

**Oskaloosa Grade Level Benchmark Reporting System – Phases of our Work**

**Phase One 2010-2011**

Determine type of reporting – Standards-Based, etc. (Referenced chosen with goal to be Standards-Based in the future.

Place Grade Level Benchmarks on Report Card K-12 (except those without GLB’s and those who teach ALL students – i.e. PE, Art, Music)

Report out Work Habits on the report card (at HS – Employability Skills)

Adjust grade book to match reporting system

Define Academic Performance Scale for both Academic and Work Habits

Grading Policies consistent at each grades K-8 and by common course 9-12

Grading Scale and GPA updated

Practice Work defined and policy determined (district directive)

Grade Book Training – Teacher tools

**Phase Two 2011-2012**

Define Mastery or Proficiency (True Standards-Based?)

Decide at which grade level students are not allowed to “pass”

Determine needs and supports for students who do not master Grade Level Benchmarks

Determine a more efficient way to report out on Encore areas at buildings

Begin to write common summative assessments so these are consistent classroom to classroom

Determine how homework will be graded and reported

Complete all Grade Level Benchmarks in all areas

Determine methods of communication to students regarding learning targets in classroom

Grade Book Training

Determine Special Education grading off-level GLB’s and how to report them

**Phase Three 2012-2013**

Continue to write common summative assessments

Define what quality instruction looks like

Determine what quality instruction looks like in the classroom K-12

Decide how to monitor quality instructional practices in the classroom K-12

Monitor student supports at each level – are we providing enough supports or challenges for ALL students K-12?