
Elementary Reporting Practices Updates



Evaluation and Analysis Completed



- ▷ Decision Analysis Protocol from TregoEd:
 - Convened a Committee
 - Identified Criteria
 - Evaluated Alternatives
 - Considered Risk
- ▷ Gathered Feedback:
 - Elementary Principals
 - Elementary School Improvement Teams
 - Community (All Stakeholders)
- ▷ Analyzed the Protocol and Feedback
- ▷ *Proposing a Recommendation*

Decision Analysis Protocol



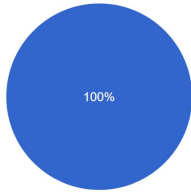
- ▷ Criteria
 - Maximize accurate reflection of student performance.
 - Maximize alignment with grade level standards.
 - Minimize subjective factors.
 - Maximize staff understanding of student progress.
 - Maximize student ownership of learning.
 - Maximize opportunities to inform next instructional steps.
 - Maximize parent understanding of student progress.
 - Minimize difficulties with reporting software.
 - Maximize continuity among grade spans.
- ▷ Overall Scores for Each Alternative
 - Traditional Grading 414
 - *Standards Based Grading 423 (9 pt difference)*

Feedback



Elementary School Improvement Teams (All)

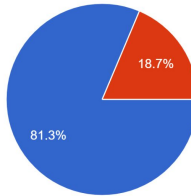
Which reporting method is your preference for students in grades 3-5.
23 responses



● Traditional Grading
● Standards-Based Grading

Community (831)

Which reporting method is your preference for students in grades 3-5?
831 responses



● Traditional Grading
● Standards-Based Grading

Elementary Principals (23)

Based on the discussion at the November 21 Grade Alike Meeting and as a representative of your staff and school community, which method of reporting should we recommend to the board for Grades 3-5?

Anonymous Poll

9% Standards Based Grading/Reporting

91% Traditional Grading/Reporting



23 votes

Changes to Regulation 3400R

Kindergarten - 2nd Grades

Maintain Standards-Based Grading and Reporting

Move to a 1, 2, 3, 4 model for Core Content Indicators.

- 4 Advanced Understanding of Target. Beyond Mastery.
- 3 Meets Expectations for Target. Mastery.
- 2 Partial Mastery of Target. Demonstrates partial understanding or can perform portions of the target with assistance.
- 1 Little or No Mastery. Cannot demonstrate mastery, even with instructor assistance.

Update proficiency scales to reflect updated standards.

Provide Exemplars.

Abbreviate standards descriptions on Report Cards.

3rd-5th Grades

Move to traditional reporting practices.

Create guidelines for equitable and consistent grades across all Elementary Schools.

- Grades will be reported by subject area: English Language Arts, Mathematics, Science, and Social Studies.
- Common Percentage Weights will be used in all Elementary Schools: Classwork, Homework, Quizzes, Tests.
- Processes and procedures will be in place to keep a focus on knowledge/understanding versus effort.
- Common Assessments will be utilized to maintain consistency when monitoring and responding to student understanding.
- Standards will be attached to evidence and will be visible within the Parent Portal Platform.
- Each evidence will receive a score from 0-100.
- Proficiency Scales will be used to help teachers make sure instruction and formative assessments are comprehensive and address all aspects of a standard.



Questions/Comments