigsaw Kentucky article and receive Kevin O'Connor's
September 25, 26, 27	Teacher Leaders engage in learning process indicators
Oct. 1	Introduce Standards based grading to SAC
Oct. 9,10,11	Committee attends Learning Forward PD "Standards Based Report Cards"
Oct 25	Plan meeting for key messages with Principals - Key messages shared with Principals
Nov 13, 14, 15	Collect feedback from Teacher Leaders on the learning habits indicators
	Plan meeting to share with teachers not part of Teacher Leader group - Teacher Leaders need to share with their teams by the January teacher leader date
	Input from Sped TaLS team and ESL TaLS team

	Get K - AMP strands written AND K - Learning habits
	Get AMP Core strands written with Core teams
	Plan for sharing/getting input from parents & families (SAC, PTO) - already met
	Plan meetings with Elementary and Secondary to debrief on progress (more than a few times during the year)

For more information:

guskey@uky.edu

gerry.swan@uky.edu

ljung@sky.edu

School/District: Mankato Area Public Schools
The purpose of this report card is to communicate academic achievement and learning habits to students, parents/guardians, teachers, and administrators at this time.
*There will be a photo of the teacher on the report card. *We will have a supplementary document to accompany the report card with descriptions that more specifically describe what each standard involves at each level. * The report card will communicate product and process to students and parents. * G/T, SPED, and ELL adjustments could be included on a progress report and supplemental document. * We will have 4 report cards per year. The report cards are for the grading period only not cumulative. *An overall achievement grade will be on secondary report cards that reflect only the product and not the process.

	ACADEMIC ACHIEVEMENT
4	<i>EXCEPTIONAL (Exceeds Expectations)</i> Student consistently demonstrates the skill or understands concepts at a level exceeding expectations for this reporting period.
3	<i>MEETS STANDARD (Developing Appropriately)</i> Student usually demonstrates the skill or understands concepts and meets expectations for this reporting period.
2	<i>APPROACHING STANDARD (Beginning to Develop)</i> Student sometimes demonstrates the skill or understands concepts and meets some expectations for this reporting period.
1	<i>BELOW STANDARD (Needs to Develop)</i> Student seldom demonstrates the skill or understands concepts and is not meeting expectations for this reporting period.
NA	<i>NOT ATTEMPTED</i> Student did not demonstrate the skill or understanding of the concept for this reporting period.

	LEARNING HABITS 4=CONSISTENTLY, 3=USUALLY, 2=SOMETIMES, 1=NOT YET
	PBIS related (site-based)

FEEDBACK ON (STUDENT'S NAME)PROGRESS:

This section will include:

1. the "how" of the instruction (i.e. This quarter, we concentrated on the physics of atomic and subatomic particles. Students solved problems related to relativity.)
2. specific comments/feedback as it relates to this student's progress toward meeting the reported standard.

School/District: Minneapolis Public Schools
Purpose Statement:
At MPS, parents and guardians are an essential part of ensuring students graduate college and career ready. The purpose of this report card is to communicate accurate and timely information about academic achievement and learning habits . It identifies work habits and strengths/areas for growth based on expectations for the current reporting period.
Please use this report to inform your discussions for continued academic success.

	Levels of Achievement (Option A) most preferred but not perfect
4	Exceeding Target:
3	Meeting Target:
2	Approaching Target:
1	Not Meeting Target:

	Levels of Achievement (Option B)
4	Exemplary
3	Proficient
2	Progressing (all should be progressing)
1	Struggling or Unsatisfactory

	Levels of Achievement (Option C)
4	Exemplary Level of Mastery
3	Mastery
2	Minimal Level of Mastery
1	Not progressing toward mastery

Idea (collegially borrowed from another district)

Learning habits
Process Marks + = Consistently √ = Sometime - = Concern
Approach to Learning: Stays on task, completes work on time, overall academic effort Interaction with Others: Works well in a group, Resolves conflicts respectfully. Self-Management: Follows school/classroom rules, Uses materials and Supplies responsibly, Overall behavior.

Process:

Rarely

Sometimes

Consistently

Learning Habits (brainstorm)

Homework completion

Work beyond classroom

Use of class time

Collaboration and cooperation

Preparation

Participation

Respect

Punctuality

Reflective practice: Tracks and reflects on progress

Professionalism (high school)

Responsibility

Respectful & Responsible

Effort

Persistence

Organization

Self Advocacy

Cooperation & Respect

1. Purpose statement - see above.

2. Report card frequency: Quarterly for K-12. Send report cards quarterly and use the back of the report card to show all targets and achievement toward targets. Mid-quarter reporting could be the progress on learning targets (a different report). First quarter progress reports not necessary for K-5. ILPs should not take the place of report card for K-5. Interim reports at elementary do not have to be as comprehensive.

Restructure Gradebook to establish 2 categories for all teachers: "Learning Targets" and "Learning Habits". Pre-load Learning Targets with those established by Focused Instruction curriculum. Allow Special Education and EL staff to modify LTs as appropriate for exceptional students (mark with * and provide explanation). Expect content areas/schools/departments/individual teachers to develop expectations for "Learning Habits" category.

School/District: Wayzata Public Schools
The purpose of this report card is to communicate to students and families current information regarding students' demonstrations of · academic achievement · academic progress · learning processes
Purpose Statement: The purpose of this report card is to communicate to students and families current information regarding the student's progress toward and attainment of academic achievement and demonstration of core learning processes.

Academic

E	Excels
P	Proficient
Pt	Partially proficient
N	Needs Improvement

Process

3	Frequently
2	Usually
1	Rarely
NA	Not assessed

Next steps for us....

Labeling Levels of Student Performance

1. Levels of Understanding / Quality

Modest	Beginning	Novice	Unsatisfactory
Intermediate	Progressing	Apprentice	Needs Improvement
Proficient	Adequate	Proficient	Satisfactory
Superior	Exemplary	Distinguished	Outstanding

2. Level of Mastery / Proficiency

Below Basic	Below Standard	Pre-Emergent	Incomplete
Basic	Approaching Standard	Emerging	Limited
Proficient	Meets Standard	Acquiring	Partial
Advanced	Exceeds Standard	Extending	Thorough

3. Frequency of Display

Rarely	Never
Occasionally	Seldom
Frequently	Usually
Consistently	Always

4. Degree of Effectiveness

Ineffective	Poor
Moderately Effective	Acceptable
Highly Effective	Excellent

5. Evidence of Accomplishment

Little or No Evidence
Partial Evidence
Sufficient Evidence
Extensive Evidence

/

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ELL Discussion Notes:

- Standards for ELLs
- Product Reporting
- Process Reporting
- AHPS- Current Elem ELL separate report card, secondary embedded reporting
- MPS- Current report card- Elem EL section on report card, secondary embedded into reg report card
- SPPS- Current ELL report card- elem separate ELP report, secondary embedded into

regular report

- Modification asterisk

Hopkins School District

Purpose Statement: ***The purpose of the student achievement report* is to provide students and families with useful student achievement and academic growth information** that is based on clearly defined Hopkins grade-level standards.***

It also provides information about skills and work habits that support learning.

It identifies information about academic performance, learning skills, and progress toward course standards.

It also acknowledges behaviors that support learning.

The purpose of this report card is to communicate to students and families current information regarding students' demonstrations of

- **academic achievement**
- **academic progress**
- **work habits**

The purpose of the student achievement report is to provide information to students and families about student achievement and academic growth as it relates to clearly defined Hopkins grade-level standards. It also provides information about skills and work habits that support learning.

*Student Achievement Report versus Report Card

**Should growth be shown on the SAR versus a separate sheet sent home either with report card and/or at conferences? Could end of year progress from March to May just be entered in the comment section on the SAR?

Reporting: 2 SARs - February & May, 2 Conferences - November and (MOU with HEA)

To Larger Group:

Grading System - Growth and Achievement

- showing growth in another document - conference template?

Self-Development Skills - Work Habits, Learning Skills, Learning Habits - whatever we name the PROCESS

Language Arts:

Break reading into informational and literature? what is parent friendly? fiction vs nonfiction?

Fluency/Prosody?

speaking and listening?
Kentucky has: reading, writing, speaking, listening, language
Mathematics - same as what we have - strands (computation, number concepts, data analysis, (no k-1?) geometry and measurement, where is Algebra?) SCIMATH/MN State Standards has the following strands (number and operation, algebra, geometry and measurement, data analysis and probability) KENTUCKY has from common core (operations and algebraic thinking, number and operations-base 10, numbers and operations-fractions, measurement and data, geometry, mathematical practices) **Are we grading all standards or just power standards?
Writing- Post samples of exemplary work, meeting standard work, making progress, etc. at each grade level
Science - • Strands - life science, earth and space science, physical science, nature of science and engineering, (scientific inquiry?) • Description - here is where you would put the description of what specifically was taught in science during that period. • Process skills - are they included? would they be the same as the other subjects/grade levels or would you change the skills for science and at each grade level? (group work, participation, lab points etc) • talk to Toni about strands vs Foss kits because there are only 3 kits done per year but there are 4, is the 4th engineering? Are the 3 first strands covered with the 3 different kits OR • are the strands general to any standard or topic being taught instead of content specific? the strands/standards on the report card should match the assessments being created by the science committee, things should ALIGN
Music
Physical Education
Social Studies
Health ◇ Develops an understanding of how to create a healthy lifestyle ◇ Demonstrates the ability to practice health-enhancing behaviors and avoid or reduce health risks

- Report non-academic skills separately
- Be available in multiple languages
- Contain visual representation of growth and progress, where feasible and appropriate
- Use language that is understandable to the general public
- Contain the reporting standards for each grade level
- Use multiple measures of assessment (quantitative as well as qualitative)

*make sure we clarify what “meets the standard” means when teachers are grading half way through the year

*use Marzano’s site which has rubrics created

Proposed New Grading Scale:

1 - Beginning/Below the Standard (Unsatisfactory? limited?)

2 - Making Progress towards the Standard (Progressing?)

3 - Meets the Standard (Proficient?)

4 - Exceeds the Standard (Exemplary?)

NA- Not Assessed at this time

Could we shift to???

1- Beginning

2- Progressing

3- Proficient

4- Exemplary

Learning Habits (brainstorm) Maybe the learning habits change across grade levels, because what is important in k may or may not be so important in 5th (K - organization? K- use of class time?)

Homework completion

Homework quality

Work beyond classroom

Use of class time

Collaboration and cooperation

Preparation

Participation

Respect

Punctuality

Reflective practice: Tracks and reflects on progress

Responsibility
 Respectful & Responsible
 Effort
 Persistence
 Organization
 Self Advocacy
 Cooperation & Respect

Approach to Learning: Stays on task, completes work on time, overall academic effort
Interaction with Others: Works well in a group, Resolves conflicts respectfully.
Self-Management: Follows school/classroom rules, Uses materials and Supplies responsibly, Overall behavior.

*need a rubric to define how these are graded, must be measurable, evidence
 *homework is always process

Learning habits
Process Marks + = Consistently √ = Sometimes - = Concern

Learning habits
Process Marks + = Consistently √ = Sometimes - = Rarely

Learning Habits

*look at 21st century habits
 *do we separate this by grades? mainly because of homework

K-2

Respect

Work completion?

Quality Work

Follows Directions

3-6

Respect

Follows Directions

Quality Work

Homework

*Use the Self Development Skills colored booklet to help us define what the rubric or description of those process skills looks like

**Put our colored standards books online and add links to practice sites for skills.

Waconia Public Schools

Purpose Statement: ***The purpose of the Waconia Report Card is to communicate with students and families the achievement of academic standards for the current reporting period. Behaviors that support and/or influence learning habits are also acknowledged.***

Fixed:

Flexed:

Academic

Process

Stillwater Area Public Schools

Purpose:

The purpose of the Stillwater report card is to communicate with families and students about the current achievement of academic standards and behaviors that influence learning.

The purpose of this report card is to communicate to students and families current information regarding the student's progress toward and attainment of academic achievement and demonstration of core learning processes.

The purpose of the Stillwater Report Card is to communicate with students and parents/guardians regarding achievement of specific academic standards and engagement in the learning process.

SCHOOL/DISTRICT: WHITE BEAR LAKE

Purpose Statement:

The purpose of this report card is to gauge students' strengths, needs, and progress toward mastery of state and local standards and to communicate current information regarding academic proficiency and learning habits.

PRODUCT - achievement OF THE STANDARD

+	-

PROCESS - BEHAVIOR SUCH AS EFFORT, ATTENDANCE, & TIMELINESS

+	-

PROGRESS - IMPROVEMENT OVER LAST PERFORMANCE

+	-

Prior Lake-Savage Area Schools K-5

1. What is the purpose of the report card?

Purpose statement
The purpose of the Prior Lake-Savage Area School Elementary report card is to communicate with students and parents/guardians regarding current achievement of specific academic standards and engagement in the learning process.

Our purpose statement will be printed on the top of each page of the report card.

2. How often will report cards be completed and sent home?

Completion and distribution of report cards- (use information on what parents are looking for to back up decision. How this plan fits within a grading and reporting system will be discussed and determined by whole group)

- Quarter 1- Oral Report Card Conference/Goal setting (students welcome)
 - Conference Framework to be designed
- Quarter 2- Electronic Report Card
- Quarter 3- Oral Report Card Conference (students welcome)
- Quarter 4- Electronic Report Card

3. Will a specific report card be developed for each grade level, or will a more general report card be used across several grade levels?

Report card format consistent across K-5

- Media grade K-5 consistent with ELA standard
- Art graded in Kindergarten

4. How many standards will be included for each subject area or course?

4-6 standards will be included for each subject area or course

5. What specific standards will be reported at each grade level or in each course?

6. Will standards be set for the grade level or each marking period?

7. What product, process, and progress standards should be reported?

Collaboration of AGR Committee and individual curriculum committees

- ELA standards will be reported as
- Math standards will be reported as
- Science standards will be reported as

- Social Studies standards will be reported as

8. How many levels of performance will be reported for each standard?

9. How will the levels be labeled?

Product (Academic/Achievement) Indicators

4- Exemplary

3- Meets Standard

2- Approaching Standard

1- Below Standard

Process Indicators (Behavior)

+ Consistently

Sometimes

- Rarely or Concern

	Learning Habits Legend
+	Consistently
	Sometimes
-	Rarely or Concern

Process (next to Academic Grade for Grades 4-5)

On Task Behavior

Completes Assignments

Follows Rules

Learning Habits (Separate

On Task Behavior

Completes Assignments

Follows Rules

Hutchinson Public Schools

FIXED: 1. Purpose Statement: The purpose of this report card is to communicate current student achievement based on academic standards and learning habits.

FIXED: 2. Frequency: Report cards will be sent home each trimester K-12.

FIXED: 3. Formats: K-5 Report Card & 6-12 Report Card

FIXED: 4. Number of Standards:

4-6 per course title in 6-12

4-6 per content area in K-5

FLEXED: 5. Specific standards reported at each grade level

initial recommendations below under SBGRC; will reflect power standards or strands (MN state standards or professional national organizations standard if no state standards in the subject area) reviewed by an options team

FIXED: 6. Standards are set for each marking period. (Not set relative to end of year expectations) only standards that are assessed in that marking period will appear on the report card

FLEXED: 7. Product (i.e., Achievement) & process standards

Product = Standards, strands, and power standards

Process = factors that determine the extent to which the student is 'engaged in the learning process' (any grading categories that are not connected directly to reporting progress towards a standards should be removed from the 'product' category and moved to the 'process' category)

<u>FLEX - Middle School</u>	<u>FLEX - Elementary</u>
Respect Homework Participation Punctuality Cooperation	

*these need to be defined so that the level labels for process (++, +, -) make sense)

FIXED: 8. Levels of performance reported

Product

Process

Achievement Indicator (Secondary Only, Overall Grade)

FIXED/FLEXED: 9. Level Labels

FIXED: Standard Marks

4	Exemplary - evidence demonstrates excellent understanding of standard
3	Proficient - evidence demonstrates understanding of standard
2	Progressing - evidence demonstrates partial understanding of standard
1	Insufficient- little or no evidence to demonstrate understanding of standard

***...against a particular standard NOW rather than from an “end-of-year” perspective
“Emerging” and “Exceeding Standards” are both considered confusing by parents**

FLEXED: Achievement Grades

A/A-	
B+/B/B-	
C+/C/C-	
I	Incomplete (incl. implications for transcripts)

FLEXED: Process - Elementary and Secondary

++	Consistently (Usually)
+	Sometimes (Occasionally)
-	Rarely (Inconsistently) or (Never)
NA	Not assessed

***NA - does this apply to all subject areas/classes (for instance, if Ceramics does not require homework, do we allow NA under Process skills?)**

FIXED: 10. Teacher comments

Comments will be submitted by teacher for each academic area describing the standards and benchmarks studied during a particular marking period in parent-friendly language. Teacher's content description will be automatically populated for all students in the same course.

For students performing below grade/peer level expectations, teachers must include an individualized comment describing student performance. Samples and suggestions will be provided. Use parent friendly language.

FLEXED: 11. Arrangement of information on report (www.otisonline.org → MNSBR Workshop)

(FIXED) K-5 and 6-12 Report Cards will have similar layouts and organization of information like this secondary example http://otis.coe.uky.edu/SBR_demo/secondary.php

like this elementary example http://otis.coe.uky.edu/SBR_demo/elementary.php

(FIXED) Digital report card (online primarily, but could be printed)

(FIXED) Staff pictures on the report card - could/should be linked to class/teacher website

(FIXED) Order of content (Elem & Sec: ELA, Math, Science, Social Studies, World Language, then specialist/elective areas in alphabetical order)

(FIXED) Process goals by teacher/subject/content area for both Elem & Sec

12. Parent use of information: *What are parents expected to do with this information?* This may influence the comments teachers write in the individual student comment box.

13. Student use of information: *What are students expected to do with this information?*

14. FLEXED Policies needed for new report

How is GPA/Honor Roll determined if/when/for students with modified standards and/or modified grades?

EHS Student Handbook - Definition of D as "lowest passing grade"

How do grades on report card interact with transcript (e.g., when does an "I" move to an F or No Credit)?

What systems solutions are in place for students receiving I's? What additional resources or changes are needed to support students with I's so they can meet the standards in the course? (include EME, HR, others?)

15. FLEXED Collecting input from parents and students

Will monitor feedback from stakeholders throughout implementation process

ADDITIONAL QUESTIONS TO CONSIDER:

How do we report on modified standards/strands on the report card?

-We can't simply replace (in all cases/for all students) the course content standards/goals with the IEP goals.

Should we elect to report on progress toward IEP goals via the report card?

Edina Mission:

The mission of the Edina Public Schools, working in partnership with the family and the community, is to educate all individuals to be responsible, lifelong learners who possess the skills, knowledge, creativity, sense of self-worth, and ethical values necessary to thrive in a rapidly changing, culturally diverse, global society.