

Frequently Asked Questions (FAQ) at Ray-Pec:

Standards-Referenced Report Card (SRRC), Effective Assessment and Reporting Practices Initiative at Raymore-Peculiar Schools

Purpose of report cards at Ray-Pec:

The purpose of the Ray-Pec report card is to communicate student progress toward learning standards, life skills and growing their learning over time. The district wants to provide students and parents with more accurate information about what a student knows and can do. The feedback reported is intended to create and support a positive partnership among students, parents and teachers in setting goals and monitoring progress toward meeting the district's established standards. Traditional approaches to grading often measure many different factors – how well students do in comparison to their classmates and/or how well they behave in class. Standard-referenced grades measure how well an individual student is doing in relation to the grade level standards/skills, not the work of other students or effort-oriented tasks (turning in homework, being to class on time, and behavior). The district started developing Professional Learning Communities during the 2003-04 school year in all schools. Ray-Pec continues to be committed to answering the four fundamental questions of a Professional Learning Community (PLC):

1. What do we expect each student to be able to know and do?

Ray-Pec's answer is to have a [Guaranteed \(consistent\) & Viable \(doable\) Curriculum](#)

2. How will we know when they have learned it and have the skills needed to be successful?

Ray-Pec's answer is to have [Assessment for Learning](#) in every classroom every day.

3. What will we do at each school and as a district when students are not learning or being successful?

Ray-Pec's answer is to have [Differentiated Instruction](#) and to create [effective Extra Time & Support Systems](#) for all students as needed.

4. What will we do at each school and as a district when students are already learning at high levels and being highly successful?

Ray-Pec's answer is to have [Differentiated Instruction](#), [Enrichment & Extended Learning](#) for all students as needed.

Moving toward a Standards-Referenced system of reporting will help Ray-Pec more effectively answer each of the four questions of a PLC mentioned above.

Guiding Principles that are leading to changes at Ray-Pec:

- *Schools exist for the learning of students rather than the ease or convenience for the adults.*
- *Students learn best when they receive specific feedback that is timely and tied to a standard.*
- *Students learn in different ways and in different time frames.*
- *Students learn at deeper levels when they have to problem solve and think critically.*
- *Students are not always motivated by grades which is a common assumption.*

- *Students need to know the purpose of what they are learning.*
- *Mistakes are necessary and productive to ultimately learn at high levels.*
- *Students should not be punished if they don't know something early on in their new learning.*
- *Attitude and effort are always important but should not be used to punish a student's learning.*
- *A letter grade is not an accurate representation of what a student knows and can do.*
- *Letter grades can have different meanings and represent different criteria classroom to classroom.*
- *As the state of Missouri (and nation) move towards implementing the Common Core State Standards (CCSS), it is important that Ray-Pec is fully engaged in current practices in learning and instruction.*

Report card changes coming to Ray-Pec:

What will be communicated on a report card?

- Power Standards, which are standards students are expected to meet
- Each student's level of progress in meeting Power Standards
- Adequacy of that level of progress or proficiency at the time of reporting
- Non-Academic Information i.e. behavior, organization, citizenship, work ethic...

Implementation timeline of changes

The Ray-Pec School District initiated a standards-based grading initiative task force during the 2008-09 school year for the purposes of answering PLC question #2, improve student achievement, develop more effective ways to communicate student progress to parents, create more ownership for students in their learning and increase student engagement in every classroom. As staff learned additional information about standards-based grading; the district has changed its approach (and language) to [Standards-Referenced Reporting](#). A true standards-based system of schooling essentially eliminates grade levels. Ray-Pec IS NOT moving toward this approach. Standards-Referenced Reporting is when student progress toward proficiency (to established standards) is provided. This is the direction Ray-Pec is moving. A timeline for these transitions can be found on the district's web site and includes information about the transition to the Common Core State Standards and the connections to Standards-Referenced Reporting. [\(SRR\) Rollout Timeline](#), [CCSS Implementation Timeline](#)

Creating a system that will co-exist peacefully with college entrance expectations

Ray-Pec understands that students will enter post high school institutions that will continue to require grade point averages. For that reason, the district will develop (through a collaborative effort with 7-12 staff) and implement a dual reporting system for students in grades 7-12 that includes grades.

The remainder of this document is to provide information about what the district is doing in the transition to Standards-Referenced Reporting, accompanied with a problem statement and solution for each. Some questions are duplicated because they may fit into multiple concepts. The key concepts are:

1. Separating achievement from non-achievement factors
2. Year-long grading vs. quarterly targets
3. Current status grading vs. averaging across the grading period
4. Standards-referenced grading
5. Collecting evidence vs. collecting points

6. Reporting work/Providing feedback using the 4-point scale and daily progress as appropriate

In addition, there are potential frequently asked questions with answers.

Separating achievement from non-achievement factors

The problem: When grades combine achievement and non-achievement factors, we are not able to discern what skills and knowledge students have obtained.

The solution: Separating achievement from non-achievement factors allows us to report student learning more accurately. Non-achievement factors, such as work ethic, timeliness, and work completion are included minimally or reported separately as to not over-influence measurement of the students' learning.

As a parent wondering about "separating achievement from non-achievement factors," you may have the following questions:

My student does all his homework, turns work in on time, works hard in class, and is well behaved. Why is he/she not getting an A?

The majority of a student's grade is based on what they have learned. When non-achievement factors over-influence a grade, parents are misled to believe that their child has obtained specific skills and knowledge in a subject. By separating achievement from non-achievement factors, parents have more information about their student's learning. Non-achievement factors are important and should still be communicated to parents, for these are life skills that students need to obtain as well. Thus, effort, work completion, and behavior are only a portion of the overall grade or reported separately.

If students aren't graded on their behavior, then they are just going to misbehave because they know it will not impact their grade. How can a student learn responsibility if their grade does not include effort and work completion?

Effort and work completion will be reported separately at Ray-Pec because those are important life skills. Since these non-achievement factors are measured, they are still graded on the effort and behavior, and thus they are still accountable. However, since it is graded separately from the learning portion of the grade, we know more about a student's actual skills.

If students can redo work and tests, they will just slack off and not do the work the first time.

Giving second chances increases motivation because students know they will be given an opportunity to succeed if they put forth the effort. We want students to learn the standards, even if it is not on the first try. When students know exactly where they are in relation to a learning goal and they know that they have an opportunity to work until displaying proficiency, motivation increases. Intrinsic motivation that is created by allowing students opportunities to succeed can be much more meaningful over time than extrinsic motivators such as traditional letter grades.

How am I going to get my child to do his/her homework?

Independent practice is important for student learning. Independent work is a valuable tool for practicing skills that have been learned. Students who practice more will usually have more success on tests and quizzes. Parents and teachers should work together to help students notice the relationship between their

effort on independent work and their assessment results. Independent work such as homework remains a part of the report card. Work completion is factored into grading as its own factor. If students are able to demonstrate proficiency in a quicker timeframe, they may have less homework.

It is important that a student is able to demonstrate what he or she can do independently without outside factors, such as parents or peers contributing to the work, over-influencing what the student knows and has not learned yet.

Year-long grading vs. quarterly targets

The problem: Grades that focus on quarterly targets do not provide feedback regarding the student's progress toward achieving the grade level learning objectives.

The solution: Throughout the school year, students are provided feedback on their performance relative to grade-level standards. Students, teachers, and parents are able to prioritize instruction and support to focus on the academic areas that students need to develop in order to meet the standards. Rather than increasing the difficulty of the grading as the year progresses, the rigor of grading remains constant all throughout the school year. In essence, the report cards given at the end of the first three quarters function as progress reports leading up to the final report card.

As a parent wondering about "year-long grading vs. quarterly targets," you may have the following questions:

My student always gets As, but now he has several 1s and 2s. What happened?

The reporting topics are year-long learning goals and the standard that we expect students to obtain before they leave their current grade. Thus, students are scored relative to where they need to be by the end of the school year. It is very possible that we have only covered the topic at an introductory level. Thus, having a 2 is simply a progress mark on a learning goal that will be taught more deeply throughout the remainder of the school year. In essence, the report cards given at the end of the first three quarters function as progress reports leading up to the final report card.

Current status grading vs. averaging across the grading period

The problem: When grades are averaged over a grading period, students are having marks count against them when they may have not learned the material yet. Students learn in different timeframes and should have opportunities to learn from their mistakes as they are learning.

The solution: By using a "current status grading" philosophy, students are graded based on where they currently are as compared to the learning goal.

As a parent wondering about "current status grading vs. averaging across the grading period," you may have the following questions:

My child has been getting 3s all quarter and other students who just started getting 3s got the same grade on the report card.

In a standards-referenced reporting system, students are graded relative to a learning goal, not the other students.

Students learn in different timeframes, and it is possible that some students show proficiency earlier than others. We want to focus on the current status of a student's learning and not punish a student for not knowing something 6 weeks earlier.

Standards-referenced reporting

The problem: The current grading system clumps very different skills together. Each subject has numerous individual skills that students are expected to learn. One grade does not give specific feedback on student learning and does not reflect a student's true learning profile.

The solution: By reporting on specific learning standards, standards-based grading provides considerably more feedback about how a student is progressing toward learning each standard.

As a parent wondering about "standards-referenced grading," you may have the following questions:

Why can't you just give me an overall grade for each subject?

An overall grade can be misleading. When skills are combined and averaged, we do not know specifically what skills students have learned. By giving scores for each reporting topic, we are able to provide parents more specific feedback in order to provide support where needed. A combined grade may or may not indicate at what level a student has learned specific topics and be misleading in its interpretation.

Collecting evidence vs. collecting points

The problem: A system that encourages point collection is inconsistent between teachers of the same course and is not based on criteria. Grades are influenced by any change in the number or weighting of the points regardless of a student's learning level on a specific learning goal.

The solution: Consistency is created by collecting evidence of student learning relative to a specific learning goal and evaluating this evidence relative to a scoring guide for that learning goal. The number and weighting of points is never a factor because the learning goal is constant.

As a parent wondering about "collecting evidence vs. collecting points," you may have the following questions or concerns:

Why aren't there more grades in the grade book?

There may be fewer grades in the grade book because practice work is not factored in. Independent work is used as evidence for whether a student has obtained proficiency on a specific learning goal. We still gather evidence and keep track of how students do, it just does not factor into the academic grade. We use several other methods of communicating a student's progress other than School Information Systems (SIS), such as

the student planner. Compiling more points through assigning more work or giving more quizzes does not measure a student's learning, only their perseverance to continue doing work to gather more points.

How can you say that it is fair that one student gets measured with one test and another with an entirely different set of questions?

Students are graded relative to a standard, not other students. Since students learn differently and at different rates, some students may show they have reached the standard quickly and others may need more opportunities and time to show they are proficient at certain skills.

How is a 4 point scale more accurate than a 100 point scale?

There is no magic in the number of points in the scale. The most important consideration is whether or not there are specific criteria to clarify the meaning of each point along the scale. It is the criteria that create the consistency, not the scale. As an example, in basketball, shooting 50 percent from three-point range is far better than shooting 60 percent from the free throw line. In this example, the meaning of the percentage depends on the skill being assessed. The 4 point scale that we are using has specific, observable criteria for each level along with sample assessment tasks for each level.

This system promotes grade inflation (- i.e. selecting a valedictorian and other student celebrations).

A standards-referenced system is a more accurate account of what students know and have learned. Grade inflation is a product of a system that has too much variance and no limit on how non-academic factors can influence a grade. When students are graded specifically on what they know using concrete criteria, grade inflation does not occur. Moreover, we have found that the 3 standard is usually a higher expectation than the level that was previously taught for most learning goals. Standards-based grading takes rigor and level of difficulty into account when making a determination about student learning.

My student has always received extra credit. It is unfair that she cannot get extra credit in this system.

Extra credit in a traditional grading system does not measure learning. In a standards-based system, students are actually able to demonstrate their learning in many different ways and timeframes – measuring their learning. In a traditional system in which points determine everything, extra credit and extra points will influence a grade and not reflect any additional learning. For instance, a student that has a 2 on a specific learning goal may have multiple opportunities to demonstrate their learning at the 3 level. However, in a traditional system in which extra points are simply added in to the overall grade, extra points can be earned regardless of whether or not learning may have occurred.

Grading work/Providing feedback using the 4-point scale

The problem: When a percentage system is applied, it can be misleading. 100 percent correctness on a set of very easy questions is very different than a slightly lower percentage on a set of difficult items. A 100 point scale does not consider difficulty of work and leads to an inaccurate measure of student learning relative to a specific learning goal.

The solution: A scale that has a specific criterion and takes into account difficulty of work provides much more consistent and accurate feedback.

As a parent wondering about "Grading work/Providing feedback using the 4-point scale," you may have the following questions:

Everyone knows what an A-B-C-D-F and 100 point scale stands for. Why change?

In the 100 point system, the question becomes “100 percent of what?” We need criteria to have more consistency and accuracy about what students know and are able to do. The 100 point scale does not consider difficulty of work. For instance, a student may have a set of very easy questions addressing one learning goal and receive 100 percent correct.

However, another student may display 79 percent correctness on a set of much more difficult questions. In the current system, this would create quite a disparity between grades. With clear criteria, we are able to better measure student learning. Another example could be a sports analogy. Take two students who play basketball: One student makes 80 percent of her 10 free throws in a game and another makes 80 percent of her 10 three-pointers in a game. Which 80 percent is better, or are they the same? When we don’t know “100 percent of what?” grades do not give the specific information that we need, especially related to a learning standard.

How does a Standards-Referenced Reporting system impact decisions such as selection of a valedictorian and honor roll list? Does a Standards-Referenced Reporting system increase grade inflation?

A standards-referenced reporting system is a more accurate account of what students know and have learned. Standards referenced grading is also not concerned about ranking and sorting students. At this point, valedictorian selection is a high school specific activity and will continue. Each school will determine how to recognize the accomplishments and achievement of students through their individual incentive programs.

Reporting on the 4-point scale

The problem: A system that has an A-B-C-D-F as the only feedback does not provide specific information about student learning relative to a learning goal.

The solution: Reporting out on a 4-point scale on all learning goals for a subject provides very specific feedback on skills and knowledge students have obtained.

What is the impact on students with individual educational plans (IEPs)?

Reporting on Students Identified with a Disability

Problem: Failing students with disabilities who cannot meet the prescribed performance standards is wrong and appears unfair when tremendous effort and progress has been made.

Solution: The IEP team should be charged with determining whether a student can meet the prescribed performance standard with accommodations to be specified in the IEP. If the team does not believe that it is reasonable for a student to be able to meet the standards, even with accommodations, then appropriate modifications to the standard will be made. These modifications should be written as IEP goals for the student to work toward and reported on the report card appropriately. A special marking on the report card can denote that the student is working on a modified standard. When parents can clearly tell what the standards are that their child is working on and what the marks mean, parents can more successfully be a part of the effort to improve student learning.

What is the impact on students with Individual Learning Plans for English (ILPs)?

Reporting on Students Identified as Limited English Proficient (LEP)

Problem: Failing students with limited English proficiency who cannot meet the prescribed performance standards is wrong and appears unfair when tremendous effort and progress has been made.

Solution: The English Language Learners Department should be charged with determining whether a student can meet the prescribed performance standard with accommodations to be specified in the ILP. If the team does not believe that it is reasonable for a student to be able to meet the standards, even with accommodations, then appropriate modifications to the standard will need to be made. These modifications should be written as ILP goals for the student to work towards and reported on the report card appropriately. Special markings on the report card can denote that the student is working on the prescribed performance standard with accommodations *or* a modified standard. When parents can clearly tell what the standards are that their child is working on and what the marks mean, parents can more successfully be a part of the effort to improve student learning.

Contact Information:

Questions about this initiative can be answered by a multitude of staff. Please recognize that everyone may have a unique view and interpretation of this work that can create well-intended misinformation and at times, frustration. You are encouraged to start conversations at the teacher and school level and move forward with principal involvement as needed. As the situation warrants; contact district leaders in the Department of Academic Services at 816.892.1340. Some of the finest and most dedicated staff members in the world serve at Ray-Pec. Our highly trained and committed staff members will sit down to listen, reach common understandings and problem-solve through issues. Change can be challenging and messy at times. We appreciate the confidence and support in our journey to answer those four questions of a PLC listed at the beginning of the document. We are committed to excellence and achieving our mission of:

Preparing each student for a successful and meaningful life.

Dialogue and decision-making approach at Ray-Pec

Ray-Pec believes in open communication with structured decision-making. In other words, anyone in the organization is free to have open dialogue with anyone in the organization or community while conducting themselves as a professional and keeping a high level of integrity. The caveat to that dialogue is that decisions will be made through appropriate channels within the organization. The graphic that best represents this approach can be found on the district's web site. [Problem Solving Flow Chart 2012-13](#), [Problem Solving Flow-Chart Example](#)

FAQ Glossary

Guaranteed (consistent) & Viable (doable) Curriculum

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- A school level factor with the most impact on student achievement.
- **Guaranteed**
 - There is clear guidance to teachers regarding the content to be addressed in specific courses at specific grade levels.
 - Teachers do not have the option to disregard or replace assigned content.
- **Viable**
 - Teachers are expected to address the content in the instructional time available.
 - The district will ensure that the articulated curriculum for a given course or grade level can be adequately addressed in the time available.
- **References**
 - *What Works in Schools: Translating Research into Action*. Robert J. Marzano, 2003

Assessment for Learning

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- To use classroom assessments to make improvements, however, teachers must change both their view of assessments and their interpretation of results. Specifically, they need to see their assessments as an integral part of the instruction process and as crucial for helping students learn.
 - **References**
 - *Educational Leadership*, February 2003. "How Classroom Assessments Improve Learning." Thomas R. Guskey.
- Student progress should not be a surprise.
- Students and teachers evaluate, make judgments, and communicate results.
- Progress is detailed with descriptive feedback that helps students get better at learning and helps teachers strategically plan instruction.

Differentiated Instruction

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- Differentiated Instruction meets the diverse needs and learning styles of each student.
- This concept maximizes learning for all students.
- A collection of instructionally-centered best practices make it possible for teachers to create different pathways that respond to the needs of diverse learners.
 - **References**
 - *Differentiated Instruction: Theory into Practice*. Staff Development for Educators, 2008.
- It is an approach to teaching that advocates active planning for student differences in classrooms.
 - **References**
 - <http://caroltomlinson.com>

Effective Extra Time & Support Systems

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- To maximize the potential of each learner, educators need to meet each child at his or her starting point and ensure substantial growth during each school term.
- Students learn at different rates and may not reach proficiency at the same time, for that reason, students may redo work and retake tests.
 - **References**
 - "Masters of Motivation" by Jonathon Saphier. Chapter 5 in *On Common Ground: The Power of Professional Learning Communities*, Edited by Richard DuFour, Robere Eaker, and Rebecca DuFour.

- Diagnosing student needs and prescribing tasks that create better matches between students and their learning needs.
 - **References**
 - *The Differentiated Classroom: Responding to the Needs of All Learners*. Carol Ann Tomlinson, 1999.
- Work submitted late will not be reduced. Students will receive support when more time is needed.
- Teachers should be more concerned about ensuring that students are able to hand in their best work as opposed to work produced on time.
 - **References**
 - *A Repair Kit for Grading: 15 Fixes for Broken Grades*. Ken O'Connor, 2011.

Enrichment & Extended Learning

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- Students are provided with extensive and specific feedback throughout the learning process to make corrections in their understanding and continue to learn.
- Teachers explicitly teach students how to exert effective efforts in learning.
 - **References**
 - “Masters of Motivation” by Jonathon Saphier. Chapter 5 in *On Common Ground: The Power of Professional Learning Communities*, Edited by Richard DuFour, Robere Eaker, and Rebecca DuFour.
- Students will be able to provide additional evidence of their understanding, knowledge, and/or skill. This additional evidence must reveal new or deeper learning. Students should be partners in identifying appropriate evidence of additional learning and making suggestions about what they will do to show a higher level of achievement.
 - **References**
 - *A Repair Kit for Grading: 15 Fixes for Broken Grades*. Ken O'Connor, 2011.

Standards-Referenced Reporting

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- Based on a specific set of standards that students need to meet for each grade level. Marks are not a comparison of one student to another but rather a way to measure how well students are doing on grade level standards.

Other Resources:

http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Seven_Reasons_for_Standards-Based_Grading.aspx

**Common Core State Standards (CCSS), Curriculum Development, and
Standards-Referenced Reporting System (SRR) Rollout Timeline**

May 24, 2012 update

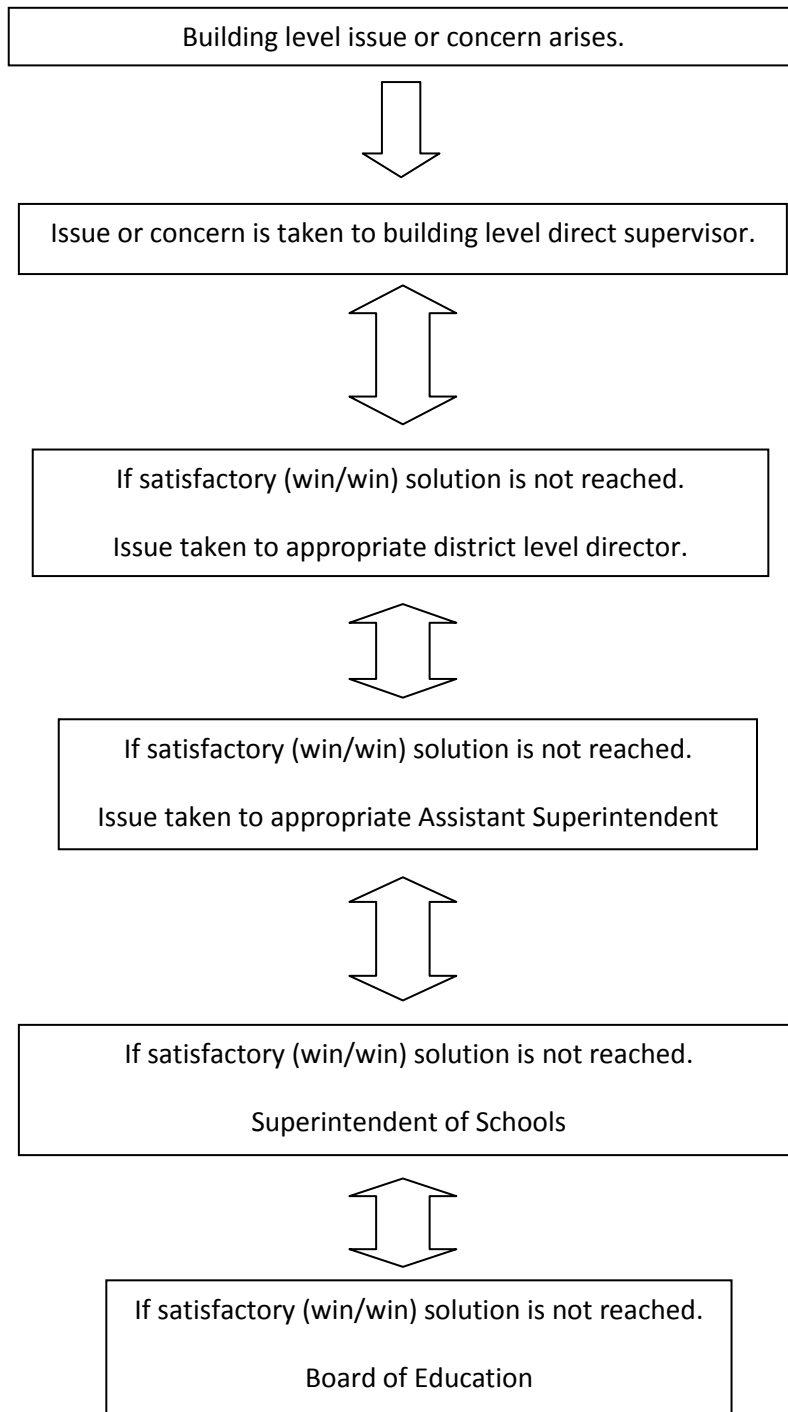
History and Future Action	Dates / Timeline
Standards-Referenced Report Card task force formed involving vertical team (5-12) of 35 teachers & principals	2008-09
<i>Assessment for Learning Project PD Series held involving members of task force, school leaders, ISA leaders, instructional coaches and selected department chairs</i>	2009-10 AFL #1 2010-11 AFL #2 2011-12 AFL #3 2012-13 AFL #4
District, School leaders & Curriculum Vertical Teams launch work toward developing Essential Understandings (EUs) in the four core areas by the spring of 2011. CSIP goal MET.	2009-10 – 2010-11
<i>Standards-Referenced Report Card task force continues in February 2010 monthly meetings through May</i>	2009-10 & beyond
Standards-Referenced Report Card piloted in grade 3 (letter grades removed); GLEs and CLEs were unwrapped for clarification and understanding of expectations; standards were aligned to EU's; Curriculum Vertical Team downsized and transitioned to Curriculum Design Team.	2010-11
<i>Professional Development Network (PDN) Classroom Formative Assessment & Standards-Based Grading</i>	2010-11 PDN #1 2011-12 PDN #2
Standards- Referenced grading practices piloted in various classrooms grades 5-12 while keeping district staff informed	2010-11 & beyond
<i>Curriculum Design Team (CDT) formed. Power Standards identified. Conversion from GLEs/CLEs toward Common Core and College Readiness standards BuildYourOwnCurriculum implemented Acuity assessment implementation 2-8 grades Consensus on scoring scale for report card Standards-Referenced Report Card piloted in grade 4 (letter grades removed); Standards-Referenced Report Card developed for grade 5; Continued development of Standards-Referenced Report Card for grades K-4 incorporating Common Core State Standards</i>	Spring 2011 2011-12
Standards- Referenced Reporting grades K-5 incorporating Common Core State Standards <i>Standards- Referenced Report Card developed for grade 6 Build Your Own Curriculum implementation year two Acuity assessment implementation in 2-8 grades year two Bea McGarvey Staff Development K-12 Year One</i>	2012-13
<i>Standards-Referenced Report Cards in all grades K-6 in all courses incorporating Common Core State Standards Standards-Referenced Report Card developed for grades 7-8 Preliminary planning to develop for grades 9-12</i>	2013-14
<i>Standards-Referenced Report Cards in all courses K-8 Incorporating Common Core State Standards (7-8 providing dual reporting) Standards-Referenced Report Card developed for grades 9-12</i>	2014-15
Ray-Pec School District is fully implementing a Standards-Referenced Reporting System and effective grading practices K-12 / All Staff *9-12 will have a dual reporting system to honor post-secondary institutions	2015-16
Communications to include all appropriate stakeholders. FAQ posted to web no later than May 2012	On-going

DESE/CCSS/CCAA Timeline	MO State Board of Education adopts English Language Arts and Math Common Core State Standards	Science Common Core State Standards publication anticipated		Federal requirement for administration of Common Core State Standards by all states	Federal requirements for administration of Common Core Operational Assessment by all states	
	DESE shares crosswalk between English Language Arts and Math Grade Level Expectations/Course Level Expectations and Common Core State Standards	MAP and EOC testing (aligned with Grade Level Expectations/Course Level Expectations continues		Common Core Aligned Assessments piloted	Goal for Science Common Core State Standards to be operational	
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-16
			Ongoing support and PD for K-5 teachers	Ongoing support and PD for K-6 teachers	Ongoing support and PD for K-8 teachers	Ongoing support and PD for PK-12 teachers
Raymore-Peculiar School District Timeline		Revision of K-5 curriculum to incorporate Common Core State Standards in Math and English Language Arts	Revision of 6th grade curriculum to incorporate Common Core State Standards in Math and English Language Arts	Revision of 7-8 grade curriculum to incorporate Common Core State Standards in Math and English Language Arts	Revision of 9-12 grade curriculum to incorporate Common Core State Standards in Math and English Language Arts	
		Revision of K-5 Science and Social Studies curriculum to identify power standards that incorporate Common Core Literacy and Technology into content	Revision of 6 th grade Science and Social Studies curriculum to identify power standards that incorporate Common Core Literacy and Technology into content	Revision of 7-8 grade Science and Social Studies curriculum to identify power standards that incorporate Common Core Literacy and Technology into content	Revision of 9-12 grade Science and Social Studies curriculum to identify power standards that incorporate Common Core Literacy and Technology into content	
		Revision of K-5 non-core curriculum to incorporate "21 st Century Skills" of higher-level thinking, problem-solving, and identifying power standards	Revision of 6 th grade non-core curriculum to incorporate "21 st Century Skills" of higher-level thinking, problem-solving, and identifying power standards	Revision of 7-8 non-core curriculum to incorporate "21 st Century Skills" of higher-level thinking, problem-solving, and identifying power standards	Revision of 9-12 non-core curriculum to incorporate "21 st Century Skills" of higher-level thinking, problem-solving, and identifying power standards	
		Summer Curriculum Camp for PK-12 content areas : Align learning targets to power standards. Develop scoring rubrics for proficiency levels. Identify essential questions and appropriate assessments that meet depth of knowledge levels of proficiency. Align resources for learning activities. Develop learning activities. Input information into BYOC.	Summer Curriculum Camp for PK-12 content areas : Align learning targets to power standards. Develop scoring rubrics for proficiency levels. Identify essential questions and appropriate assessments that meet depth of knowledge levels of proficiency. Align resources for learning activities. Develop learning activities. Revisions begin to improve alignment. Input information into BYOC.	Summer Curriculum Camp for PK-12 content areas : Align learning targets to power standards. Develop scoring rubrics for proficiency levels. Identify essential questions and appropriate assessments that meet depth of knowledge levels of proficiency. Align resources for learning activities. Develop learning activities. Revisions begin to improve alignment. Input information into BYOC.	Summer Curriculum Camp for PK-12 content areas : Align learning targets to power standards. Develop scoring rubrics for proficiency levels. Identify essential questions and appropriate assessments that meet depth of knowledge levels of proficiency. Align resources for learning activities. Develop learning activities. Revisions begin to improve alignment. Input information into BYOC.	Summer Curriculum Camp for PK-12 content areas : Align learning targets to power standards. Develop scoring rubrics for proficiency levels. Identify essential questions and appropriate assessments that meet depth of knowledge levels of proficiency. Align resources for learning activities. Develop learning activities. Revisions begin to improve alignment. Input information into BYOC.

Ray-Pec Problem Solving & Decision Making Flow-Chart

Appropriate Channels 2012-13

THE MISSION: Preparing EACH Student for a Successful and Meaningful Life



Ray-Pec will use the *Open Communication with Structured Decision-making approach*:

"Everyone in the organization is free to communicate directly with everyone else in the organization, ***with the explicit caveat*** that any and all commitments, allocations, and decisions will be made through the hierarchy of structured decision-making."

Ray-Pec 2012-13 Problem Solving Flow Chart – Examples

THE MISSION: Preparing EACH Student for a Successful and Meaningful Life

