

# Standards-Based Grading and Reporting Parent Handbook

## Middle School



*Kildeer Countryside Community Consolidated School District 96*

## A Message from the Superintendent

Dear Parents/Guardians,

As District 96 schools continue to improve teaching and learning for all students, we know that parents and families are our most valuable partner. This is especially true as the District adopts new, more rigorous standards for what every child should know and be able to do in each subject area and grade level. The Common Core State Standards in Language Arts and Mathematics ([www.corestandards.org](http://www.corestandards.org)) set high expectations for students, staff and schools. It is important to us that we communicate clearly your child's progress toward these more rigorous expectations in Language Arts and Mathematics, as well as progress toward the learning targets in all other subjects. The implementation of a standards-based report card gives us a tool to accurately communicate the progress your child is making on learning the district-identified learning targets for each grade level and subject area from kindergarten through eighth grade. (<http://www.kcsd96.org/curriculum/curriculum-frameworks>)



These learning targets were identified by district teachers as the foundational learning that students need to master in order to be successful in the next grade level. The new report card communicates whether or not a student is Extending, Mastering, Below or Well Below for each learning target. These performance descriptors are explained in more detail later in this document. The report card will also include a final course letter grade for each subject, and information on your child's progress related to work habits, including work completion, participation in learning, and following classroom expectations. A sample report card is also included in the document for your reference.

During the 2012-2013 school year, a standards-based report card was field tested at the middle school level in 6<sup>th</sup>-8<sup>th</sup> grade Language Arts classes grades, 7<sup>th</sup> grade Spanish, 6<sup>th</sup> grade band and orchestra, 6<sup>th</sup>-8<sup>th</sup> grade Physical Education and Health classes, and 6<sup>th</sup>-8<sup>th</sup> grade Family and Consumer Sciences. This school year, all middle school subjects transitioned to the standards-based report card with the exception of math as they are working on the transition to the Common Core Math Standards. Math will shift to the standards-based report card in the 2014-2015 school year. The elementary report card shifted to a standards-based model during the 2011-2012 school year.

The following Middle School Standard-Based Report Card Parent Handbook provides answers to frequently asked questions, a sample report card, a description of the performance levels used in standards-based reporting, and information regarding access to PowerSchool.

I hope that you will find the Parent Handbook and the standards-based report card system helpful. Please contact Meghan Bird, Director of Teaching and Learning, at (847) 459-4260, ext. 8010, should you have any questions or concerns.

Sincerely,

Kathryn E. Sheridan  
Superintendent of Schools

## Components of a Standards-Based System

*There are four essential components of a standards-based teaching, learning, assessment, and reporting system:*



1. The **Learning Targets** describe what a student should know and be able to do at a given grade level for each course.
2. The standards-based **Curriculum** is a roadmap a teacher uses to ensure that **Instruction** focuses on the learning targets.
3. A teacher uses **Assessments** to measure learning and the extent to which a student has met the grade level content standards.
4. The standards-based **Report Card** allows a teacher to communicate accurately a student's progress towards meeting the learning targets at specific points in the school year. The standards-based report card completes our standards-based system.

## Question 1: Why Standards-Based Grading and Reporting?

Research by experts in the field of education overwhelmingly assert that standards-based grading and reporting allows us to best align our instructional practices with how we report student learning.

From a student's perspective, grades need to be a clear and meaningful reflection of their learning. Students and families want an accurate picture of what the learner can do and where the student needs continued support. Grading and reporting aligned to specific standards, accompanied with ongoing assessment with feedback to students and parents, has been shown to significantly boost both motivation and achievement for students. In fact, research by Black and Wiliam (1998) and Hattie (2009) indicates that high quality formative assessment and feedback that is directly related to specific standards for learning have a powerful impact on student learning, showing an effect size on standardized tests that exceeds the impact of most known educational interventions.

In a standards-based model, student growth is most valued. Their mastery of standards is recorded over time, with the most recent evidence of learning having the most value. Thus, students are not penalized for not knowing content at the beginning of a course of study, as was past practice when overall course averages were applied.

Additionally, while students' academic achievement and work habits are certainly related, they are different. We must be able to answer **Did the student master the standard?** as well as **How did the student go about doing the work?** By documenting student performance on both standard mastery and work habits, we more accurately tell the story of the student as a learner.

When a student makes progress, they feel motivated, successful, and empowered. When they can also articulate their strengths and areas for growth related to both academic standards as well as work habits, their potential becomes unlimited.

**Question 2: What is the purpose of the middle school report card?**

The purpose of the District 96 middle school report card is to clearly communicate student achievement of grade level specific learning targets and student work habits.

**Question 3: What are the performance descriptors in standards-based reporting?**

Historically, middle school reporting has used course averages and overall letter grades. Research tells us that these practices are not the most effective ways to impact student achievement and motivation. For research related to this, please refer to the appendix of this document.

When reporting student learning in a standards-based method, the following terms are used when considering progress toward academic learning standards:

**4.0 EXTENDS**

In addition to the “Mastery” criteria, the student demonstrates more complex learning that goes beyond what was explicitly taught. This category may not apply to some targets.

**3.0 MASTERY**

The student shows mastery of the target as listed in the grade-level Curriculum Framework. The student grasps and applies the key concepts, processes, and skills for the grade level. This is the expectation for students.

**2.0 BELOW**

The student is beginning to, and occasionally does, demonstrate understanding of the target as listed in the grade-level Curriculum Framework. The student is able to grasp and apply some of the key concepts, processes, and skills but produces work that contains errors and may need additional support at times to be successful.

**1.0 WELL BELOW**

The student is not meeting and has made little progress toward the target as listed in the grade-level Curriculum Framework. The student is working on concepts, processes, and skills leading to grade-level work. The student needs additional support and practice to show progress toward grade-level expectations.

*Note: To access each grade level’s Curriculum Framework, please visit*  
<http://www.kcsd96.org/curriculum/curriculum-frameworks>

Additionally, students will continue to receive letter grades to reflect their mastery of all learning standards. Please see **Question 4** to learn more about the relationship between the scale above and letter grades.



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The chart below will be used to report student progress relative to their work habits. The chart below clearly specifies how work habits will be assessed and reported.

### WORK HABITS RUBRIC

	4 Extends	3 Mastery	2 Below	1 Well Below
<b>Completes Work</b>  <i>Punctuality</i> <i>Makes up work</i> <i>Quality</i>	- consistently turns assignments in on time - consistently takes initiative to make-up or hand in work on time - consistently submits excellent, quality work that goes beyond the stated requirements and conveys an intrinsic motivation and enthusiasm	- consistently turns assignments in on time - consistently makes up work in allotted time period (with reminders) - consistently submits quality assignments (accurate, precise, neat, legible, attends to requirements)	- inconsistently turns assignments in on time - inconsistently makes up work in allotted time period (with reminders) - inconsistently submits quality assignments (accurate, precise, neat, legible, attends to requirements)	- rarely turns assignments in on time (Has missing, late, or incomplete assignments regularly) -rarely makes up work in allotted time period (with reminders) - rarely submits quality assignments (accurate, precise, neat, legible, attends to requirements)
<b>Prepared to Learn</b>  <i>Preparation</i> <i>Organization</i>	- consistently arrives to class on time with all materials - consistently utilizes an effective organizational system to access materials/assignments easily -assists other students to be prepared and organized for class	- consistently arrives to class on time with all materials - consistently utilizes an effective organizational system to access materials/ assignments easily	- inconsistently arrives to class on time with all materials - inconsistently utilizes an effective organizational system to access materials/assignments easily	- rarely arrives to class on time with all materials - rarely utilizes an effective organizational system to access materials/assignments easily
<b>Participates in Learning</b>  <i>Shares ideas</i> <i>Active listener</i> <i>Works well with others</i>	- consistently helps lead effective discussion and group interaction - consistently expresses ideas and opinions in ways that are sensitive to the feelings or knowledge base of others - consistently demonstrates active listening - consistently works positively and cooperatively with others	- consistently shares relevant information or ideas when participating in class - consistently expresses ideas and opinions in ways that are sensitive to the feelings or knowledge base of others - consistently demonstrates active listening - consistently works positively and cooperatively with others	- inconsistently shares relevant information or ideas when participating in class - inconsistently expresses ideas and opinions in ways that are sensitive to the feelings or knowledge base of others - inconsistently demonstrates active listening - inconsistently works cooperatively and positively with others	- rarely shares relevant information or ideas when participating in class - rarely expresses ideas and opinions in ways that are sensitive to the feelings or knowledge base of others - rarely demonstrates active listening - rarely works cooperatively and positively with others

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<p><b>Follows Classroom Expectations</b></p> <p><i>On task</i></p> <p><i>Follows rules</i></p> <p><i>Citizenship</i></p>	<p>- consistently initiates tasks independently and works independently</p> <p>- consistently follows classroom rules</p> <p>- consistently exhibits and assists others in demonstrating self-control, accepting responsibility for behavior, respecting others and the learning environment</p>	<p>- consistently initiates tasks independently and works independently</p> <p>- consistently follows classroom rules</p> <p>- consistently exhibits self-control, accepts responsibility for behavior, respects others and the learning environment</p>	<p>- inconsistently initiates tasks independently and works independently</p> <p>- inconsistently follows classroom rules</p> <p>- inconsistently exhibits self-control, accepts responsibility for behavior, respects others and the learning environment</p>	<p>- rarely initiates tasks independently and works independently</p> <p>- rarely follows classroom rules</p> <p>- rarely exhibits self-control, accepts responsibility for behavior, respects others and the learning environment</p>
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### Question 4: How will students' learning be reported?

#### *During the trimester...*

- Each assignment or assessment will be linked to a specific learning standard (or standards if more than one applies) throughout the course of the trimester.
- Some assignments may also be linked to specific work habits standards.

#### *At the end of each trimester...*

- Student mastery of each academic target will be reported on the 4-point scale (above). The most recent assignments will be weighted more heavily so that current learning and growth have a higher value than assignments issued early in learning.
- An overall course grade will be calculated using an average of each standard's final score. This average will be reported using both the 4-point scale as well as a letter grade. Letter grades will be determined using the following conversions:

2.85-4.00=A  
 2.50-2.84=B  
 2.00-2.49=C  
 1.50-1.99=D  
 Below 1.50=F

*\*\*Please note that the letter grade will be continuously updated with each entry. This may result in lower overall grades at the beginning of a unit of instruction, as we expect students to show growth over time. Their letter grades will reflect this and adjust accordingly.*

- Student work habits will also be reported by individual work habit descriptors as well as an overall work habits score. The work habits score will **not** be included in the overall course grade calculation.

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*\*\*The following is a sample of what the final report card will look like. Notice that there is a spot to report progress toward content and work habits learning targets, and a final content letter grade.*

LANGUAGE ARTS	
Course: 7G LANGUAGE ARTS	Teacher: Ms. Gordon
WORK HABITS	T1
Completes Work	2
Participates in Learning	3
Follows Classroom Expectations	2
Prepared to Learn	3
<b>Final Work Habit Grade: 7G LANGUAGE ARTS</b>	<b>3</b>
ACADEMIC LEARNING TARGETS	T1
(LIT) Provide an objective summary of the text.	2
** (LIT) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.	3
** (IT) Determine a central idea in a text and analyze its development over the course of the text.	2.5
(IT) Distinguish between fact and opinion.	2.5
** (IT) Analyze the structure an author uses to organize a text including how the major sections contribute to the whole and to the development of the ideas. (Chronological order, compare/contrast, cause & effect, descriptive, problem/solution).	2
** (I/E) Introduces a topic clearly, previewing what is to follow.	3
** (I/E) Establish and maintain a formal style.	2
** (I/E) Provide a concluding statement or section that follows from and supports the information or explanation presented.	3
** (Narr) Interests a reader through elements of plot.	2.5
** (Narr) Contains precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	2
** (Narr) Organizes event sequence that unfolds naturally and logically.	3
<b>Final Course Grade: 7G LANGUAGE ARTS</b>	<b>B</b>

← Work Habits Learning Target scores are averaged resulting in the final work habits score.

← Subject area learning targets are averaged resulting in the final course letter grade.

### Question 5: Special Education Students

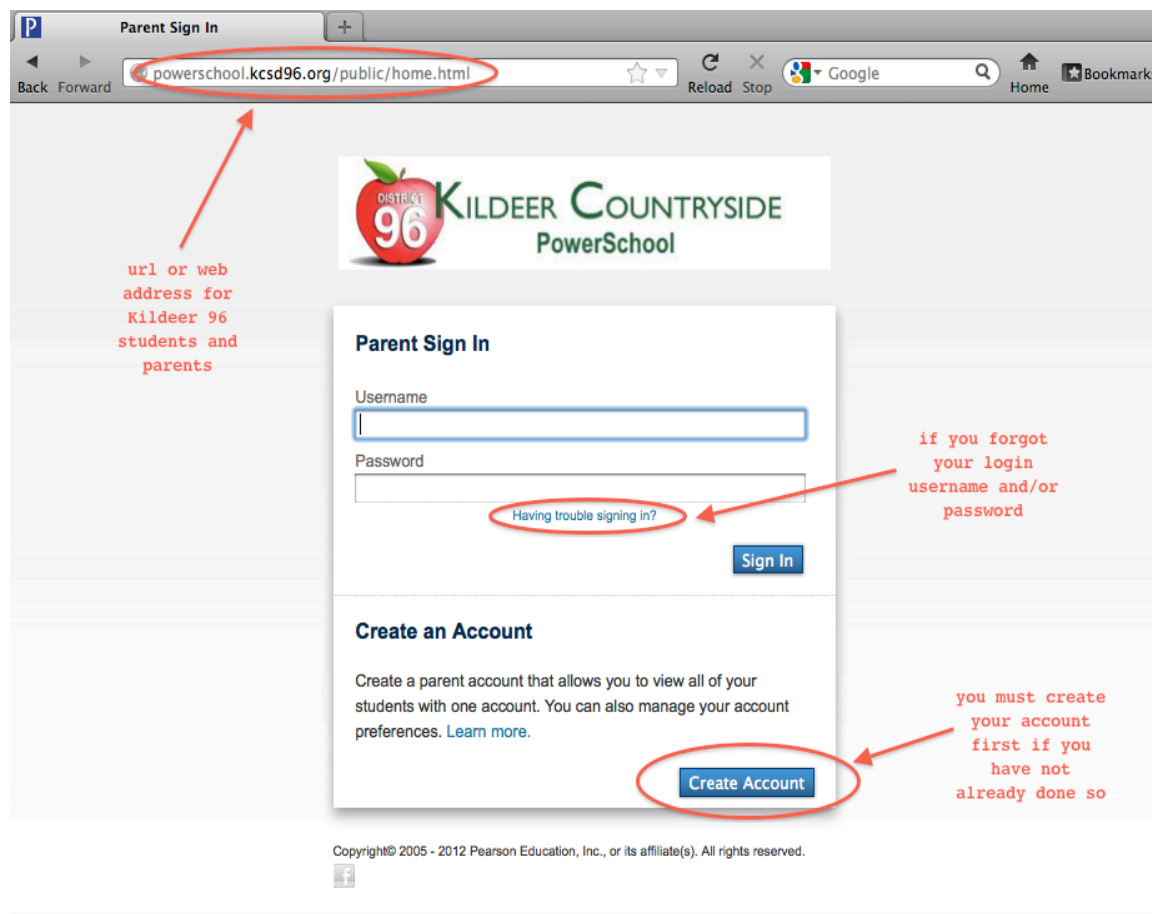
District 96 maintains high expectations for all learners. Students who receive special education services are provided accommodations and/or modifications, in accordance with their IEPs, to help them achieve grade level standards. These accommodations and/or modifications will be indicated on students' report cards. Some students participate in special programming that utilizes a modified curriculum. These students receive an alternate report card.

### Question 6: Limited English Proficiency Students (LEP)

District 96 maintains high expectations for all learners. Students who qualify for services due to Limited English Proficiency (LEP) may be provided with accommodations and/or modifications to help them achieve grade level standards. These accommodations and/or modifications will be indicated on students' report cards.

### Question 7: How do I Login to Powerschool?

1. Go to powerschool.kcsd96/public/home.html
2. Enter your Username and Password



The screenshot shows a web browser window with the address bar containing [powerschool.kcsd96.org/public/home.html](http://powerschool.kcsd96.org/public/home.html). The page features the Kildeer Countryside PowerSchool logo and a 'Parent Sign In' form. The form includes fields for 'Username' and 'Password', a 'Sign In' button, and a 'Create an Account' button. Annotations with red arrows point to the address bar, the 'Having trouble signing in?' link, and the 'Create Account' button.

url or web address for Kildeer 96 students and parents

if you forgot your login username and/or password

you must create your account first if you have not already done so

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### Question 8: What will I see when I login?

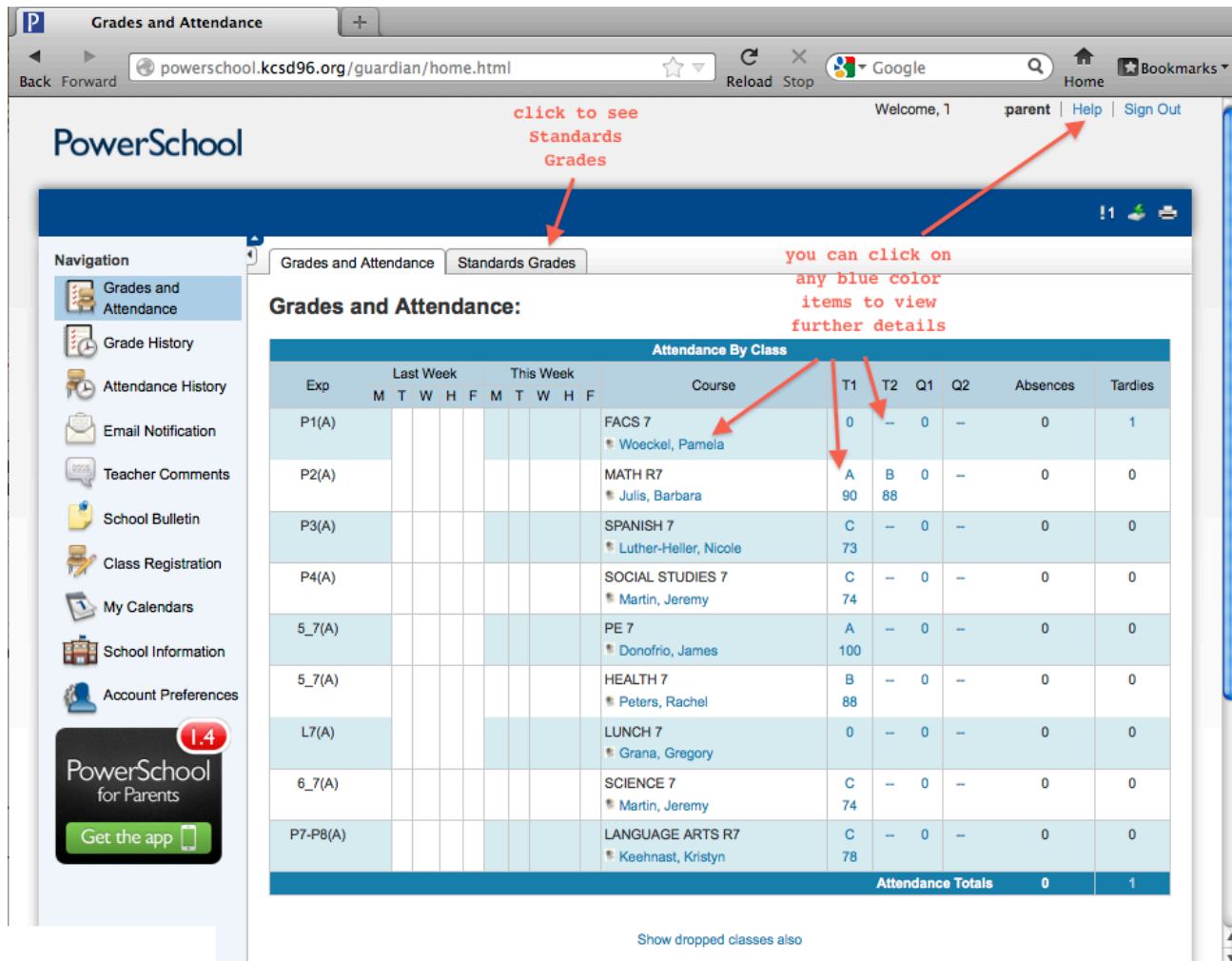
You will see the screen below. Notice the Tabs at the Top of the Page. There is one for **Grades and Attendance** and one for **Standards Grades**. The view in the illustration below is the **Grades and Attendance** view.

The **Grades and Attendance** View lists all of your child's classes. You will see letter grades for courses that are not yet Standards-Based, and a blue dashed line for courses that are Standards-Based. Clicking on the blue dashed line will give you information regarding the assignments for the course that have been entered into PowerSchool. You will not see associated standards-based scores in this tab as standards-based scores are seen only in the **Standards Grades** tab.



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The information regarding your child's progress for courses that are standards-based can be seen by clicking on the **Standards Grades** Tab as indicated below.



click to see Standards Grades

Welcome, 1 parent | [Help](#) | [Sign Out](#)

you can click on any blue color items to view further details

**Grades and Attendance:**

Exp	Last Week					This Week					Course	T1	T2	Q1	Q2	Absences	Tardies
	M	T	W	H	F	M	T	W	H	F							
P1(A)											FACS 7 Woeckel, Pamela	0	--	0	--	0	1
P2(A)											MATH R7 Julis, Barbara	A 90	B 88	0	--	0	0
P3(A)											SPANISH 7 Luther-Heller, Nicole	C 73	--	0	--	0	0
P4(A)											SOCIAL STUDIES 7 Martin, Jeremy	C 74	--	0	--	0	0
5_7(A)											PE 7 Donofrio, James	A 100	--	0	--	0	0
5_7(A)											HEALTH 7 Peters, Rachel	B 88	--	0	--	0	0
L7(A)											LUNCH 7 Grana, Gregory	0	--	0	--	0	0
6_7(A)											SCIENCE 7 Martin, Jeremy	C 74	--	0	--	0	0
P7-P8(A)											LANGUAGE ARTS R7 Keehnast, Kristyn	C 78	--	0	--	0	0
											<b>Attendance Totals</b>					0	1

Show dropped classes also

### Question 9: What will I see in the Standards Grades Tab?

The **Standards Grades** Tab will list all courses that are currently using standards-based reporting. The learning targets that currently have scores associated with them will be listed with your child's current standards-based score for each learning target. This score indicates the weighted average (with more weight on the most recent evidence of student learning) of all artifacts aligned to each learning target.

T2 = Trimester 2: Quarter 2 Specials/Encore (FACS, Music, Communications and Art) classes are reported in the T2 Report Card

## STANDARDS VIEW SAMPLE:

HEALTH 7 (Peters, Rachel)	T2
Work Habits	3.0
Completes Work	3.0
Participates in Learning	3.0
Follows Classroom Expectations	3.0

LANGUAGE ARTS H7 (Keehnast, Kristyn)	T2
Reading/Language Arts	A
** (LIT) Cite several pieces of textual evidence to support inferences drawn from	3.0
** (LIT) Analyze the theme's, or central idea's, development over the course of t	3.0
** (LIT) Determine the meaning of words and phrases as they are used in a text, i	3.0
** (IT) Cite several pieces of textual evidence to support inferences drawn from	3.5
** (IT) Determine two or more central ideas in a text and analyze their developme	2.5
** (IT) Determine the meaning of words and phrases as they are used in the text,	3.0
** (I/E) Introduces a topic clearly; organizes ideas, concepts, and information;	3.0
** (I/E) Establish and maintain a formal style.	3.0
** (I/E) Provide a concluding statement or section that follows from and supports	3.0
** (I/E) Develop the topic with relevant facts, definitions, concrete details, qu	4.0
** (I/E) Use appropriate transitions to create	3.0

Parents can go back into the Grades and Attendance Tab to see the assignments that derive the standards-based scores. In some cases, teachers have indicated in the comments section the associated learning target(s) for each assignment.

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### GRADES AND ATTENDANCE VIEW SAMPLE:

Class Score Detail:							
Course	Teacher	Expression	Final Grade <sup>1</sup>				
PE 7	Berry, Daniel	P1(A)	--				
Teacher Comments:							
Section Description:							
Grades last updated on 11/09/2012							
1 - This final grade may include assignments that are not yet published by the teacher. It may also be a result of <a href="#">special weighting</a> used by the teacher.							
Assignment Scores							
Due Date	Category	Assignment	Standard	Score	%	Grd	Codes
11/12/2012	FITNESS ACTIVITY	11/12		--/0			
			Participate and demonstrate best effort in lifelong fitness activities.			3.0	
11/13/2012	FITNESS STANDARD	11/13		--/0			
			**Demonstrate appropriate level of muscular strength.			3.0	
11/27/2012	FITNESS ACTIVITY	11/27		--/0			
			Participate and demonstrate best effort in lifelong fitness activities.			3.0	
11/29/2012	FITNESS ACTIVITY	11/29		--/0			
			Participate and demonstrate best effort in lifelong fitness activities.			3.0	
12/04/2012	FITNESS ACTIVITY	12/4		--/0			
			Participate and demonstrate best effort in lifelong fitness activities.			3.0	
12/06/2012	FITNESS ACTIVITY	12/6		--/0			

**Question 10: What if I would like more information regarding my student's standards-based scores.**  
Please contact your child's teacher for further information regarding his/her progress.

**Question 11: Is District 96 the only district making the change to a standards-based report card?**

Many school districts in the surrounding community are using standards-based report cards, including Aptakisic-Tripp School District 102, Lincolnshire-Prairie View School District 103, Wilmette District 39, Wheeling School District 21, Deerfield School District 109, and many others. In addition, the following school districts across the country currently implement a standards-based model of grading and reporting that have guided our work: Aurora Public Schools, CO; Montgomery County Public Schools, MD; and Quakertown Community School District, PA.