

Standards Based Report Card and Grading

Jericho Middle School

Presentation to the

Board of Education

September 18, 2008

Report Card Overview

- Research based criteria for grading
- Specific rubrics for academic and SEL competencies
- Tool for communication
- Website with links to support documents

Why Do WE Grade?

- Provide feedback to students and parents
- Document progress
- Guide instructional decisions

We do not grade to punish or to sort students.

What is the best way to document grades?:

- A, B, C, D, F
- 0% – 100%
- Level 1 – 2 – 3- 4
- Mastery, Proficiency, Initial Proficiency, Passing, ND.

Calculating Grades

<u>Moe</u>	<u>Larry</u>	<u>Curley</u>
55	100	100
60	100	60
60	95	95
80	95	80
95	80	55
95	60	95
100	60	100
100	55	60
<hr/>	<hr/>	<hr/>
81	81	81

If you were a teacher...

What subject would
you teach...?

A Test in 3 Sections

	% for section		% score
A. Items 1-10 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught	%	$\frac{\quad}{10}$	
B. Items 11-14 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in situations similar to what was taught.	%	$\frac{\quad}{4}$	
C. Items 15-16 Two items that ask for application in novel situations that <u>go beyond</u> what was explicitly taught.	%	$\frac{\quad}{2}$	
	100%		

Example

	% for section		% score
A. Items 1-10 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught	40%	$\frac{\quad}{10}$	
B. Items 11-14 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in similar situations to what was taught.	40%	$\frac{\quad}{4}$	
C. Items 15-16 Two items that ask for application in novel situations that <u>go beyond</u> what was explicitly taught.	20%	$\frac{\quad}{2}$	
	100%		

Example

	% for section		% score
A. Items 1-10 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught	%	All correct	
B. Items 11-14 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in similar situations to what was taught.	%	Two correct	
C. Items 15-16 Two items that ask for application in novel situations that <u>go beyond</u> what was explicitly taught.	%	None Correct	
	100%		

Test in 3 Sections

	% for section		% score
A. Items 1-10 Ten items that require recall of important but <u>simpler</u> content that was explicitly taught	%	$\frac{10}{10}$	
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C. Items 15-16 Two items that ask for application in novel situations that <u>go beyond</u> what was explicitly taught.	%	$\frac{0}{2}$	
	100%		

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B. Items 11-14 Four items that ask for application of <u>complex</u> content that was explicitly taught AND in similar situations to what was taught.	40%	$\frac{2}{4}$	20
C. Items 15-16 Two items that ask for application in novel situations that <u>go beyond</u> what was explicitly taught.	20%	$\frac{0}{2}$	0
	100%		60%

Standards Based Generic Scoring Scale

- A** Mastery – Student makes inferences and/or applications that go beyond the simple and complex content that were explicitly taught .
 - B** Proficiency – Student demonstrates no major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught.
 - C** Initial Proficiency - Student demonstrates no major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes
 - P** Passing- With help, student demonstrates a partial knowledge of some of the simpler and complex details and processes.
 - ND** Not Demonstrated - Even with help, student demonstrates no understanding or skills.
- “+” approaching next level of performance**

Adapted from *Classroom and Assessment and Grading that Work*. Robert Marzano. 2006.

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Choose the comment to his parents we hope the student will use:

“If I could just understand the relationship between the causes of the American Revolution, I could do better on that test.”

or

“If I could just get four more questions right, I could do better on that test.”

How do you improve your golf game?



“If I could just learn how to putt I could score under 72.”

or

“If I could just shave 6 strokes off my score I could score under 72.”

Social/Emotional Literacy Competencies

New York State Academic Learning Standards

FN GD	Comments	
	Social and Emotional Development	Academic Development
	Listens attentively: progress demonstrated	Transfers skills to real-world applications: consistently apparent
	Shows a sense of responsibility: consistently apparent	Demonstrates content related writing skills: consistently apparent
	Shows a sense of responsibility: consistently apparent	Prepares thoroughly for tests and quizzes: progress demonstrated
	Listens attentively: progress demonstrated	Demonstrates an understanding of Major historical themes: consistently apparent

Middle School Report Card

Date:

Jericho Middle School Report Card

(516) 203-3600

Cumulative Attendance:

Absent: 2 Late: 2

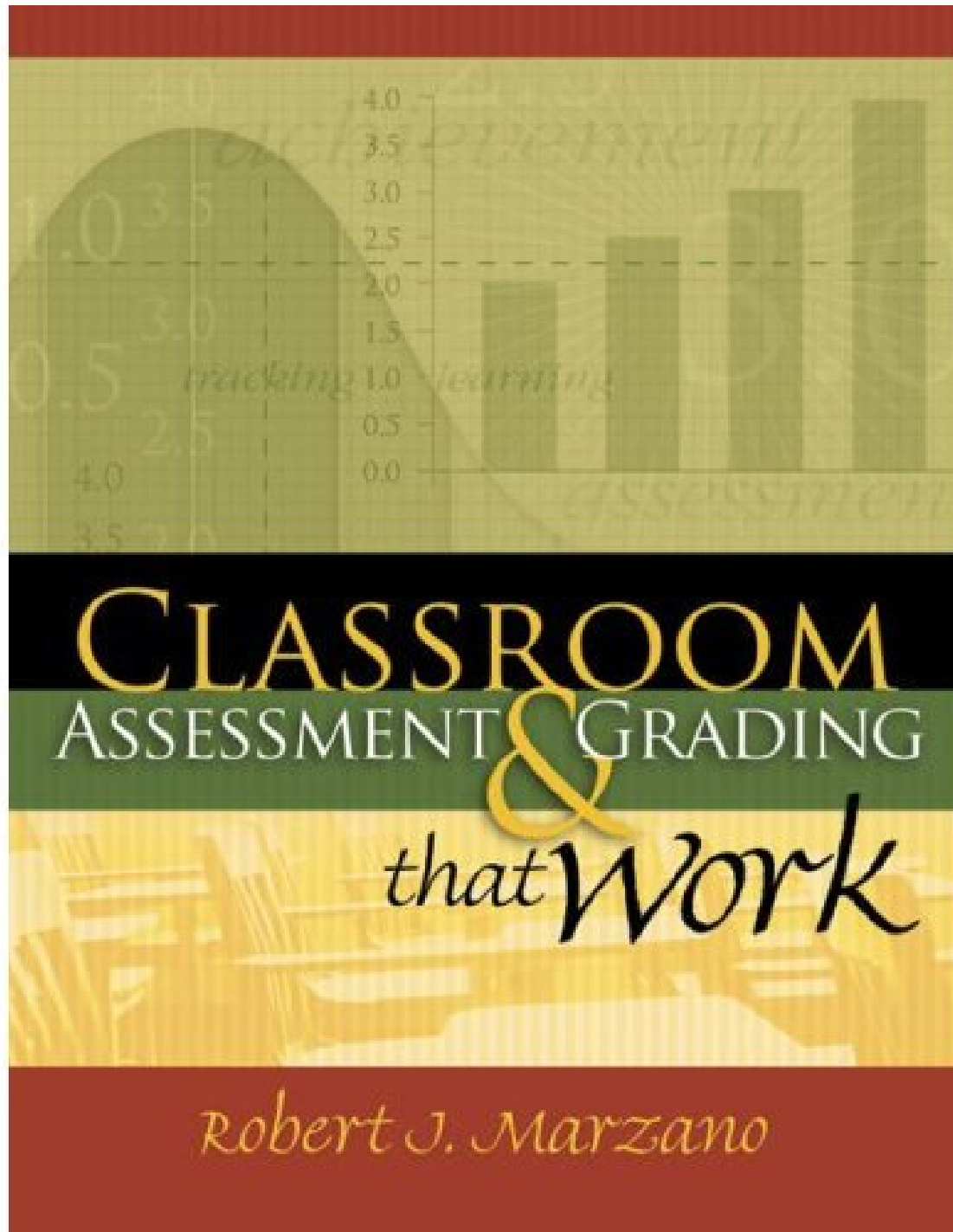
Name:		Counselor:		Ext.:		Student-Team Advisor:		
Class Schedule	Teacher	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	FN GD	Comments	
		Gr. Abs. Late	Gr. Abs. Late	Gr. Abs. Late	Gr. Abs. Late		Social and Emotional Development	Academic Development
Comm Serv. Learn		A 2 2	B 0 0	B+ 2 2			Listens attentively: progress demonstrated	Transfers skills to real-world applications: consistently apparent
Eng Lang Arts		A+ 2 0	A 1 0	A+ 2 0			Shows a sense of responsibility: consistently apparent	Demonstrates content related writing skills: consistently apparent
Health		0 0	0 0	A+ 1 0			Shows a sense of responsibility: consistently apparent	Prepares thoroughly for tests and quizzes: progress demonstrated
Hist at the Movies		A+ 1 0	A+ 1 0	A+ 1 0			Listens attentively: progress demonstrated	Demonstrates an understanding of Major historical themes: consistently apparent
Intro to TV Prod		A 2 0	A 1 0	A 1 0			Shows initiative: progress demonstrated	Demonstrates effective communication skills: progress demonstrated
Math		B 1 1	B+ 1 0	B 2 0			Listens attentively: consistently apparent	Actively participates in classroom activities: consistently apparent
Physical Education		A 0 0	A 0 0	A 1 0			Shows a sense of responsibility: consistently apparent	Demonstrates knowledge of skills to maintain physical fitness: progress demonstrated
Science		A+ 2 0	A+ 1 0	A 2 0			Follows directions: consistently apparent	Demonstrates analytical skills: consistently apparent
Social Studies		A+ 1 0	A+ 1 0	A+ 2 0			Demonstrates understanding, tolerance, sensitivity and acceptance: consistently apparent	Demonstrates an understanding of Major historical themes: consistently apparent
Spanish A		A 3 0	A 1 0	A+ 2 0			Shows a sense of responsibility: consistently apparent	Utilizes content related techniques and strategies as required: consistently apparent
Technology		A 1 0	A 0 0	A 1 0			Relates well to peers: progress demonstrated	Demonstrates knowledge of applying technology processes: progress demonstrated

Former Learning Descriptors

- A - Mastery: Excels in demonstration of skills and application of principles.
 - B - Proficiency: Exhibits competence in demonstration of skills and application of principles.
 - C - Initial Proficiency. progress being made: Exhibits progress in demonstration of skills or application of principles.
 - P - Passing, but experiences difficulty: Not yet able to demonstrate skills or application of principles consistently.
 - ND - Not Demonstrated: Unable to demonstrate skills or application of principles at this time.
 - I - Incomplete: Needs to complete assignments.
-

Former Learning Descriptors

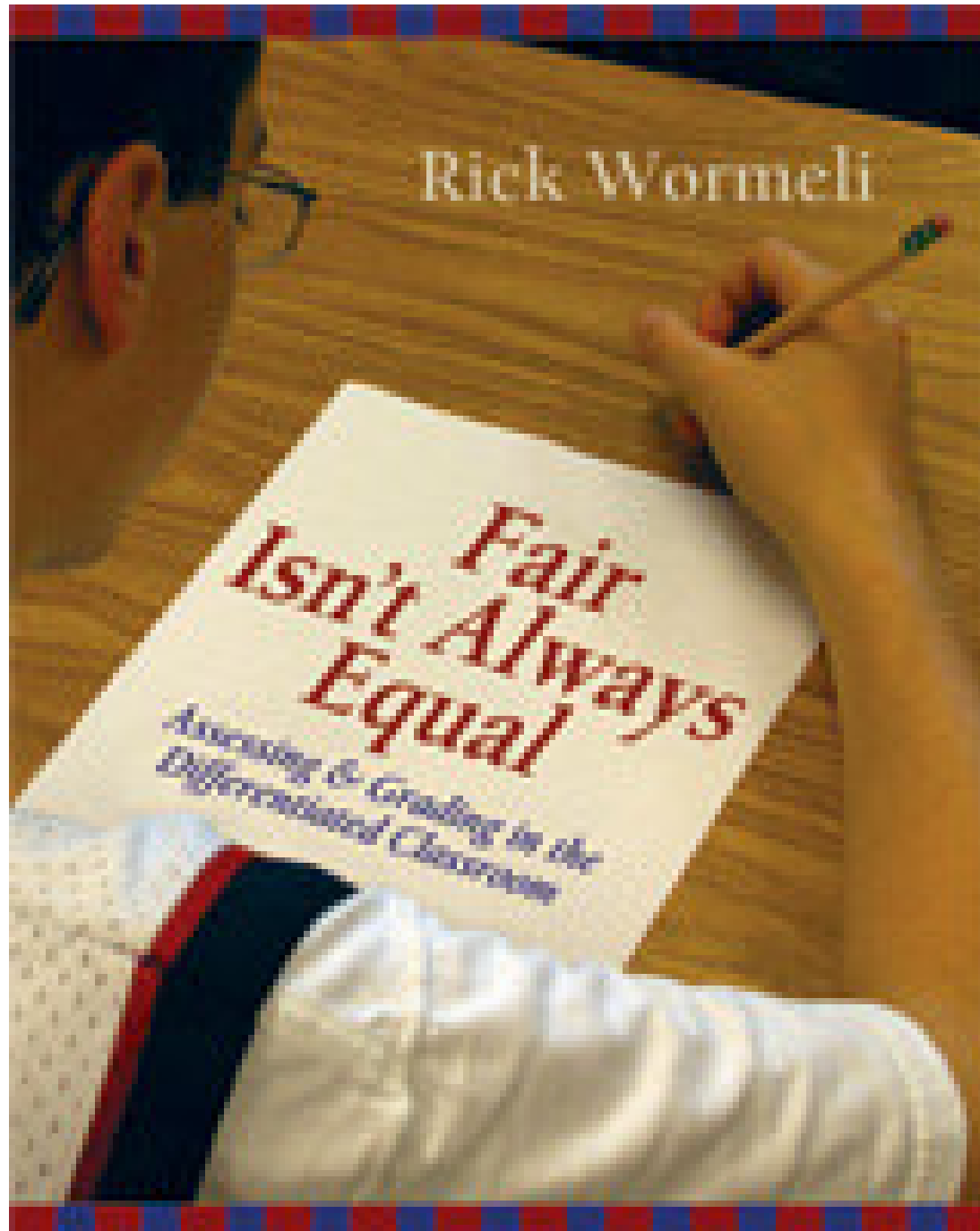
- A - Mastery: **Excels** in demonstration of skills and application of principles.
 - B - Proficiency: Exhibits **competence** in demonstration of skills and application of principles.
 - C - Initial Proficiency. progress being made: Exhibits **progress** in demonstration of skills or application of principles.
 - P - Passing, but experiences difficulty: Not yet able to demonstrate skills or application of principles **consistently**.
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Rick Wormeli

Fair Isn't Always Equal

*Assessing & Grading in the
Differentiated Classroom*



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Scoring Scale: Student version



- A** Mastery – I can do it well enough to make connections that weren't taught.
- B** Proficiency – I can do everything that was taught without making mistakes.
- C** Initial Proficiency - I can do all the easy parts, but I can't do the harder parts.
- P** Passing- With help, I can do some of what was taught.
- ND** Not Demonstrated - Even with help, I can't do any of it.

New Middle School Website

- Scoring scale
 - SEL Competencies
 - FAQ's
 - Departmental Rubrics
- 

WORLD LANGUAGE GRADING RUBRIC

Performance Level	Performance Indicators
Mastery A	<p>Excels in demonstration of skills and applications of principles.</p> <ul style="list-style-type: none"> Initiates speech, utilizes appropriate attention getting devices, asks questions and speaks spontaneously. Clarifies and continues conversation using speaking strategies. Uses accurate pronunciation. Almost always responds appropriately to questions/statements. Incorporates a variety of old and new vocabulary and idiomatic expressions. Makes few errors in verbs, subject/verb agreement, noun/adjective agreement, correct word order, spelling, and article adjectives. Can comprehend statements and questions for informative or social purposes. Comprehends the main idea of longer but simple messages and conversations. May require repetition for comprehension even when listening to persons who are used to speaking with non-natives. Can understand the essential content of short, general, public statements and standardized messages. Has knowledge of the target culture and is aware of the existence of cultures other than her/his own. Is able to function in authentic, common, everyday situations. Occasionally makes cultural errors that impede communication.
Proficiency B	<p>Exhibits competence in demonstration of skills and applications of principles.</p> <ul style="list-style-type: none"> Is willing to initiate speech, utilize appropriate attention- getting devices. Asks questions and speaks evenly. Frequently responds to questions/statements. Uses some speaking strategies. Utilizes a variety of old and limited new vocabulary. Attempts to use idiomatic expressions. Speaks clearly and attempts accurate pronunciation. Makes several errors in structure that do not affect comprehensibility. Satisfies the written task. Exhibits some control of structure (subject/verb agreement; noun/adjective agreement; word order; spelling). Can comprehend simple statements and questions for informative or social purposes. Usually comprehends the main idea of longer but simple messages and conversations. Often requires repetition for comprehension even when listening to persons who are used to speaking with non-natives. Can understand the essential content of short, general, public statements and standardized messages. May have to read the material several times in order to achieve understanding. Has knowledge of the target culture and is aware of the existence of cultures other than her/his own. Is able to function in authentic, common, everyday situations. Occasionally makes cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.
Initial Proficiency C	<p>Exhibits progress in demonstration of skills or application of principles.</p> <ul style="list-style-type: none"> Sometimes initiates speech using attention-getting devices. Sometimes asks questions and speaks hesitantly. Sometimes responds appropriately to questions/statements. Uses some strategies and needs frequent prompting to further the conversation. Relies on basic vocabulary. Speech is comprehensible in spite of errors in pronunciation. Exhibits some control of structure conventions (subject/verb; noun/adjective; correct word order; spelling). Makes several errors that may interfere with comprehensibility. At times has difficulty comprehending simple statements and questions for informative or social purposes. Sometimes comprehends the main idea of longer but simple messages and conversations. Requires repetition for comprehension even when listening to persons who are used to speaking with non-natives. Can sometimes understand the essential content of short, general, public statements and standardized messages. Has to read the material several times in order to achieve understanding. Has some knowledge of the target culture and is aware of the existence of cultures other than her/his own. Has some difficulty understanding how to function in authentic, common, everyday situations. Makes cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.
Passing P	<p>Is not yet able to demonstrate skills or applications of principles consistently.</p> <ul style="list-style-type: none"> Is reluctant to initiate speech and struggles to ask questions. Speech is halting. Rarely responds appropriately to questions/statements. Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting. Uses limited vocabulary. Mispronunciations impede comprehensibility. Makes utterances which are so brief there is little evidence of structure and comprehensibility is impeded. Demonstrates little control of structure. Errors impede comprehensibility. Has difficulty comprehending simple statements and questions for informative or social purposes. Requires constant repetition for comprehension even when listening to persons who are used to speaking with non-natives. Has limited ability to understand the essential content of short, general, public statements and standardized messages. Is unable to understand written material without scaffolding or reading the material several times. Has limited knowledge of the target culture and has limited awareness of the existence of cultures other than her/his own. Has difficulty understanding how to function in authentic, common, everyday situations. Makes cultural errors that impede communication even with native speakers accustomed to dealing with foreigners.
Not Demonstrated ND	<p>Unable to demonstrate skills or applications of principles at this time.</p> <ul style="list-style-type: none"> Fails to demonstrate ability to respond to questions/statements in speech or writing. Is unable to demonstrate control of structure and comprehensible use of vocabulary. Is unable to comprehend simple statements and short written passages. Does not show knowledge of target culture or awareness of other cultures.

MATHEMATICS GRADING RUBRIC

Performance Level	Performance Indicators
Mastery A	Excels in demonstration of skills and application of principles. <ul style="list-style-type: none"> •Consistently demonstrates a <u>thorough</u> understanding of the mathematical concepts and procedures embodied in a task. •Uses precise mathematical notation, equations, and representations to reach solutions. •Uses a variety of ways to communicate the reasoning and conceptual thinking behind problem solving. •Uses effective problem solving strategies, such as verifying solutions or judging an answer's reasonableness.
Proficiency B	Exhibits competence in demonstration of skills and application of principles. <ul style="list-style-type: none"> •Demonstrates a <u>considerable</u> understanding of the mathematical concepts and procedures embodied in a task. •Develops a strategy with multiple steps as required for addressing all parts of a problem. •Uses accurate and appropriate language and notation. •Communicates the logical reasoning behind solutions either verbally or with a graphic representation.
Shows Development C	Exhibits progress in demonstration of skills or application of principles. <ul style="list-style-type: none"> •Demonstrates a <u>partial</u> understanding of the mathematics concepts and procedures embodied in a task. •Uses strategies to solve individual parts of a problem. •Demonstrates some ability to communicate the solution reached using mathematical language or representations. •Demonstrates logical reasoning with a moderate level of accuracy.
Passing P	Is not yet able to demonstrate skills or application of principles consistently. <ul style="list-style-type: none"> •Demonstrates a <u>minimal</u> understanding while experiencing difficulty with the mathematical concepts and procedures embodied in a task. •Replicates a strategy for solving major parts of a problem. •Demonstrates limited use of mathematical language and representation.
Not Demonstrated ND	Unable to demonstrate skills or application of principles at this time. <ul style="list-style-type: none"> •<u>Does not demonstrate</u> an understanding of the mathematical concepts and procedures embodied in a task. •Does not have an effective strategy for problem-solving. •Solutions are completely incorrect, irrelevant or incoherent. Correct responses are arrived at using an obviously incorrect procedure.

The 4 Domains of Social Emotional Literacy at Jericho Middle School

SEL Competencies

Knowledge of Self

- Identifying and recognizing emotions
- Accurate self-perception/self-confidence
- Recognizing strengths, needs and values

Social Awareness

- Perspective-taking/empathy
- Appreciating diversity
- Using family, school and community resources

Relationship Management

- Resisting inappropriate peer pressure
- Working cooperatively
- Conflict management

Responsible Decision Making

- Problem Solving
- Evaluation and reflection
- Personal, moral and ethical responsibility
- Respect for others

Self-Management

- Impulse control and stress management
- Self-motivation and discipline
- Goal setting and organizational skills

Source: *Collaborative for Academic and Social Emotional Literacy*

Celebrating Diversity

Building Community through
Understanding, Tolerance,
Sensitivity and
Acceptance

Believing in the **R**ights **A**nd
Values of **E**veryone

Monthly Themes

September -	<i>Community</i>
October –	<i>Courage</i>
November –	<i>High Expectations</i>
December –	<i>Respect & Responsibility</i>
January –	<i>Cooperation</i>
February –	<i>Love</i>
March –	<i>Friendship</i>
April –	<i>Hope</i>
May –	<i>Attitudes & Values</i>
June –	<i>Reflections & Transitions</i>

Source: *Eight Habits of the Heart*
by Clifton Taulbert 1997

BRAVE Program

Bullying Reduction Anti-Violence Education
A partnership with the North Shore / Long Island Jewish Mental
Health Alliance.

Leader strategies to eliminate bullying:

Leave no one out – reach out and include everyone
Empower yourself – stand up to bullies
Amuse with humor – bring light to dark situations
Distract the bully – shift the focus away from the victim
Enlist help – tell someone who can help
Rumors stop with you – don't spread them
Support the victim – let them know you care

Source: North Shore/LIJ Mental Health Alliance

NYS Regents Policy on Middle Level Education:
*The Essential Elements of Standards Focused
Middle Schools and Programs*

“Teachers use a variety of methods to assess student performance. Students learn how to assess their own and others’ work against the performance standards.”

Enabling students to demonstrate what they know...

- Tests
- Quizzes
- Assignments
- Checklists
- Learning contracts
- models
- Demonstrations
- Exhibitions
- Performances
- Essays and other writing
- Videos
- CD's

Source: Fair Isn't Always equal: Assessing and Grading in the Differentiated Classroom. Rick Wormeli

Enabling students to demonstrate what they know...

- Websites
- Animations
- Art projects
- Panel discussions
- Rubrics
- Graphic organizers
- Socratic seminars
- Drawings
- Mind maps/outlines
- Displays
- Discussions
- presentations

Source: Fair Isn't Always equal: Assessing and Grading in the Differentiated Classroom. Rick Wormeli



Everything “counts”

Nothing counts

Mastery Tasks

A Mastery - Inferences and/or applications that go beyond the simple and complex content that were explicitly taught .

The background features several large, overlapping, semi-transparent swirls in shades of green, purple, and blue. Scattered throughout are numerous small, yellow, triangular shapes, some pointing towards the center and others towards the edges, creating a festive or celebratory feel.

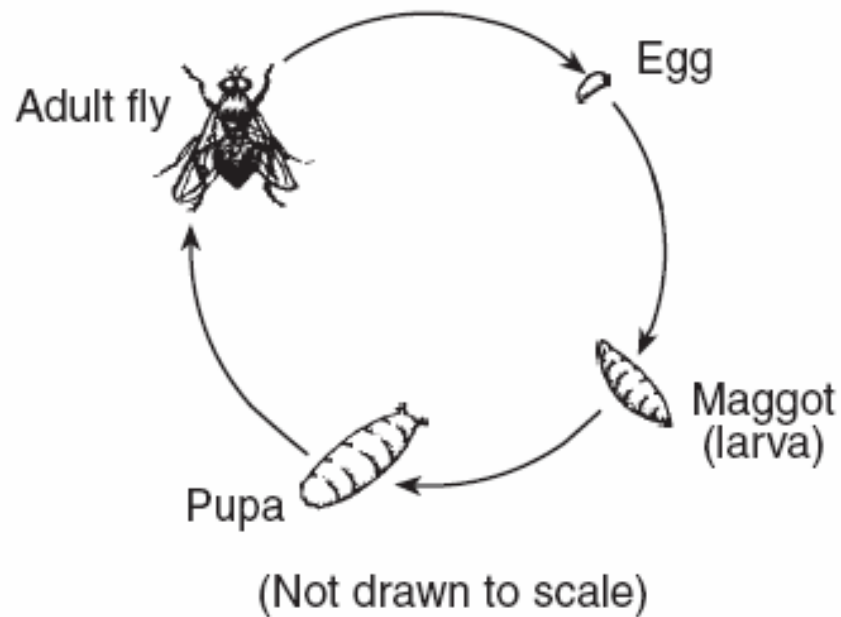
Mastery Tasks

**New York State
Assessments**

Mastery Tasks = Level 4

Base your answers to questions 14 and 15 on the diagram below and on your knowledge of science. The diagram shows the life cycle of the common housefly.

Life Cycle of the Common Housefly



14 Which process is shown by this diagram?

- | | |
|-----------------|-------------------|
| (1) competition | (3) metamorphosis |
| (2) metabolism | (4) migration |

- 17 The table below shows the deer population in Arizona for a 30-year period.

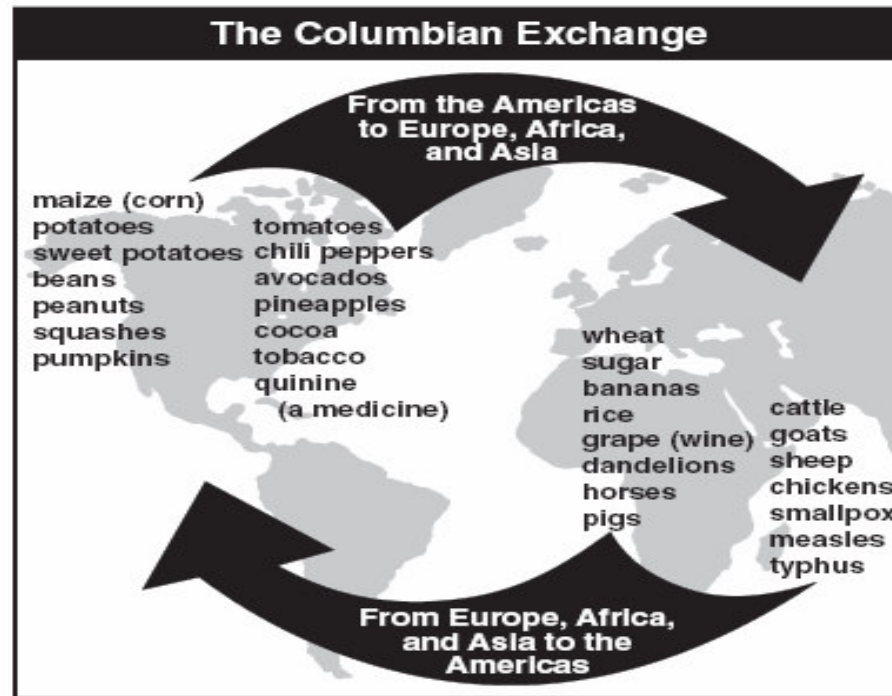
Deer Population in Arizona

Year	Average Number of Deer per 1,000 Acres
1905	5.7
1915	35.7
1920	142.9
1925	85.7
1935	25.7

What is the most likely reason that the deer population decreased from 1920 to 1935?

- (1) There was less air pollution.
- (2) More water was available.
- (3) Fewer hunting licenses were issued.
- (4) There was increased competition for food.

Base your answer to question 6 on the illustration below and on your knowledge of social studies.



Source: *Guide to the Essentials of World History*,
Prentice Hall (adapted)

- 6 A conclusion best supported by this illustration is that the Columbian Exchange
- (1) increased the isolation between Europe and the Americas
 - (2) ended the slave trade in the Eastern Hemisphere
 - (3) led to the spread of disease to the natives of the Americas
 - (4) resulted in a decrease in trade between North America and Europe
-

SPANISH

Monday, June 18, 2007 — 9:15 a.m.

33 You are going to spend the summer in Costa Rica. Your host mother wants to know what you like to eat. In Spanish, write a note to your host mother about some of your favorite food. You may wish to include:

- food items that you like
- food items that you do not like
- how often you eat them at home
- at which meal you like to eat them
- where you eat them
- how you like them prepared

English

Language Arts Test

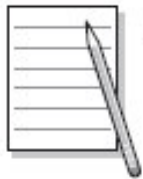
Book 3

34

Write an essay in which you describe the benefits of a car that can run on air, and the benefits of the clothes washer and clothes dryer. In the essay, include your opinion of which invention might have the greater impact on people's lives and why. Use details from **both** articles to support your answer.

In your answer, be sure to

- describe the benefits of the inventions
- include your opinion of which invention would impact people more and why
- use details from both articles to support your answer

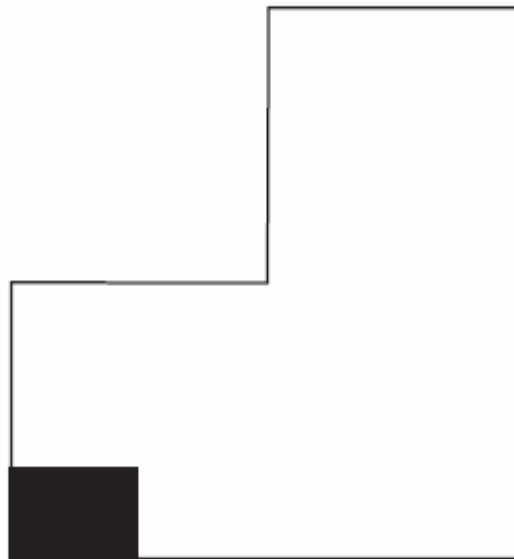


Check your writing for correct spelling, grammar, and punctuation.

January 16–19, 2007

34

The figure below shows a diagram of Veronica's garden.



The shaded area of the garden represents a patch of carrots. Veronica estimates that she will get about 40 carrots from the patch shown above. Veronica is going to plant the rest of her garden with carrots.

Part A

ESTIMATE the total number of carrots she can expect to grow.

Mathematics

Book 2



May 10 and 11, 2005

Next Steps



- Ongoing Staff Development
- Parent Awareness
- Report Card Committee
- Technology integration

Report Card Committee Members

- ❖ Patricia Bany
- ❖ Maureen Clemente
- ❖ Cathy Collins
- ❖ Casey Gallagher
- ❖ Donald Gately
- ❖ Ted Lucher
- ❖ Elaine Margarita
- ❖ Martha Sammartano
- ❖ Ronald Verderber
- ❖ Joseph Wiener



Thank you!