

# A New Grade Reporting System at KHA- Guiding Principles



January 3, 2008



# Why Change KHA Progress Report?



- Too cumbersome!!
- Is all of the information useful?
- Extremely time-consuming for staff!
- No electronic record/transcript
- Little/no alignment with state standards
- Too much emphasis on skills & behavior?
- Not driving classroom assessment practices

# Three Essential Questions to Guide Our Work

1. What information do we want to communicate?
2. Who is the primary audience for this information?
3. How would we like that information to be used?

From "*Helping Standards Make the Grade*" (2001). T.R. Guskey

# What information do we want to communicate?

- Student progress in reading, math, writing, spelling, science, social studies, PE, art, music
- Narrative?
- Social skills/responsibilities in the classroom-w/peers & teachers
- Organizational skills, study skills, work habits (learner qualities)
- Careful delineation w/different grade levels
- Effort
- Separate from ILP & ILP Progress

# Who is the primary audience for this information?

- Our parents
- Our students
- Teachers- amongst our school and to sending middle schools

# How would we like that information used?

- If students on grade level...
- How does my child compare with their peers or their classmates?
- Strategies/suggestions of how you may help your child improve in a weak area
- Line of communication is active!!
- Student accountability...
- Self-assessing of our own work- what are we doing so they are reaching grade level
- For KHA: Is the assessment driving our curriculum & instruction?

# Why a “standards-based” report card?

<b>Traditional Report Card</b>	<b>Standards-based Rep Card</b>
Subjects are listed by name	Major subjects by content area standards and indicators
Letter grades (A-F) reflect an individual teacher’s expectations, student achievement with effort as a factor	Numerical levels indicate mastery of the grade level standards. Achievement and effort are reported separately
Curriculum and instruction are teacher centered, textbook driven, and not always aligned with the state standards	Curriculum and instruction are aligned with the state’s standards
Grading is based upon the teacher’s determined criteria	All student work is measured against state standards & against distinct criteria/performance levels

# Part of the “Master Plan”

- A new standards-based report card can drive positive change at KHA!
- How?
  - Better assessment of student learning
  - Use of school-wide expectations, rubrics, and common benchmark tasks
  - Better understanding of what work meets standard (“inter-rater reliability”)

# Master Plan (con't)

- More school-wide consistency-  
common expectations and practices from  
grade to grade and classroom to  
classroom!!

# Samples of Standards-Based Report Cards

- RI: S. Kingstown, N. Kingstown, Middletown, Burrillville
- CA: Santa Monica-Malibu, Travis, Stockton
- Examples of Parent Guides: S. Kingstown & Stoughton, MA

# Implementation Timeline

- Establish Criteria Committees Tonight
- Communicate via e-mail- develop 2 or 3 drafts of new report card
- Reconvene on 2/6 to come to consensus on draft
- Present new report card on 2/13 to KHA Advisory Board
- Develop Parent Guide(s)- Hold Parent Information Night on 3/12

# Implementation Timeline (con't)

- Publicize new report card in Parent Newsletter and on KHA Website- Explain to all students!
- Start of Third Trimester: 3/18
- Convert to new student management software system- April/May
- New Report Card piloted for June 20th
- Survey all parents in late June
- Revise as necessary for 2008-09