Standards-Referenced Reporting
A Guide for Students and Parents

"Turning Today's Learners Into Tomorrow's Leaders."

2014-15

Department of Academic Services (AcS)

Accredited with Distinction
Our Mission: Preparing EACH Student for a Successful and Meaningful Life

Standards Referenced Reporting (SRR)
2014-15 Student and Parent Guide Table of Contents

Department of Academic Services
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Our Mission

Preparing EACH Student for a Successful and Meaningful Life

Our Vision

Turning Today's Learner into Tomorrow's Leaders

Introduction and History of SRR

The Raymore-Peculiar School District began its journey toward becoming a Professional Learning Community (PLC) during the 2003-04 school year. A PLC has an unwavering focus on effectively answering the following four questions:

1. What do we expect each student to be able to know and do?
Ray-Pec's answer is to have a ***Guaranteed*** *(consistent)* ***and 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 a ***Balanced Assessment*** *system and* ***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 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 students as needed.*

The focus on becoming a PLC has led district staff members to engage in many other conversations about effective teaching and leadership practices. An on-going conversation to this day that started during 2006-07 school year was about PLC question number two. How will we know when they (our students) have learned it and have the skills needed to be successful? During those conversations the district uncovered, like most school districts, the following concerns:

- *Grading practices can be (and many times are) very different classroom to classroom.*
- *A grade in one class in the same grade level or class varied teacher to teacher. This is often called the grading lottery because grading can be random and not systematic.*
- *Depending on the teacher, some students could earn extra credit. Extra credit can inflate a student's grade and does not always indicate if a student is learning the standards to be achieved in class.*
- *Depending on the teacher, students are allowed to turn in late work.*
- *Depending on the teacher, students are allowed to re-take tests when they did poorly.*
- *Students, contrary to perception, are not always motivated by grades.*
- *There is much emphasis on grades rather than learning and that is not adequately preparing our students for college or opportunities after high school.*
- *Grades in some instances were being used as punishment rather than to report learning.*
- *Students and parents want a more accurate system of reporting what a student actually learned and what standards are being met at a proficient level.*
- *Parents were not being provided accurate, effective or enough information about their child's learning on report cards.*

- *Non-academic factors such as attendance, behavior, responsibility, work ethic (which are important) are significant determining factors in a student's final grade.*
- *Non-academic factors do not accurately represent how a student is doing in relation to becoming proficient at a set of learning standards.*
- *Non-academic factors can greatly distort a student's grade and provides an unfair account of what a student has actually learned.*
- *Non-academic factors, while very important, should be separated from a student's final grade so that what the student actually knows and can do is evident.*
- *Non-academic factors should be reported outside of the curricular learning targets and achievement standards so that those factors can be given appropriate importance.*

The discoveries made about the ineffectiveness of several components of the current system of grading and reporting led to the creation of a standards-based grading task force which started during the 2008-09 school year. The task force was comprised of 35 teachers, principals and district leaders and its purpose was to improve grading and reporting practices across the district for students and parents. In addition, creating a more guaranteed system of grading and reporting became a focus. Over time the focus of the work became creating standards-based grading practices that are consistent classroom to classroom and a standards-referenced reporting system that would report what a student has actually learned.

Creating a Reporting System that Co-exists Successfully with College Entrance Requirements

From the outset of this initiative a priority has been ensuring that any change in grading and reporting systems would coexist peacefully and successfully with college entrance requirements for graduating seniors. That commitment remains a priority as the district has developed a dual reporting system that will be explained in detail in this document.

Why Change and Why Standards-Referenced Reporting

The easiest answer is to achieve our district's mission and ultimately reach our vision at Ray-Pec. Our students deserve to have a guaranteed system of grading and reporting that focuses on what they have actually learned versus how compliant and obedient they are. A change of this magnitude may be challenging to all but it is a worthwhile endeavor for our students. We continue to learn how to be more effective at grading in classrooms and reporting both academic learning and non-academic factors through progress reports.

We hope you find this guide to be an effective communication about the district's efforts to develop a standards-referenced reporting system.

Academic Services Leadership Team

What is SRR?

Standards-referenced reporting (SRR) and grading involves measuring students' proficiency on well-defined course Learning Targets tied to Power Standards. SRR is a philosophy that uses reporting/grading to communicate students' strengths and weaknesses relative to the standards of the course or class.

In a traditional-based system (what many of us are familiar with), students may raise their grade by completing extra credit, doing better on the next test or completing assignments that are past due. Tests, assignments, quizzes, and behavior are combined in the grading. The conversations are based on completing tasks versus acquiring skills and knowledge. Within the SRR system, conversation between student and teacher changes. In a SRR system, students scores/grades are based on their level of understanding related to the course or class standards. In order to raise a student's grade they need to demonstrate a higher level of understanding of standards.

SRR improves communication between teachers, parents and students related to students' understanding of the Power Standards and Learning Targets. This feedback will help to move students beyond what they already know and ensure that parents, teachers, and students know what they need to spend more time teaching and learning. Specifically, students should be able to answer three questions about their learning: Where am I going? Where am I currently? What do I need to do to close the gap? Focusing on closing the gap between student and Learning Targets changes the conversation from "What do I need to do to get an A?" to "I still do not understand how to find the area of a regular polygon."

SRR is made up of marks on a scale from 1 to 4. Marks are not a comparison of one student to another, but rather a way to measure how well a student is understanding a Learning Target or Power Standard. This feedback reports student learning more accurately and to the degree to which students have attained mastery.

A standards-referenced approach:

- Indicates what students know and are able to do
- Indicates a student's progress toward the attainment of a standard
- Assesses when appropriate, not just on scheduled days
- Emphasizes the more recent evidence of learning.

Standards-Based Grading (SBG) Standards-Referenced Reporting System (SRR) Timeline

April 15, 2014 update

History and Future Action ***Ray-Pec Starts Journey to Become a Professional Learning Community (PLC) 2003-04***	Dates / Timeline
Standards-Based Grading Task Force formed with vertical team of 35 teachers & principals. **District initiates Standards-Based Grading & Standards-Referenced Reporting initiative.*	**2008-09**
Assessment for Learning Project PD Series held involving members of task force, school leaders, ISA leaders, instructional coaches and selected department chairs	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
Standards-Referenced Report Card task force continues in February 2010 monthly meetings through May	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
Professional Development Network (PDN)Classroom Formative Assessment & Standards-Based Grading	2010-11 PDN #1 2011-12 PDN #2
Standards- Referenced grading practices **piloted** in various classrooms grades 5-12 while keeping district staff informed Assessment Training Institute (ATI) Cohort #1 Training on Assessment for Learning	2010-11 & beyond
Curriculum Design Team (CDT) formed. Power Standards identified. Conversion from GLEs/CLEs 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** Assessment Training Institute (ATI) Cohort #2 Training on Assessment for Learning	Spring 2011 2011-12
Standards- Referenced Reporting **grades K-5** Standards- Referenced Report Card **developed for grade 6** Build Your Own Curriculum implementation year two Acuity assessment implementation in 2-8 grades year two McGarvey/Hefflebower Staff Development K-12 Year One Assessment Training Institute (ATI) Cohort #3 Training on Assessment for Learning	2012-13

Standards-Referenced Report Cards in **all grades K-6** in all courses Standards-Referenced Report Card **developed for core courses grade 7 and elective courses grade 8** Build Your Own Curriculum year three Acuity assessment implementation in grades 2-8 year three Dual reporting conversion scale developed. Planning to develop curriculum and Standards-Referenced Report Cards grades 9-12 Phil Warrick Staff Development 7-12 Year One Standards-Referenced Reporting grade book software pilot Standards-Referenced Reporting handbook developed (parents, students, teachers) Assessment Training Institute (ATI) Cohort #4 Training on Assessment for Learning	2013-14
Standards-Referenced Report Cards in **all courses grades EC-7 Standards-Referenced Report Card developed for courses in grade 8** Standards-Referenced Reporting grade book (TeacherEase) software implementation EC-7 Build Your Own Curriculum year four	2014-15
Year Two of SRR at RPEMS Continued planning to develop curriculum and Standards-Referenced Report Cards for grades 9-12 Standards-Referenced Reporting grade book (TeacherEase) software implementation EC-8 Standards-Referenced Report Cards in **all courses grades K-8** **Standards-Referenced Report Card developed for grades 9-12**	2015-16
Ray-Pec School District is fully implementing a Standards-Referenced Reporting System and effective grading practices K-12 / All Staff Standards-Referenced Reporting grade book (TeacherEase) software implementation EC-12	**2016-17**

Traditional Vs. Standards Referenced Systems

Guideline	Traditional System	Standards-Referenced System
1	● Based on assessment methods ● One grade per subject	● Based on learning targets/power standards ● Grades for each learning target/power standard
2	● Often norm-referenced or a mix of norm and criterion referenced ● Percentage system (101 levels) ● Criteria often unclear or assumed to be known	● Criterion referenced standards ● Proficiency based (limited number of levels, usually 2 to 5) ● Publicly published targets/standards
3	● Uncertain mix of achievement, attitude, effort and behavior ● Penalties and extra credit used ● Includes group scores	● Achievement only ● No penalties or bonuses ● Individual evidence only
4	● Everything scored included regardless of purpose ● Homework a major factor	● Summative assessments only ● Homework only included if extension or integration
5	● Everything scored included regardless of when ● Multiple assessments recorded as average, not best	● More recent evidence emphasized ● Reassessment without penalty
6	● The mean is the measure ● Grades 'calculated'	● Power Law mathematical formula is used ● Grade determined using preponderance of evidence
7	● Varied quality assessments ● Some evidence only in teachers' head	● Quality assessments only ● Data carefully recorded
8	● Teacher decides and announces the decisions to students	● All aspects discussed with and understood by students

Source: *Ken O'Connor, 2008*

Elementary Reporting

- A 4-point scale will be used to assess the level of achievement on Learning Targets and Power Standards instead of the traditional 100 point scale.

- Appropriate calculation methods (Power Law) will be used based on the evidence of learning to determine scale scores on learning targets and power standards. Power Law automatically adjusts assessment weights to give more weight to more recent scores. Learning target scores are then averaged together under the appropriate Power Standards to calculate the overall Power Standard score.

Secondary Dual Reporting and the Conversion Scale

- A 4-point scale will be used to assess the level of achievement on Learning Targets and Power Standards instead of the traditional 100 point scale.

- The 4-point scale for the secondary level will include .5 scales. The specific points are as follows: 4, 3.5, 3, 2.5, 2, 1.5, 1 and IE (insufficient evidence).

- Appropriate calculation methods (Power Law) will be used based on the evidence of learning to determine scale scores on learning targets and power standards. Power Law automatically adjusts assessment weights to give more weight to more recent scores. Learning target scores are then averaged together under the appropriate Power Standards to calculate the overall Power Standard score.

- If a student cannot or will not demonstrate some level of achievement for a learning target, an IE will be given until such time as the student can demonstrate a level of achievement or the window of time for learning that target has passed. If the student does demonstrate a level of achievement, the IE will be replaced with a scale score. If the window of time for learning the target has passed and the student still has not demonstrated a level of achievement, the IE will be converted into a zero.

- At the secondary level, there will be dual-reporting of a student's achievement. This means that students will receive a grade as well as scale scores on their report cards.

- Traditional grades will still be reflected on a student's transcript.

- The grade point average (GPA) at the secondary level will be determined by converting the 4-point scale into a letter grade via a conversion scale.

- The full conversion scale is located in the appendix of this document.

Redos
Opportunities to Demonstrate Learning

Students in the Raymore Peculiar school district will have multiple opportunities to demonstrate their learning. Teachers will not penalize students for their first attempts. In fact, the goal of the district is for students to learn the content, and to do this, students must have multiple opportunities. Some students may reach mastery at different time frames, and this practice of allowing multiple attempts, will give students who need extra time to learn the material that opportunity. Allowing students opportunities to redo assignments and assessments is the best way to prepare them for adult life.
Below is a scenario that will give insight to why this practice is necessary:

> *Consider the Olympic runner poised to begin the race for the gold medal in the final heat. The pistol goes off, and the runners push their bodies to the breaking point, all of them dashing across the finish line within seconds of one another. Our runner comes in fourth, however, so there's no medal for him.*
>
> *Does he get a "do-over" of that race? No—and that's proper at this level of competition. Remember, he's not in the* ***learning-to-run*** *stage of development; he's in the proficient-runner stage.*
>
> *How did our runner become so competent at racing this event that he was found worthy of representing his country in the Olympics? He ran it dozens or even hundreds of times prior to today's race. And each time he ran it, his time was not an aggregated compilation of all his digressions (bad times) woven together with his more successful times.*

Excerpt from Rick Wormeli
Redos and Retakes Done Right
November 2011 | Volume ***69*** *| Number* ***3***
Effective Grading Practices *Pages 22-26*

Often a criticism of this practice is that students need to be prepared for the real-world, and in the real-world there are no “redos”. Every one of the following assessments reflects a real world exam our students could one day face: **LSAT (Law School Admission Test). MCAT (Medical College Admission Test). Auto mechanic certification exam.Teacher’s Praxis. Commercial Driver’s License. Bar exam. Medical Boards. CPA exam. Certified Executive Chef credential. Real Estate Broker License. Pilot's license.** All of these examples can be redone over and over *for full credit*. Everyone can benefit from practice accompanied by descriptive feedback. When a student has the opportunity to redo an assignment until his product matches the set standard, he is not getting to opt out of the learning. This practice is ensuring his learning. As a parent you should talk to your child’s teacher about the plan for students getting opportunities to relearn and redo. Redoing work is not to be taken for granted; hence having a plan for demonstrating a commitment to relearning is vital on the student’s part.

Sometimes teachers will have multiple opportunities already planned for students, so communicating with the teacher for redoing is important. Grades will not be “padded” via this process, but instead, students will be working harder to demonstrate proficiency.

> ***We need to change the metaphor: Grades are not rewards, affirmation, validation, or compensation. They are communication; that’s it. If we keep them as rewards, students, teachers, and parents all enter a bartering relationship, and that is incompatible with evidence-based grading (standards-based grading). Grades are first and foremost an accurate report of what students know and can do against standards, not reward for hard work.***
>
> ***Rick Wormeli***
> ***Assessment and Grading in the Differentiated Classroom***

Helpful Hints for Parents

It is important that students have ownership when it comes to their progress and learning. Students are expected to track their own learning so they are always aware of their current level of proficiency and what they need to do in order to continue to progress in their achievement. When a student's score is below proficiency, consider asking your student the following questions:

- What Learning Targets do you still need to learn?
- When was the last time you practiced the target in class? Outside of class?
- What forms of practice work best for you in order to progress your learning? How do you know?
- When was the last time you were assessed on this target? How did you perform?
- What practice, studying or reteaching opportunities have you completed in order to be best prepared for the next assessment opportunity on this target?

After discussing the above items with your student, it may also be helpful to talk to his/her teacher. If you are meeting with the teacher in person, bring your student so that every stakeholder is present. When contacting a teacher about a student's scores that are below proficiency, you might consider asking the following questions:

- What is your classroom process for reassessment?
- When is the next opportunity my student will have to reassess on the target?
- What practice, studying or reteaching opportunities related to the target should my student take advantage of before reassessing?

STANDARDS-REFERENCED REPORTING FOR SPECIAL EDUCATION STUDENTS

All students benefit from standards-referenced instruction and assessment, including students receiving special education services. By using appropriate accommodations, most students can access grade level instruction and assessments. For those that cannot, modifications may be required. The ultimate goal is that special education students have equal access to grade-level content and that accurate reporting occurs so that both parent and students have accurate feedback as to the student's performance. In order for this to happen, it is essential that collaboration between general education and special education occurs on a regular basis with in-depth discussion and planning to meet the needs of the student.

IDEA (Individuals with Disabilities Act) requires that IEP teams plan and document how progress will be monitored and communicated for students with disabilities. In addition, notations on a report card or transcript cannot, in any way, identify a student as receiving special education services. IEP teams should discuss how a student will have progress reported as well as the appropriate accommodations and modifications that the student requires to access the general education curriculum.

The Raymore-Peculiar Special Services has outlined a process and expectations for the use of accommodations and modifications. These expectations follow the requirement that every student should have equal access to grade-level content. IEP's are developed to provide the specialized instruction on skills needed to help bridge the gap.

- Collaboration occurs at the beginning of each school year between general education teachers and special education teachers to review grade-level expectations and the student's current level of functioning.
- As part of the collaboration, appropriate accommodations are chosen for each grade level standard and learning targets.
- Accommodations are adaptations to the curriculum that do not fundamentally alter the grade-level standard. They are important for providing equal access and can open a whole new world for students with disabilities.
- Students must be given instruction and opportunity to practice accommodations in order for them to be successful.
- Ongoing evaluation and collaboration of accommodations must occur between general education and special education throughout the school year so that adjustments can be made as needed.
- There should never be a penalty for accommodations and marks should not be lowered because of response format or raised based on effort.
- If accommodations are used when assessing a grade level standard or learning target, those accommodations should be explained in the text of the progress report.
- Modifications are used only for students falling more than 2 grade levels below the expected level and for students with intellectual disabilities.

- Modifications fundamentally alter the grade-level expectation and are used with caution. Modifications can adversely affect a student throughout their educational career. They can include changing, lowering or reducing learning expectations.
- When modifications are used, a special mark on the progress report will indicate that the student is being assessed based on modified standards. A supporting document has been developed and should be attached to the progress report to explain the modification with the appropriate marking for that modified standard. The supporting document is essential to the effective communication of a student's academic progress.
- The decision to modify is a collaborative team decision. Modifications must be noted on the IEP.
- Scoring scales are never modified - only the Learning Targets and Power Standards.
- IEP goals should be written to target the skills that are needed to bridge the gap - the skills that are needed to meet the grade level standards. It is sometimes not possible to cover all skills so it is necessary to prioritize the skills deemed most appropriate.

Scores are Based on What Students Know and are Able to Do

- The standards-referenced reporting system divides academic criteria from non-academic criteria within the assessment and reporting practices.
  - Academic achievement which is an accurate evaluation of what a student knows and is able to demonstrate.
  - Non-academic indicators which describe the actions and behaviors that support achievement.

- Students are measured on the development of skills and knowledge, what they know and can do, rather than their completion of tasks.

- Students are provided multiple opportunities to meet the standards and are offered a variety of ways to demonstrate their learning.

- Scores are based on individual achievement and not group scores.

- Extra credit points are not given; a higher level of achievement directly tied to standards is expected.

- As we move towards full implementation of SRR, our goal is for homework to be regarded as practice and not included in a student's academic scores.

Appendix A for Elementary/Intermediate Students and Parents

Academic Descriptors on Report Card:
4= Learning and performance exceeds the grade-level or course standards
3=Demonstrates mastery of grade-level or course standards independently; thoroughly; and accurately
2=Progressing toward mastery of grade-level or course standards (additional communication is provided in comments)
1=Limited understanding of required grade-level or course standards (additional communication is provided in comments)
*=Modified

Modified (*) is recorded when a standard is adjusted and fundamentally alters the grade-level expectation. Such modifications are only made for students falling more than 2 grade levels below the expected level and for students with intellectual disabilities.

Additional Understanding of Proficiency Scales:

Proficiency scales can be thought of as an applied version of learning progression. Proficiency scales are used as a guide to measure the level of understanding.

4 - Students achieving at this level excel at the learning and performance of grade-level or course standards. Students make abstract, insightful, complex connections among ideas beyond the obvious. Students demonstrate the ability to apply knowledge and skills effectively and independently by applying efficient, sophisticated strategies to solve complex problems. This level of learning is not explicitly taught. Students are given tasks and assessment opportunities to demonstrate this level of understanding.

3 - Students achieving at this level demonstrate mastery of grade level or course standards independently; thoroughly; and accurately. Proficient work indicates a solid understanding or display of the skills included in specific instruction. Students apply concepts and skills to solve problems using appropriate strategies.This is the expected level of proficiency for grade-level or course standards.

2 - Students achieving at this level demonstrate progress toward mastery of grade-level or course standards. Basic work indicates a partial understanding or display of the skills included within the learning targets or power standards. Students make simple or basic connections among ideas, providing limited supporting evidence for inferences and solutions.

1 - Students achieving at this level demonstrates limited understanding of required grade-level or course standards. Students' work indicates a need for additional instructional opportunities and teacher support. Students demonstrate minimal understanding of rudimentary concepts and skills. Students have difficulty applying basic knowledge and skills.

Summarizing information and determining final mark:

- To determine a final mark, the teacher collects evidence of student learning through observations, products and conversations. This evidence is used to determine whether the student has fully mastered the skill or needs additional time and reteaching.
- Teachers continually assess students through both formal and informal methods to determine a students level of mastery of a learning target. These scores are entered into TeacherEase and a mathematical formula called Power Law is used to calculate the learning target scores.
- Power Law automatically adjusts assessment weights to give more weight to more recent scores. Learning target scores are then averaged together under the appropriate Power Standards to calculate the overall Power Standard score.
- Understanding that learning is an on-going process for our students, this system of scoring provides an accurate picture of a student's current mastery.
- When a student transfers from the current school to any other school (local or out of district), the scores the student achieved will transfer with them.

Because Learning Targets are reported on throughout the year, demonstration of learning may change as additional understanding is acquired. Some targets are more complex than others. As learning occurs and evidence is gathered, marks are reported when sufficient evidence is demonstrated. Computer grading programs are excellent tools, however the teacher, not the grading program, must make the final decision about the score.

Student Learning Attributes on Progress Report:

Effort - Perseveres and attempts quality work
Engagement - Actively participates and listens; shows interest
Responsibility - Follows directions; meets deadlines; manages time; advocates for self
Respectfulness - Respects people and property
Preparedness - Prepares and organizes learning

Reporting out on Student Learning Attributes is determined by a rubric that identifies three levels:

3= On target demonstration of attribute.
2= Student does not demonstrate Learning Attribute, but has a willingness to listen to feedback and make changes.
1=Student does not demonstrate Learning Attribute and is unwilling/unable to make changes according to feedback.

Guiding Practices:

For standards-referenced reporting (SRR) and standards-based grading (SBG) to fully impact student achievement, the following principles should be applied:

- All teachers instruct from the same Power Standards and Learning Targets for each course/class.
- Scores/marks should reflect Power Standards demonstrating what students know and are able to do.
- Evidence used for determining student understanding should be valid.
- Non-academic indicators (Learning Attributes) are essential in understanding the whole child and should be reported on separately from academic marks.
- Multiple opportunities/methods to determine proficiency are provided.
- Marks/scores for Learning Targets are ongoing. Marks/scores for Power Standards are end of the year goals and recorded 4th quarter only.
- Students will be involved in their own learning, goal setting, and monitoring progress.

<u>Homework:</u>

- Homework is practice.
- As we move towards full implementation of SRR, our goal is that homework will not be used to determine scores/marks.
- Immediate feedback will be provided.
- Purpose of homework:
    - preparation
    - practice
    - extension
    - integration

How Scores Become a Grade

Learning Target scores are determined through the use of Power Law. Power Law is a formula that is based on research. It is a time-based average, and automatically adjusts assessment weights to give more weight to the more recent data points. In doing this, the student's grade more closely represents true student learning progress.

To understand how Power Law works, we can look at sets of student data points and the power law calculation of each set. Let's say there are four data points and four students and each student has earned the same scores 1.00, 2.00, 3.00 and 4.00, but in a different order. If we were to simply average the four scores, all students would receive a 2.50. However, with the Power Law, we'll get different values because the power law puts more weight on recent assessments. Here is an example:

	Data Point #1 (least weight)	Data Point # 2	Data Point # 3	Data Point #4 (greatest weight)	Power Law Score for the learning target	Explanation
Student A	1.0	2.0	3.0	4.0	3.75	Score shows continuous improvement. Student will more than likely continue to excel beyond grade level standards.
Student B	1.0	3.0	2.0	4.0	3.52	Scores show irregular improvement. Student will more than likely exhibit mastery but not excel beyond grade level standards.
Student C	2.0	4.0	1.0	3.0	2.55	Scores show very uneven performance. Student will more than likely exhibit a mid-level achievement.
Student D	4.0	3.0	2.0	1.0	1.25	Scores show a continuous decline. Student will more than likely exhibit a low level of achievement.

The Power Law gives a teacher a starting place for determining a student's mark or score on learning targets. At the elementary level, students' learning target scores will be averaged to determine an overall Power Standard Score at the end of the year or end of the course.

Appendix B for Secondary Students and Parents

Academic Descriptors on Progress Report/Grade Card:
4= Learning and performing exceeds grade-level or course standards
3.5=Mastery of level 3 content and a specified amount of level 4 content
3=Demonstrates mastery of grade-level or course standards independently; thoroughly; and accurately
2.5=Mastery of level 2 content and a specified amount of level 3 content
2=Progressing toward mastery of grade-level or course standards (additional communication is provided in comments)
1.5=Mastery of level 1 content and a specified amount of level 2 content
1=Limited understanding of required grade-level or course standards (additional communication is provided in comments)
IE=Insufficient evidence (additional communication is provided in comments)

Insufficient evidence is used when there is not a sufficient trend of evidence that has been gathered to determine student's level of understanding. If there is enough evidence of current understanding, a mark will be recorded on the report card. Any time a mark of a 2, 1, or IE is recorded on report card, additional communication may be included in the comments. A mark of IE will represent a zero in the gradebook during the grading period. A mark of IE will remain a zero if a higher score is not achieved by the end of the grading period.
Modified (*) is recorded when a standard is adjusted and fundamentally alters the grade-level expectation. Such modifications are only made for students falling more than 2 grade levels below the expected level and for students with intellectual disabilities.

Proficiency Scales:

Proficiency scales can be thought of as an applied version of learning progression. Proficiency scales are used as a guide to measure the level of understanding.

4 - Students achieving at this level excel at the learning and performance of grade-level or course standards. Students make abstract, insightful, complex connections among ideas beyond the obvious. Students demonstrate the ability to apply knowledge and skills effectively and independently by applying efficient, sophisticated strategies to solve complex problems. This level of learning is not explicitly taught. Students are given tasks and assessment opportunities to demonstrate this level of understanding.

3.5 - Students achieving at this level have mastered the level 3 content without any major errors or mistakes and a specific amount (percentage, fraction, components) of the level 4 as determined by the course scoring scale.

3 - Students achieving at this level demonstrate mastery of grade level or course standards independently; thoroughly; and accurately. Proficient work indicates a solid understanding or

display of the skills included in specific instruction. Students apply concepts and skills to solve problems using appropriate strategies.This is the expected level of proficiency for grade-level or course standards.

2.5 - Students achieving at this level have mastered the level 3 content without any major errors or mistakes and a specific amount (percentage, fraction, components) of the level 3 content as determined by the course scoring scale.

2 - Students achieving at this level demonstrate progress toward mastery of grade-level or course standards. Basic work indicates a partial understanding or display of the skills included within the learning targets or power standards. Students make simple or basic connections among ideas, providing limited supporting evidence for inferences and solutions.

1.5 - Students achieving at this level have mastered a specific amount (percentage, fraction, components) of the level 2 content as determined by the course scoring scale.

1 - Students achieving at this level demonstrates limited understanding of required grade-level or course standards. Students' work indicates a need for additional instructional opportunities and teacher support. Students demonstrate minimal understanding of rudimentary concepts and skills. Students have difficulty applying basic knowledge and skills.

Summarizing information and determining final mark:

- To determine a final mark, the teacher collects evidence of student learning through observations, products and conversations. This evidence is used to determine whether the student has fully mastered the skill or needs additional time and reteaching.
- Teachers continually assess students through both formal and informal methods to determine a students level of mastery of a learning target. These scores are entered into TeacherEase and a mathematical formula called Power Law is used to calculate the learning target scores.
- Power Law automatically adjusts assessment weights to give more weight to more recent scores. Learning target scores are then averaged together under the appropriate Power Standards to calculate the overall Power Standard score.
- Understanding that learning is an on-going process for our students, this system of scoring provides an accurate picture of a student's current mastery.
- When a student transfers from the current school to any other school (local or out of district), the scores the student achieved will transfer with them.

Because Learning Targets are reported on throughout the year, demonstration of learning may change as additional understanding is acquired. Some targets are more complex than others. As learning occurs and evidence is gathered, marks are reported when sufficient evidence is demonstrated. Computer grading programs are excellent tools, however the teacher, not the grading program, must make the final decision about the score.

Student Learning Attributes on Report Card:

Effort - Perseveres and attempts quality work

Engagement - Actively participates and listens; shows interest
Responsibility - Follows directions; meets deadlines; manages time; advocates for self
Respectfulness - Respects people and property
Preparedness - Prepares and organizes learning

Reporting out on Student Learning Attributes is determined by a rubric that identifies three levels:
3= On target demonstration of the attribute
2= Student does not demonstrate the Learning Attribute, but has a willingness to listen to feedback and make changes.
1=Student does not demonstrate the Learning Attribute and is unable/unwilling to listen to feedback and make changes.

Guiding Practices:
For standards-referenced reporting (SRR) and standards-based grading (SBG) to fully impact student achievement, the following principles should be applied:

- All teachers instruct from the same Power Standards and Learning Targets for each course/class.
- Marks/scores should reflect Power Standards demonstrating what students know and are able to do.
- Evidence used for determining student understanding should be valid.
- Non-academic indicators (Learning Attributes) are essential in understanding the whole child and should be reported on separately from academic marks.
- Multiple opportunities/methods to determine proficiency are provided.
- Marks/scores for Learning Targets are ongoing. As performance goes up the marks reflect the new level of mastery. Marks/scores for Power Standards are end of the course goals.
- Students will be involved in their own learning, goal setting, and monitoring progress.

Homework:

- Homework is practice.
- As we move towards full implementation of SRR, our goal is that homework will not be used to determine scores/marks.
- Immediate feedback will be provided.
- Purpose of homework:
    - preparation
    - practice
    - extension
    - integration

How Scores Become a Grade

Learning target scores are determined through the use of Power Law. Power Law is an algorithm that is based on research. It automatically adjusts assessment weights to give more weight to the more recent data points. In doing this, the student's grade more closely represents true student learning progress.

To understand how power law works, we can look at sets of student data points and the power law calculation of each set. Let's say there are four data points and four students and each student has earned the same scores 1.00, 2.00, 3.00 and 4.00, but in a different order. If we were to simply average the four scores, all students would receive a 2.50. However, with the power law, we'll get different values because the power law puts more weight on recent assessments. Here is an example:

	Data Point #1 (least weight)	Data Point # 2	Data Point # 3	Data Point #4 (greatest weight)	Power Law Score for the learning target	Explanation
Student A	1.0	2.0	3.0	4.0	3.75	Score shows continuous improvement. Student will more than likely continue to excel beyond grade level standards.
Student B	1.0	3.0	2.0	4.0	3.52	Scores show irregular improvement. Student will more than likely exhibit mastery but not excel beyond grade level standards.
Student C	2.0	4.0	1.0	3.0	2.55	Scores show very uneven performance. Student will more than likely exhibit a mid-level achievement.
Student D	4.0	3.0	2.0	1.0	1.25	Scores show a continuous decline. Student will more than likely exhibit a low level of achievement.

The Power Law gives a teacher a starting place for determining a student's mark or score on learning targets. At the secondary level, this same process will be used each semester or at the end of a course. Once the Power Standards have been averaged, a conversion scale is implemented to formulate the student's GPA.

RayPec 7-12 SRR Conversion Scale

Scale Score Across Multiple Goals	Traditional Grade	Grade Point Average	Weighted Grade Point Average
3.50-4.00	A	4.00	5.00
3.00-3.49	A-	3.67	4.67
2.84-2.99	B+	3.33	4.33
2.67-2.83	B	3.00	4.0
2.50-2.66	B-	2.67	3.67
2.34-2.49	C+	2.33	3.33
2.17-2.33	C	2.0	3.0
2.00-2.16	C-	1.67	2.67
1.76-1.99	D+	1.33	2.33
1.26-1.75	D	1.00	2.0
1.00-1.25	D-	.67	1.67
Below 1.00	F	0	0

Definitions for Students and Parents

Assessment FOR Learning (AFL) - Assessment FOR learning is about informing students about themselves. Assessment FOR learning informs teachers on what progress each student is making toward meeting each standard while the learning is happening—when there's still time to be adjust instruction and support.

Essential Questions - What students should be able to answer when they have mastered learning targets.

Essential Understandings - What students should know and be able to do at the end of their educational experience at Ray-Pec. Such understandings extend beyond the classroom and transfer to new experiences across multiple contents.

Formative Assessment (practice) - Designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class. Includes: observation, quick checks, initial drafts/attempts, homework, and questioning during instruction. Teachers will communicate these results and provide feedback, but not include them on the overall score/mark reported on report card. The key component of a formative assessment is providing explicit feedback that propels learning.

Insufficient Evidence - A sufficient trend of evidence has not been gathered to determine student's level of understanding. (IE)

Learning Targets - Course/grade specific learning to aid in monitoring student progress towards achieving the Power Standard. Learning Targets are reported to parents and students throughout the course/grade. Not all Learning Targets are tracked at all times and several Learning Targets may exist in multiple units of study.

Marks/Scores - The number (score) given to any student upon demonstration of understanding.(4,3,2,1)

Measuring Proficiency - Measures student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Thus a student who may have struggled at the beginning of a course, when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period.

Non-Academic Student Learning Attributes - Work habits and social development that contribute to achievement are valued both in school and in the wider world. Such attributes include effort, engagement, responsibility, respectfulness and preparedness.

Power Law - Power Law is an algorithm that is based on research. It automatically adjusts assessment weights to give more weight to the more recent assessments. In doing this, the student's grade more closely represents true student learning progress.

Power Standards - The most important standards that are aligned with the Missouri Learning Standards and College & Career Readiness Standards. All coursework is tied to standards, which are meant to prepare students for success in their future post-high school education and careers. Power Standards are course/grade-level specific content that represents what students need to know and be able to do at the end of a given course/grade. Power standards are reported to parents at the end of the course/grade.

Proficient - The level of understanding expected of specific grade level/course standards and learning targets that have been explicitly taught.

Reassess - An opportunity to demonstrate understanding through an alternative assessment. The method or questions are different from the original assessment administered. When reassessment is offered, all students may reassess, regardless of the score on the original task/assessment if they meet predetermined requirements agreed upon by both teacher and student. Opportunities of relearning and reteaching are outlined ahead of time. Such predetermined requirements could include:

- completion of all required formative assessments
- completion of reteaching/relearning activities
- reassessment completion is within the predetermined timeline
- when tasks/assignments are reassessed, they may be reassessed partially, focusing on the misunderstandings only.

Redo (also known as retake)- An opportunity to complete a task, assessment, or demonstration again. Such opportunities are offered to all students, regardless of the score on the original opportunity if they meet predetermined requirements agreed upon by both teacher and student. Predetermined requirements for opportunities to re-do may include:

- completion of required formative assessments
- completion of reteaching/relearning activities
- redo completion is within the predetermined timeline
- when tasks/assignments are redone, they may be focused on the misunderstandings only.

Progress Report - The tool used to accurately communicate to students and families specific information about achievement based on content standards and student social development and work habits. Academic and non-academic information is reported separately.

Standards-Based Assessment - Students know in advance what they will need to learn, and they will have more than one opportunity to show they have met the standard. Teachers will use both informal and formal assessment to measure progress. Assessments can include projects, quizzes, tests, observations, conversations, and demonstrations. Students will have multiple

assessment opportunities and different assessment options to demonstrate their understanding of the standards.

Standards-Based Instruction - A concentration on true mastery of a topic or skill. Teachers concentrate on teaching essential standards that every student must learn. Each lesson taught is connected to a Power Standard, and Learning Targets along the way mark progress toward meeting the standard. Learning Targets are clear and opportunities to meet them are varied.

Standards-Referenced Reporting System - Marks/scores reflect that a student is above, at, or below mastery of the standards. Standards-referenced reporting system focuses on what a student knows, not how long it took to get there. It gives student the practice they need and more than one opportunity to demonstrate success, if they need it. Each student's work is measured against the standard, not other students' performance.

Summative Assessment (Assessment of Learning) - Designed to provide information that can be used in making judgments about a student's achievement at the end of a period of learning. Examples include quizzes, assessments, final drafts, projects and performances. Summative assessments provide measurable evidence of learning.

Frequently Asked Questions

Raymore-Peculiar School District
Standards Referenced Reporting

Why did the Raymore Peculiar school district make this change?

Improved communication and additional feedback for parents, students and teachers-
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).

What is the role of homework?

In the standards-referenced reporting system, homework no longer counts towards the final grade, however it is still assigned and important for students to complete to receive feedback on their progress towards learning the class standards. Some students may choose not to complete their homework. In some classes in the past, homework completion counting towards the final grade may have "masked" a student's overall grade. In a standards-referenced reporting system, homework does not influence the grade. However students who have not yet demonstrated understanding of a standard (and/or are not satisfied with their progress) have the opportunity to demonstrate their learning. Students will be allowed multiple opportunities to demonstrate their understanding of classroom standards in various ways. Retakes and revisions will be allowed. Teachers will determine grade book entries by considering multiple points of data emphasizing the most recent data and provide evidence to support their determination.

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 can redo work and tests, won't they 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.

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.

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 attained 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 goal binders and Teacher Ease. 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.

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

The IEP team determines 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 will be communicated on a progress report/grade card?

- Power Standards, which are standards students are expected to meet
- Each student's level of progress in meeting Learning Targets and 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, etc.
- Secondary students will have a letter grade reported in addition to the above information.

Is there a problem transferring standards-based grading to colleges for admissions purposes? Has the way GPA is calculated changed?

No, students still earn a letter grade in a course at the secondary level and the high school transcript looks the same as it has in the past. This is a separate process from the four point grading rubric used to report students' current understanding of a standard.

How does this system prepare students for college?

Identifying one's strengths and weaknesses as a learner, being self-motivated to meet course objectives, developing strong study habits, and mastering course standards are all aspects of this system that will help students in college.

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