

GRADING FOR LEARNING



Kindergarten Through Grade 5 Parent Reference Guide

Kenosha Unified School District

Teaching and Learning

3600 52nd Street • Kenosha, WI 53144 • 262.359.6386 • www.kusd.edu

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If a student or parent/guardian needs a Spanish translation of this guide, please contact your child’s building principal.

Si un estudiante o padre/tutor necesita una traducción en español de este libro de referencias, por favor comuníquese con el director(a) de la escuela de su hijo(a).

**POLICY 5110
EQUAL EDUCATIONAL OPPORTUNITY DISCRIMINATION COMPLAINT**

No student may be denied admission to, be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational, or other program or activity because of the student's sex; race; national origin; ancestry; creed; religion; color; pregnancy; marital or parental status; sexual orientation; or physical, mental, emotional, or learning disability or handicap in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Sections 504 of the Rehabilitation Act of 1975 and the Americans with Disabilities Act of 1992. This does not preclude decisions relative to classes or activities based on a student's individual performance or needs.

Students who have been identified as having a handicap or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with reasonable accommodations in educational services or programs. Students may be considered handicapped or disabled under this policy even if they are not covered under the district's special education policies and procedures.

The district shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs. Requests for accommodations shall be made in writing and approved by the building principal, assistant principal, or classroom teacher. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and make-up opportunities for coursework missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

The district encourages informal resolution of complaints under this policy. A formal complaint procedure shall also be available to address allegations of violations that cannot be solved informally.

Annually, the district shall provide public notice of this policy, the name and address of the designated employee to receive complaints, and the complaint procedures. Student nondiscrimination statements shall also be included on staff and student handbooks, course selection handbooks, and other published materials distributed to the public describing school activities and opportunities. The complaint procedure shall be included in student and staff handbooks.

A Message from Dr. Sue Savaglio-Jarvis Assistant Superintendent of Teaching and Learning

At the beginning of the 2013-14 school year, the Kenosha Unified School District will be using a new grading/reporting system for all students in kindergarten through grade five. The schools will implement a progress reporting system which reflects the standards-based instruction, assessment, and grading which closely aligns to daily teaching and learning. Elementary students and parents will have access to more information than ever before regarding academic achievement and related learning skills. This is an exciting step toward ensuring that all students are successful at meeting their grade level standards!

Standards-based grading is beneficial in several ways. It ensures consistent expectations across grade levels. It helps teachers and students focus on the standards in their learning activities.

This system also provides feedback as to the student's proficiency level allowing the teacher to better differentiate the teaching to meet the needs of the individual learner. In addition, this system provides parents with valuable information regarding how their child is progressing on each standard and proficiency statement. The progress report will now provide information on more individual student proficiencies for each subject area.

***Grading for Learning* guide is a quick reference for parents and teachers.**

This ***Kindergarten Through Grade 5 Parent/Teacher Reference Guide*** offers information about the components of the standards-based grading system, the definition of proficiency levels, and guidance for managing progress reporting for students with exceptional needs. Specific information about each subject is available for parent information on the district website at <http://www.kusd.edu/departments/teaching-and-learning-0>. The work in moving toward *standards-based grading* concepts and tools has been thorough and complete. The research, collaboration, and professional development have resulted in a new reporting instrument. I am confident that we are ready to launch the progress report with assurance that it will maximize student learning. As always, I look forward to hearing from you if you have comments, questions, or concerns.

Sincerely,

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

COMPONENTS OF A STANDARDS-BASED INSTRUCTIONAL SYSTEM

There are four components to an effective standards-based system.

1. Grade Level Standards

Standards describe what a student should know and be able to do at the end of a given grade level. This information is made available to students and parents as proficiency statements on the progress report.

2. Curriculum and Instruction

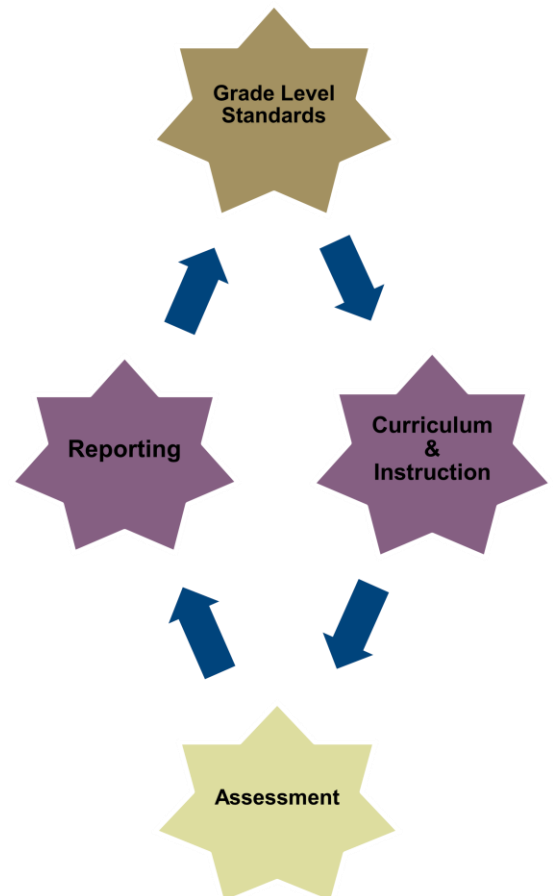
Curriculum and instruction are composed of daily learning targets, teacher instruction, and learning activities that help students become proficient at the grade level standard.

3. Assessment

Assessments are used throughout the year to provide teachers and parents with information about how a student is progressing towards proficiency on grade level standards. Assessment data is analyzed to help teachers individualize instruction to maximize student achievement.

4. Reporting

A variety of tools are used to help teachers communicate accurately a student's progress toward reaching and/or exceeding proficiency in the grade level standards. The standards-based progress report is an important part of this system.



DEFINITIONS OF PROFICIENCY LEVELS

The Kenosha Unified School District uses four proficiency levels for kindergarten to fifth grade to indicate student proficiency in achievement.

Kenosha Unified School District's Standards-Based Rubric

The information below serves as a FRAMEWORK to provide detail about how the elementary school scores relate to each student's current level of achievement.

Assessment Key	Standard Mark
Meeting Standard: The student can perform this standard consistently and independently.	4
Approaching Standard: The student is usually independent in performing this standard. The student may need some support and/or need to increase consistency in performance.	3
Progressing Toward Standard: The student usually needs support in performing this standard. The student is sometimes able to perform this standard independently but often requires support.	2
Beginning Work on Standard: The student needs frequent support to perform this standard.	1
Not yet assessed	N

WORK HABITS

To provide a deeper, more accurate, and much more comprehensive picture of what a student accomplishes, the student's academics are separated from conduct. Students in kindergarten through grade 5 will be assessed in work habits using the same assessment key that is utilized for standards and benchmark achievement.

Work Habits for Kindergarten Through Grade 5

- Shows respect for adults, peers, and property
- Follows school rules
- Demonstrates self-control
- Works appropriately on independent tasks
- Works collaboratively in small group settings
- Works collaboratively in large group settings
- Accepts responsibility
- Adheres to classroom routines

STANDARDS-BASED GRADING—CALCULATION OF GRADE USING THE POWER LAW

The calculation used in Zangle to determine a student's grade uses a method explained in Robert Marzano's book, *Transforming Classroom Grading*. It is a process that produces the *central tendency* of evidence of student work. In his book Marzano refers to this calculation as the Method of Mounting Evidence. The calculation uses the **Power Law Formula**, which has application in many other fields outside of education and the grading of student work.

Without getting into the (somewhat complex) formula, it basically predicts what the student would score *at this time based upon the evidence available*. The formula takes into account the number of scores (pieces of evidence) and the time when that score was attained, weighting the most recent scores more heavily. It does not **average** the scores.

As an analogy, in actuarial science mathematicians make predictions on the likelihood of an occurrence to take place. An insurance company determines the probability of a driver being involved in an accident and sets their rates for that driver. They look at as much evidence as possible from the past and take into account when that evidence was collected.

If you, as a driver, were involved in 3 accidents 20 years ago but have a "clean" record since, you would expect to pay a lower rate than a similar driver who also had been involved in 3 accidents that were within the past year. The likelihood of the second driver is higher, than that of the first, of being involved in an accident in the near future.

The Power Law Formula treats the calculation of grades the same way. If a student has several poor scores out of a larger set of scores, it looks at when they occurred. If the scores were early in the quarter, they would have a lower affect than if they were recent. The following is a short explanation with the formula:

What is the Power Law Formula for standards-based grading?

An internet search for "Power Law Formula" results in hundreds of listings in a wide variety of fields including astronomy, meteorology, and engineering. In his highly regarded book, *Transforming Classroom Grading*, Robert J. Marzano describes the use of this formula for standards-based grading. The math behind the Power Law Formula is quite complex (see below), but all that's necessary for its use is that you know what it does, how to interpret its scores, and when best to use it.

In essence, the Power Law Formula predicts what the student's next score will be based on scores already present. It can be thought of as a mathematical calculation that answers the question: "if the student were assessed right now on a skill, at what level would the student likely perform?" Since a student's grade on a standard is meant to be an indication of skill at a certain moment in time, the Power Law Formula can be used to calculate standard grades.

For those with the inclination, here's the Power Law Formula used by Easy Grade Pro where x is the ordinal number of the score, s is the score, and N is the number of scores with all scores in date order:

$$\text{power law score} = e^{\left[\frac{\sum (\ln x)}{\left[\frac{\sum (\ln x)(\ln s)}{\sum (\ln x)^2} - \frac{(\sum \ln x)(\sum \ln s)}{N} \right]} + \frac{\sum (\ln y) - (\sum \ln x)}{\left[\frac{\sum (\ln x)(\ln s)}{\sum (\ln x)^2} - \frac{(\sum \ln x)(\sum \ln s)}{N} \right]} \right]}$$

GRADING STUDENTS WITH EXCEPTIONAL NEEDS

Educators are required to afford talented and gifted students, English Language learners, and students with disabilities the opportunity to participate in a district-adopted curriculum. How a student participates and to what extent relates to the student's individual needs.

To meet the student's individual needs, an accommodation or modification must be put in place for the student. These two concepts, **accommodation** and **modification**, have direct implications on how teachers grade and evaluate students.

Accommodation

An accommodation allows a student to complete the grade-level assignment or assessment, with a change to one or more of the following: timing, formatting, setting, scheduling, response and/or presentation.

- Grading scale (one through four) remains the same for grade-level standards when an accommodation is provided for the student.

Modification

Modifications are often provided with replacement or alternative curriculum which may address different grade-level standards. Presentation of curriculum is written at an appropriate level of understanding. Modified curriculum is designed and may be delivered by a special education teacher, often in tandem with the general educator.

- Grading scale (one through four) is used and accompanied by an asterisk to indicate modified curriculum. Other documentation may be included.

FREQUENTLY ASKED QUESTIONS

Q: Why has the district moved to a standards-based grading system?

A: Educational research tells us that the number one factor in improving student achievement is a guaranteed and viable curriculum. The district ensures this by teaching to consistent grade level standards for each subject area. The advantage of this system is that it ensures consistent expectations across grade levels. Second, it helps teachers and students focus on the standards in their learning activities. Third, it provides feedback as to a student's proficiency level, allowing the teacher to better individualize instruction and it provides parents/guardians with valuable information on how their child is progressing on individual standards.

Q: What are grade-level standards?

A: Grade-level standards, also known as proficiency statements, describe what students should know and be able to do in each subject area at each grade level. They help shape the curriculum from one grade to the next as teachers are familiar with instruction that has already occurred and can build upon it.

Q: Where can I find the grade-level standards?

A: The Common Core State Standards can be found on the following website: <http://www.corestandards.org/>.

Q: What is a standards-based progress report?

A: A standards-based progress report is designed to inform families about students' current levels of achievement in the Kenosha Unified School District's grade-level standards. Achievement is not measured against other students' performance but against specific knowledge and skills needed to make progress through the kindergarten through grade 12 system. Academic achievement is reported out separately from nonacademic factors (for example: shows respect for adults, peers, and property; follows school rules; demonstrates self-control; etc.) so it is very clear what the student knows and is able to do.

Q: How does this system compare to a traditional A, B, C, D, and F system?

A: There is no comparison to an A, B, C, D, and F system. This system focuses on knowing a student's proficiency on well-defined academic standards. Often times a letter grade includes a variety of both academic and nonacademic factors that are averaged into a final grade. A standards-based system provides great consistency as well as specific feedback to the learner on how he/she can improve and demonstrate proficiency, based on academic factors.

Q: Can we see how our students are progressing online?

A: Yes. Parent(s)/Guardian(s) will have access to evidence of student learning via Zangle, the district's student information system. This is also where students' attendance, assessments, and immunizations history are housed.

Q: How can I access Zangle?

A: Zangle can be accessed by going to www.kusd.edu/pc. Parents/Guardians should contact their child's school to obtain a unique PIN and password.

Q: Will there be common language used for proficiency levels?

A: Yes. The district standards-based assessment key can be found on page 5 of the reference guide.

Q: How is a grade-level standard assessed over time?

A: Students are assessed on the grade-level standards at each point in time individually. At quarter or semester the grade reflects the students' proficiency level for that point in time.

Q: How will teachers ensure consistent evaluation of student work district wide?

A: The development and refinement of assessment tools will be an ongoing process. As teachers gain confidence and expertise in the use of standards-based tools, they will be key in the co-development of these tools.

Q: Will there be a Spanish translated version of the progress report?

A: Yes. All Kenosha Unified School District progress reports are available in Spanish.

Q: How will the needs of exceptional students be met with a standards-based progress report?

A: If the student is involved fulltime in the general education curriculum for a content area (with and without accommodations), the student should receive a grade based on grade-level standards. This includes students who are involved in same grade curricular standards but are expected to achieve different levels of depth or breadth. Accommodations are changes in the way instruction is provided or the way in which the student is expected to respond during instruction. Accommodations *do not* change what is taught. Modifications are often provided with replacement or alternative curricula which may address different grade-level standards. Grading scale (one through four) is used and accompanied by an asterisk to indicate modified curriculum. Other documentation may be included.

Q: Will middle schools continue to report grades all four quarters?

A: Yes. There will be no changes in the quarterly reporting system that is currently in place.

Q: Will progress reports still be used in a standards-based system?

A: Yes. Teachers shall provide written notice to the parent/guardian at midterm of any student not making adequate progress toward grade level expectations. Teachers are also strongly encouraged to contact the parent/guardian about lack of substantial progress at other times during the year. In addition, conferences with the parent/guardian shall be held at regularly scheduled times during the school year.

Q: What is the difference between a formative and summative assessment?

A: An assessment is defined by how it is used. If the purpose of the assessment is to check for student understanding and to provide direction for improvement, it is a formative assessment. If an assessment is used to measure whether or not a student has met the grade level standard, it is a summative assessment.

Q: Where can I find more information about Grading for Learning?

A: Go to the district website at:
<http://www.kusd.edu/departments/teaching-and-learning/elementary-grading-learning>.

Standards-Based Progress Report

STUDENT INFORMATION		SCHOOL INFORMATION	
Student Name	(Student's Name)	School	State Elementary School
Student ID	20139999	Principal	Jacob Plant
Academic Year	2013-2014	School Phone	(262) 359-6094
Grade	04	School Address	4520 3033rd Avenue Kenosha, WI 53144
Homeroom	204 Julie Brax		

**To the parents/guardians of (Student's Name)
(Parent/Guardian Name)
125478 37258th Ave
Kenosha, WI 53144**

<p>Assessment Key</p> <p>4 = Meeting Standard: The student can perform this standard consistently and independently.</p> <p>3 = Approaching Standard: The student is usually independent in performing this standard. The student may need some support and/or need to increase consistency in performance.</p> <p>2 = Progressing Toward Standard: The student usually needs support in performing this standard. The student is sometimes able to perform this standard independently but often requires support.</p> <p>1 = Beginning Work on Standard: The student needs frequent support to perform this standard.</p> <p>N = Not Yet Assessed</p>

Attendance	Q1	Q2	Q3	Q4
Days Enrolled	45.00	0	0	0
Days Absent	4.00	0	0	0
Days Truant	1.00	0	0	0
Times Tardy	4	0	0	
All marks based on grade level expectations				

Reading/Literature - 4th Grade		Brax, Julie			
STANDARDS / BENCHMARKS		Q1	Q2	Q3	Q4
READING					
Uses key ideas and details to comprehend literature		4			
Recognizes and applies the craft and structure of literature for meaning		3			
Extends knowledge and ideas of various types of literature		2			
Uses key ideas and details to comprehend informational text		3			
Recognizes and applies the craft and structure of informational text for meaning		1			
Extends knowledge and ideas of various informational text		3			
Applies phonics and word recognition strategies		2			
Reads with fluency		4			

Excellent class participation | Has shown improvement | Works hard
(Student name) reads with great expression. I and the class enjoy listening to her

Language Arts - 4th Grade		Brax, Julie			
STANDARDS / BENCHMARKS		Q1	Q2	Q3	Q4
LANGUAGE ARTS					
Produces multiple types of writing for various purposes		2			
Produces and publishes writing		3			
Uses research skills to write and present reports		2			
Uses conventions of standard English		3			
Uses spelling patterns and generalizations in writing		4			
Acquires and uses new vocabulary		2			
Presents knowledge and ideas in a variety of ways		1			

Excellent class participation

Social Studies - 4th Grade		Brax, Julie			
STANDARDS / BENCHMARKS		Q1	Q2	Q3	Q4
SOCIAL STUDIES					
Uses geographic tools to investigate relationships among people, place, and environment in WI and other regions in the U.S.		N			
Recognizes cultural patterns & factors that contribute to similarities & differences among people in WI & across the U.S.		3			
Recognizes the personal past and the past of the state and nation by means of primary and secondary sources		N			
Recognizes that people have different views and interpretations of historical events		3			
Explains principles imbedded in a democracy (e.g., federalism, state rights, concurrent, and delegated powers)		1			
Identifies how the state government is organized and how the state government meets the needs of its citizens		3			
Identifies characteristics of the market economy and examples from Wisconsin		2			
Identifies factors that influence the economic activity of Wisconsin and regions of the United States		2			
Excellent class participation Demonstrates good effort					

Mathematics - 4th Grade		Brax, Julie			
STANDARDS / BENCHMARKS		Q1	Q2	Q3	Q4
MATHEMATICS					
Solves problems with whole numbers		3			
Gains familiarity with factors and multiples		2			
Generates and analyzes patterns		4			
Understands place value in multi digit whole numbers		1			
Performs multi digit arithmetic		3			
Extends understanding of fraction equivalence		3			
Builds fractions from unit fractions		2			
Understands decimal notation		2			
Solves problems involving measurement and conversions		2			
Represents and interprets data		3			
Understands concepts of angles and measure angles		1			
Draws, identifies, and classifies lines, angles, and shapes		1			
Outstanding in class Regularly well prepared (Student's Name) is making greate progress.					

Science - 4th Grade		Brax, Julie			
STANDARDS / BENCHMARKS		Q1	Q2	Q3	Q4
SCIENCE					
Understands science concepts		3			
Uses grade-level content vocabulary		2			
Uses grade-appropriate methods of inquiry		3			
Demonstrates good effort Outstanding in class					

Art - 4th Grade		Cruz, Martha			
STANDARDS / BENCHMARKS			S1		S2
ART					
Knows how to use the formal structures of art (elements and principles)					
Understands and applies contemporary and traditional media, techniques, and processes related to the visual arts					
Knows how to use a range of symbols, subject matter, and stylistic features in the visual arts to communicate feelings					
Understands the value and significance of visual arts and design in relation to human history, cultures, and environments					
Understands the characteristics and the merits of one's own artwork and the artwork of others					

Music - 4th Grade		Walker, Carol			
STANDARDS / BENCHMARKS			S1		S2
MUSIC					
Sings a varied repertoire of music					
Performs a varied repertoire of music on instruments					
Creates music through improvisation or composing/arranging within specific guidelines					
Describes, analyzes, and evaluates music					
Understands relationships of music to history and cultures					

Physical Education - 4th Grade		King, Charles			
STANDARDS / BENCHMARKS			S1		S2
PHYSICAL EDUCATION					
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities					
Demonstrates understanding of movement, concepts, and strategies applied to the learning and performance of physical activities					
Participates regularly in physical activity					
Achieves and maintains a health-enhancing level of physical fitness					
Exhibits responsible, personal, and social behavior that respects self and others in physical activity settings					
Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction					

Conduct		Brax, Julie			
STANDARDS / BENCHMARKS		Q1	Q2	Q3	Q4
WORK HABITS					
Shows respect for adults, peers, and property		4			
Follows school rules		2			
Demonstrates self-control		4			
Works appropriately on independent tasks		1			
Works collaboratively in small group settings		4			
Works collaboratively in large group settings		2			
Accepts responsibility		3			
Adheres to classroom routines		3			
Demonstrates good effort Regularly well prepared Outstanding in class					

End of Report for (Student's Name)