**Standards-Based Reporting**

*Guiding Principals/Philosophy Leading to Decision*

Many of the ideas and processes were developed based on several sources of information.

Marzano, Robert J. and Kendall, John S. (1996). *Designing standards-based districts, schools, and classrooms*. Aurora, Colorado, Association for Supervision and Curriculum Development.

DuFour, Richard and Eaker, Robert (1998). *Professional learning communities as work: Best practices for enhancing student achievement*. Bloomington, Indiana, Association for Supervision and Curriculum Development.

Voltz, Deborah L., Sims, Michele J., and Nelson, Betty (2010). *Connecting teachers, students, and standards: Strategies for success in diverse and inclusive classrooms*. Alexandria, Virginia, Association for Supervision and Curriculum Development.

**Guiding Philosophy:**

* One of the primary goals of grading and reporting is communication
* Grading should not be punitive; rather informative about the learning process
* Student learning should be as personalized as possible – grading by outcomes allows schools and teachers to make informed decisions
* Instructional services are improved if we know information about student learning
* Curriculum should be based on clear goals - grading by specific outcomes defines targets for teachers, parents and students
* Collaboration around student learning increases when we measure outcomes and skills of students consistently

**Why it is important to move toward a new grading and reporting system:**

* Parents should have more and better information about their student’s learning progress
* Students should be graded on progress on essential and critical concepts and skills if they are to be identified for further assistance
* We have a new, identified curriculum; we need to report out based on that curriculum
* It provides much more information regarding students’ progress on the new curriculum in each subject area.
* We need to have consistency across buildings and district.

**Purposes of Grading and Reporting:**

* To communicate the progress of students to parents on the taught curriculum
* To provide information to help students self-assess and be part of their learning
* To identify content/skills of strength and areas requireing further assistance
* To identify students for certain educational paths or further assistance
* To provide incentives for students to learn
* To evaluate the effectiveness of instructional programs
* To provide evidence of student effort (or lack of) or response (or lack of)

**Oskaloosa Community Schools**

*Action Plan for Standards-Based Reporting (SBR)*

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| --- | --- | --- |
| **Completed?** | **Decision** | **Timeline** |
| ✓ | Administration discusses moving toward SBR system | February, 2010 |
| ✓ | Curriculum Teams formed and create Grade Level Benchmarks (GLB’s) and Components | September, 2009 - 2012 |
| ✓ | District Leadership Team (DLT) formed as part of the Iowa Core Implementation Plan | April, 2010 |
| ✓ | DLT determines prioritized needs – SBR top 3 behind common language and change process. | September, 2010 |
| ✓ | Feedback process is developed by the DLT to gather input from building | October, 2010 |
| ✓ | DLT defines method of reporting the district will implement (Standards, References, Mastery) | December, 2010 |
|  | Curriculum Teams simplify GLB’s for report card | May, 2011 |
| ✓ | DLT determines if grades, coding, or both will be used on report cards | November, 2010 |
| ✓ | Wording for coding is determined for each building | January, 2011 |
| ✓ | Look at examples of possible report cards | December, 2010 |
|  | GLB language is simplified | February/March |
| ✓ | Determine which subjects/courses will have GLB’s on report card at adoption (then 2nd year) | February/March, 2011 |
|  | GLB’s inputted in SMS for pilot | February, 2011 |
| Not this year | Indentify how grading will adapt  Determine “mastery” or what will happen when students do not meet expectations. | January/February, 2011 |
| ✓ | Develop Communication Plan for parents about new report card | March, 2011 |
|  | Teachers at each building pilot the grade book and report card | Train the Trainer model March/April/May 2011 |
|  | Staff training/communication on what report cards will look like | On-going, April or May 2011, Fall, 2011 |
|  | GLB’s inputted in SMS | May – July, 2011 |
|  | Staff training/communication on grade book changes | On-going, April or May, 2011, August, 2011, each trimester, 2011 – using Train the Trainer Model |
|  | Implement and use new report card at Elementary, MS and HS | November, 2011 |