

Getting the most out of the New Standards-based Progress Report



**PROVIDING BETTER AND MORE CONSISTENT
INFORMATION TO STUDENTS AND PARENTS**



Let's look at the new report:

- This is a sample of the report which will be used by all middle schools and one high school this year.
- We plan to use this report in all high schools beginning next year, 2014-2015.

Beaverton School District		All Beaverton Middle Schools	
2013-2014			
Student Name: Astudent, Sample	Perm ID: 287976	Home Room: B7	Grade: 08

Period	Course ID	Course Title	Dec	Teacher	Absences	Tardies	
1	L168Y	Humanities 8	C		4	1	
						Standard	Score
						Manages responsibilities as a student	R
						Self-directs own learning	G
						Effectively communicates and works within a team or group	G
						Apply my knowledge to analyze information and develop relevant conclusion with appropriate evidence.	2
						Identify and describe significant event and perspectives in US history from 1765 to Reconstruction.	2
						Use conventions and language correctly.	2
						Demonstrates comprehension of key ideas and details of grade-level literary and informational texts	2
						Conducts effective research	3
						Current Progress Indicator	=
						<p>The student needs to turn work in on time.</p> <p>The student needs to use class time appropriately.</p> <p>Shows respect for other points of view.</p> <p>Sample is fun to have in class, and is at times working quite diligently. However, she often comes to class unprepared. She engages when we are working in groups. She needs to make sure that she is getting her work turned in as this will, in the long run impact her success.</p>	
2	M118Y	Mathematics 8	B		1	1	
						Standard	Score
						Manages responsibilities as a student	G
						Effectively communicates and works within a team or group	G
						Analyzes and solves linear equations	3
						Recognizes and represents proportional relationships between quantities in a variety of situations (direct variation)	3
						Defines, evaluates, compares and uses linear functions to model relationships between quantities	3
						Current Progress Indicator	=
						<p>The student turns in work on time.</p> <p>Comes with materials ready to learn.</p> <p>Sample is a great math student. She is working extensively at understanding the course targets and working towards moving forward. She is an eager learner who is a joy to have in class.</p>	



- The reports will have a cover letter and keys to define all marks used.
- Student Behaviors and Academics will be reported separately and each has its own scale.

Explanation of Marks

Behavior Learning Target Marks	
C/I	Consistently / Independently
G	Generally
R	Rarely / Sometimes (Needs Improvement)

Academic Learning Target Marks	
4	Highly Proficient
3	Proficient
2	Nearly Proficient
1	Developing



- The reports will have a cover letter and keys to define all marks used.
- Student Behaviors and Academics will be reported separately and each has it's own scale.
- Teachers can report on 3 Behavior Targets
 - Manages Responsibilities
 - Self-directs own learning
 - Effectively communicates and works within a group

Explanation of Marks

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Academic Learning Target Marks	
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- The reports will have a cover letter and keys to define all marks used.
- Student Behaviors and Academics will be reported separately and each has its own scale.
- Teachers can report on 3 Behavior Targets
 - Manages Responsibilities
 - Self-directs own learning
 - Effectively communicates and works within a group
- Teachers will describe these behaviors in one of three ways

Explanation of Marks

Behavior Learning Target Marks	
C/I	Consistently / Independently
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Academic Learning Target Marks	
4	Highly Proficient
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- The reports will have a cover letter and keys to define all marks used.
- Student Behaviors and Academics will be reported separately and each has it's own scale.
- Teachers will use a 1-4 scale to communicate your student's progress on each of the Academic Learning Targets being taught.

Explanation of Marks

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Academic Learning Target Marks	
4	Highly Proficient
3	Proficient
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1	Developing



- The reports will have a cover letter and keys to define all marks used.
- Student Behaviors and Academics will be reported separately and each has its own scale.
- Teachers will use a 1-4 scale to communicate your student's progress on each of the Academic Learning Targets being taught.
- The 1-4 marks are each defined for each each Learning Target using a Rubric.

Explanation of Marks

Behavior Learning Target Marks	
C/I	Consistently / Independently
G	Generally
R	Rarely / Sometimes (Needs Improvement)

Academic Learning Target Marks	
4	Highly Proficient
3	Proficient
2	Nearly Proficient
1	Developing





- Let's take a look at the rubric for the first Academic Learning Target on our sample report.

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2013-2014			
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		Grade: 08	

Period	Course ID	Course Title	Dec	Teacher	Absences	Tardies	
1	L168Y	Humanities 8	C		4	1	
						Standard	Score
						Manages responsibilities as a student	R
						Self-directs own learning	G
						Effectively communicates and works within a team or group	G
						Apply my knowledge to analyze information and develop relevant conclusion with appropriate evidence.	2
						Identify and describe significant event and perspectives in US history from 1765 to Reconstruction.	2
						Use conventions and language correctly.	2
						Demonstrates comprehension of key ideas and details of grade-level literary and informational texts	2
						Conducts effective research	3
						Current Progress Indicator	=
						<p>The student needs to turn work in on time.</p> <p>The student needs to use class time appropriately.</p> <p>Shows respect for other points of view.</p> <p>Sample is fun to have in class, and is at times working quite diligently. However, she often comes to class unprepared. She engages when we are working in groups. She needs to make sure that she is getting her work turned in as this will, in the long run impact her success.</p>	
2	M118Y	Mathematics 8	B		1	1	
						Standard	Score
						Manages responsibilities as a student	G
						Effectively communicates and works within a team or group	G
						Analyzes and solves linear equations	3
						Recognizes and represents proportional relationships between quantities in a variety of situations (direct variation)	3
						Defines, evaluates, compares and uses linear functions to model relationships between quantities	3
						Current Progress Indicator	=
						<p>The student turns in work on time.</p> <p>Comes with materials ready to learn.</p> <p>Sample is a great math student. She is working extensively at understanding the course targets and working towards moving forward. She is an eager learner who is a joy to have in class.</p>	



Let's take a look at the rubric for the first Academic Learning Target on our sample report.

I can apply my knowledge to analyze information (historical documents, data, maps, graphs, charts, models) and develop a relevant conclusion with appropriate evidence.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none">I can thoroughly apply my knowledge to analyze information (historical documents, data, maps, graphs, charts, models) and develop relevant conclusions with appropriate evidence.This means: • I develop sophisticated analysis of information to reach a relevant conclusion. • I support my thinking with precisely chosen evidence. • I develop skilled arguments for and against an issue. • I provide a complex analysis of relationships.	<ul style="list-style-type: none">I can effectively apply my knowledge to analyze information (historical documents, data, maps, graphs, charts, models) and develop relevant conclusions with appropriate evidence.This means: • I accurately analyze information to reach a relevant conclusion. • I support my thinking with sufficient, relevant evidence. • I can give adequate develop arguments for and against an issue. • I analyze relationships.	<ul style="list-style-type: none">I can apply my knowledge at a basic level to analyze information (historical documents, data, maps, graphs, charts, models) and develop relevant conclusions with appropriate evidence.This means: • I provide a simplistic analysis of information to reach a relevant conclusion. • I support my thinking with basic evidence. • I provide superficial arguments for and against an issue. • I develop a simplistic analysis of relationships.	<ul style="list-style-type: none">I can apply my knowledge to analyze information (historical documents, data, maps, graphs, charts, models) and develop simplistic conclusions with limited evidence.This means: • I attempt to analyze information to reach a conclusion that is inaccurate or incomplete. • I support my thinking with insufficient evidence. • I develop arguments, but they are limited or inaccurate. • I develop a limited analysis of relationships.



- Two more keys to look at before we look at the report.
- This explains the Progress Indicator Mark teachers will use show your students progress.

Mark	Legend	Potential Uses:
+	Significant Progress	Student is making significant progress at the course learning targets or beyond. (This mark might be appropriate for some beginning second language student doing well in spite of language issues or if a student began the unit with '3s' and continued to make growth through challenge opportunities.)
=	Steady Progress	Student is making steady progress. (This mark would be appropriate if a student earned '1s' in a learning target, but so did the majority of the class and the teacher will have more instruction and assessment opportunities planned for the target where he/she expect to see growth)
-	Minimal Progress	Student is making minimal progress. (This mark would be appropriate if a student started the unit with '4s', but isn't taking advantage of challenge opportunities provided by the teacher or a student is earning '1s' after multiple opportunities.)



- Two more keys to look at before we look at the report.
- This explains the Progress Indicator Mark teachers will use show your students progress.
- We want to see a “+” or “=” in every class.

Mark	Legend	Potential Uses:
+	Significant Progress	Student is making significant progress at the course learning targets or beyond. (This mark might be appropriate for some beginning second language student doing well in spite of language issues or if a student began the unit with '3s' and continued to make growth through challenge opportunities.)
=	Steady Progress	Student is making steady progress. (This mark would be appropriate if a student earned '1s' in a learning target, but so did the majority of the class and the teacher will have more instruction and assessment opportunities planned for the target where he/she expect to see growth)
-	Minimal Progress	Student is making minimal progress. (This mark would be appropriate if a student started the unit with '4s', but isn't taking advantage of challenge opportunities provided by the teacher or a student is earning '1s' after multiple opportunities.)



- The last key describes how teachers will determine the letter grade.

Academic Mark			
Mark	Description	Mark	Description
A	At least one-half of the summary judgments on the long-term academic learning targets must be rated Highly Proficient. All others must be rated Proficient or better.	D	At least two-thirds of the summary judgments on the long-term learning targets must be rated Highly Proficient, Proficient, or Nearly Proficient. No more than one-third may be rated at Developing.
B	At least two-thirds of the summary judgments on the long-term academic learning targets must be rated Highly Proficient or Proficient. None may be rated Developing.	F	Any combination of summary judgments that falls below the criteria outlined for a D.
C	All summary judgments on the long-term academic learning targets must be rated Highly Proficient, Proficient, or Nearly Proficient.	S	Satisfactory
		U	Unsatisfactory



- The last key describes how teachers will determine the letter grade.
- For schools which take the 1-4 marks for each Academic Learning Target and convert them into a letter grade, this key describes the district recommendation.
- In our sample report, the student received four 2s and one 3. This is why the letter grade was a “C”

Academic Mark			
Mark	Description	Mark	Description
A	At least one-half of the summary judgments on the long-term academic learning targets must be rated Highly Proficient. All others must be rated Proficient or better.	D	At least two-thirds of the summary judgments on the long-term learning targets must be rated Highly Proficient, Proficient, or Nearly Proficient. No more than one-third may be rated at Developing.
B	At least two-thirds of the summary judgments on the long-term academic learning targets must be rated Highly Proficient or Proficient. None may be rated Developing.	F	Any combination of summary judgments that falls below the criteria outlined for a D.
C	All summary judgments on the long-term academic learning targets must be rated Highly Proficient, Proficient, or Nearly Proficient.	S	Satisfactory
		U	Unsatisfactory



- Back to the report...
- As discussed earlier, there are 3 Behavior Learning Targets.

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2013-2014				
Student Name: Astudent, Sample		Perm ID: 287976	Home Room: B7	Grade: 08

Period	Course ID	Course Title	Dec	Teacher	Absences	Tardies
1	L168Y	Humanities 8	C		4	1
Standard						
Manages responsibilities as a student						R
Self-directs own learning						G
Effectively communicates and works within a team or group						G
Apply my knowledge to analyze information and develop relevant conclusion with appropriate evidence.						2
Identify and describe significant event and perspectives in US history from 1765 to Reconstruction.						2
Use conventions and language correctly.						2
Demonstrates comprehension of key ideas and details of grade-level literary and informational texts						2
Conducts effective research						3
Current Progress Indicator						=
The student needs to turn work in on time. The student needs to use class time appropriately. Shows respect for other points of view. Sample is fun to have in class, and is at times working quite diligently. However, she often comes to class unprepared. She engages when we are working in groups. She needs to make sure that she is getting her work turned in as this will, in the long run impact her success.						
2	M118Y	Mathematics 8	B		1	1
Standard						
Manages responsibilities as a student						G
Effectively communicates and works within a team or group						G
Analyzes and solves linear equations						3
Recognizes and represents proportional relationships between quantities in a variety of situations (direct variation)						3
Defines, evaluates, compares and uses linear functions to model relationships between quantities						3
Current Progress Indicator						=
The student turns in work on time. Comes with materials ready to learn. Sample is a great math student. She is working extensively at understanding the course targets and working towards moving forward. She is an eager learner who is a joy to have in class.						



- As discussed earlier, there are 3 Behavior Learning Targets.
- The 1st period teacher reported on all three.
 - This student is having trouble managing their responsibilities.
 - The teacher's comments explain the problem.

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Use conventions and language correctly.						2
Demonstrates comprehension of key ideas and details of grade-level literary and informational texts						2
Conducts effective research						3
Current Progress Indicator						=
The student needs to turn work in on time.						
The student needs to use class time appropriately.						
Shows respect for other points of view.						
Sample is fun to have in class, and is at times working quite diligently. However, she often comes to class unprepared. She engages when we are working in groups. She needs to make sure that she is getting her work turned in as this will, in the long run impact her success.						
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Standard						Score
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Recognizes and represents proportional relationships between quantities in a variety of situations (direct variation)						3
Defines, evaluates, compares and uses linear functions to model relationships between quantities						3
Current Progress Indicator						=
The student turns in work on time.						
Comes with materials ready to learn.						
Sample is a great math student. She is working extensively at understanding the course targets and working towards moving forward. She is an eager learner who is a joy to have in class.						



- As discussed earlier, there are 3 Behavior Learning Targets.
- The 2nd period teacher only reported on two.
 - This means the teacher did not have enough evidence on the third target to make a judgment.

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Effectively communicates and works within a team or group						G
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Use conventions and language correctly.						2
Demonstrates comprehension of key ideas and details of grade-level literary and informational texts						2
Conducts effective research						3
Current Progress Indicator						=
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Standard						
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Effectively communicates and works within a team or group						G
Analyzes and solves linear equations						3
Recognizes and represents proportional relationships between quantities in a variety of situations (direct variation)						3
Defines, evaluates, compares and uses linear functions to model relationships between quantities						3
Current Progress Indicator						=
The student turns in work on time. Comes with materials ready to learn. Sample is a great math student. She is working extensively at understanding the course targets and working towards moving forward. She is an eager learner who is a joy to have in class.						



- Academic Learning Targets
- The 1st period teacher is working on 5 while the 2nd period teacher is working on 3 targets.

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Manages responsibilities as a student						R
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Standard						
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Effectively communicates and works within a team or group						G
Analyzes and solves linear equations						3
Recognizes and represents proportional relationships between quantities in a variety of situations (direct variation)						3
Defines, evaluates, compares and uses linear functions to model relationships between quantities						3
Current Progress Indicator						=
The student turns in work on time. Comes with materials ready to learn. Sample is a great math student. She is working extensively at understanding the course targets and working towards moving forward. She is an eager learner who is a joy to have in class.						



Academic Learning Targets

The 1st period teacher is working on 5 while the 2nd period teacher is working on 3 targets.

Here are the marks discussed earlier. This student is nearly proficient in the first four and proficient in the fifth target.

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Effectively communicates and works within a team or group						G
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Conducts effective research						3
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Standard						
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Analyzes and solves linear equations						3
Recognizes and represents proportional relationships between quantities in a variety of situations (direct variation)						3
Defines, evaluates, compares and uses linear functions to model relationships between quantities						3
Current Progress Indicator						=
The student turns in work on time. Comes with materials ready to learn. Sample is a great math student. She is working extensively at understanding the course targets and working towards moving forward. She is an eager learner who is a joy to have in class.						



Academic Learning Targets

The 1st period teacher is working on 5 while the 2nd period teacher is working on 3 targets.

- Here are the marks discussed earlier. This student is nearly proficient in the first four and proficient in the fifth target.
- These marks lead to the letter grade.

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Standard						
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- Progress Indicator Marks
- You can see that both teachers see this student making steady progress and making good progress towards mastering all of the Academic Learning Targets.

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- The last information to cover is the course line. This tells you the Period, Course Identification Number, Course Title, Letter Grade earned for this reporting period, Teacher's Name, Number of Absences and Number of Tardies during this reporting period.

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The student turns in work on time. Comes with materials ready to learn. Sample is a great math student. She is working extensively at understanding the course targets and working towards moving forward. She is an eager learner who is a joy to have in class.						

Thanks for your attention.



WE HOPE YOU FOUND THIS HELPFUL.

**IF YOU HAVE ANY FURTHER QUESTIONS,
PLEASE BE SURE TO ASK.**