



NASHOBA

Regional School District

Building a Comprehensive Reporting System (CRS)

Comprehensive Reporting System

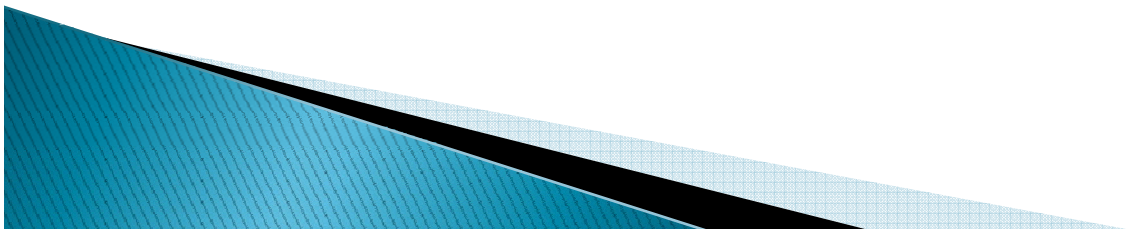
Standards-Based Reporting

Five Year Study

Rationale

Comprehensive Reporting System

- ▶ Based on our work, we are ready to design a comprehensive reporting system that reports on the standards
 - We have the technology
 - We have the standards spelled out
 - We have a rating scale (ready to be tested)
- ▶ Our current model isn't comprehensive
 - Standards are not prominently reported
 - Number/Letter Grades are not based on standards
 - Other considerations are used in calculating final grades
 - Lack of unity in determining final grades across content



Comprehensive Reporting System

▶ Standards Based

- Parent – Student – Teacher Communication Cycle
- Benchmarks for each grade
 - Measurement Standards
- Rubrics w/ Rating Scales
 - Grading
- Transcripts (at High School Level)
- Portfolio
 - Student work samples
- Benchmark Assessments
- Skill Based Assessments
 - Instructional Tools / Strategies

Comprehensive Reporting System

- ▶ Transcripts will be a vital part of our comprehensive reporting system. Whatever evolves over time we will keep a transcript that is informative, represents what colleges need, and will set the pace for getting our students in to their schools of choice.
 - Grade scales vary among high schools.
 - Each high school must submit an explanation for colleges to analyze student transcripts.
 - If it is decided at some point to use the rating scale on our transcript we will have a clear, written explanation.

Why Standards–Based Reporting?

- ▶ Standards–based reporting focuses on what the student knows, understands, and is able to do . . .
 - Rubrics are a matrix
 - Standards Based
 - Rating Scale
 - Quality / Performance Descriptor
 - Criteria Based
- ▶ Assessment of progress toward meeting standards will still require teacher decision making using rating scales
 - Rating scales will become more prominent.
 - Product, Process, Progress
 - Grades may still be used for assignments that don't lend themselves to the use of a rubric (Homework, Quizzes, Tests, Knowledge Based Assignments)
 - Grades and Ratings on standards can be reported on Power School
 - Assignments will need to be aligned with standards
 - Courses taught by multiple teachers will use the same assessments, rubrics, and graded assignments for standards learned in the class


Summary Grades Tallied by Three Different Methods

Student	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Average Score	Grade	Median Score	Grade	Deleting Lowest	Grade
1	59	69	79	89	99	79.0	C	79.0	C	84.0	B
2	99	89	79	69	59	79.0	C	79.0	C	84.0	B
3	77	80	80	78	80	79.0	C	80.0	B	79.5	C
4	49	49	98	99	100	79.0	C	98.0	A	86.5	B
5	100	99	98	49	49	79.0	C	98.0	A	86.5	B
6	0	98	98	99	100	79.0	C	98.0	A	98.8	A
7	100	99	98	98	0	79.0	C	98.0	A	98.8	A

Grading Standards :

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- 59% = F

Questions: Which grading method is best?
 Which is fairest?
 What grade does each student deserve?



Grading Formulae: What Grade Do Students Deserve? By Thomas Guskey

The table below shows the performance of seven students over five instructional units. Also shown are the summary scores and grades for these students calculated by three different methods: (1) the simple arithmetic average of unit scores, (2) the median or middle score from the five units, and (3) the arithmetic average, deleting the lowest unit score in the group. Consider, too, the following explanations for these score patterns:

Student 1 struggled in the early part of marking period but continued to work hard, improved in each unit, and did excellently in unit 5.

Student 2 began with excellent performance in unit 1 but then lost motivation, declined steadily during the marking period, and received a failing mark for unit 5.

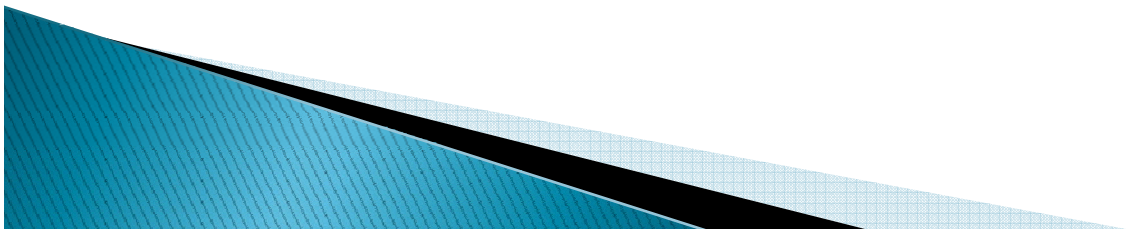
Student 3 performed steadily throughout the marking period, receiving three B's and two C's, all near the B-C cut-score.

Student 4 began the marking period poorly, failing the first two units, but with newfound interest performed excellently in units 3, 4 and 5.

Student 5 began the marking period excellently, but then lost interest and failed the last two units.

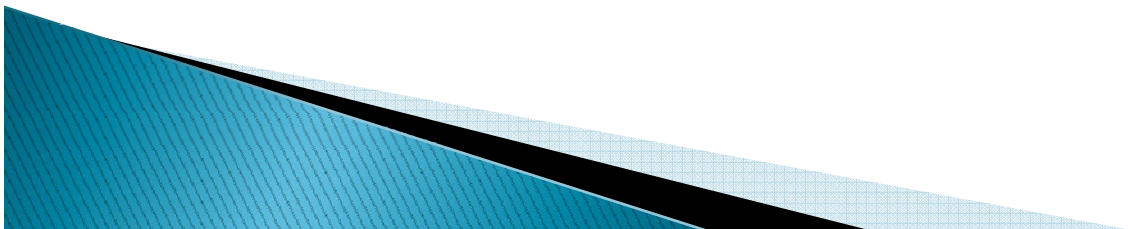
Student 6 skipped school (unexcused absence) during the first unit, but performed excellently in every other unit.

Student 7 performed excellently in the first four units but was caught cheating on the assessment for unit 5, resulting in a score of zero for that unit.



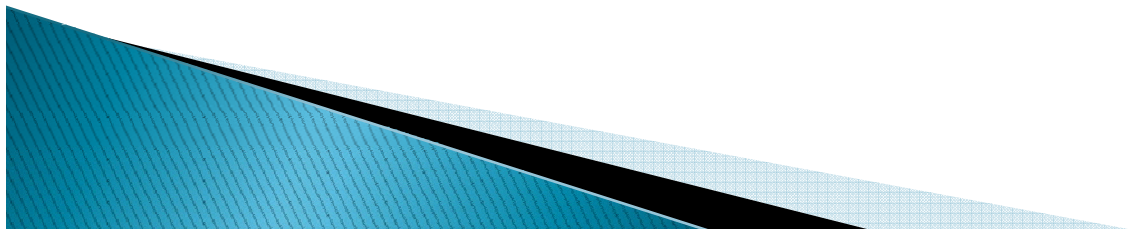
Why Standards–Based Reporting?

- ▶ Can't you “grade” standards?
 - Essentially we do! Using a rating scale the teacher is assessing the student's work. A number on the rating scale refers to a description of the student's performance.
 - The final “rating” will be the *mode* of each time measurement standard was assessed.
 - An “average” allows too much “chance” for a good performance weighing more than it is worth.
 - A rating scale allows for more accountability of the student's actual performance over time, rather than chance occurrences based on “one event”
 - This requires that the student always knows the standard rather than “just for the test.”



What can our five year study look like?

- ▶ We are recommending a five year study of how best to align standards-based reporting K - 12
 - During this time we are looking to meet these objectives:
 - To learn the best methods of communicating progress toward meeting standards
 - To identify the most meaningful rating tool for communicating progress toward meeting standards
 - To communicate our findings to build understanding, gather feedback, and inform change as necessary
 - To design a comprehensive and effective means of communicating progress toward meeting standards



What can our five year study look like?

- ▶ 2009 – 2010 Development Year
- ▶ 2010 – 2011 Year 1 (Pilot for Grades 1–5, 6, and 9)
 - Findings – May 2011; Recommendations – May 2011
- ▶ 2011–2012 Year 2 (Pilot for Grades 7, 10)
 - Implement Recommendations
 - Findings – May 2012; Recommendations – May 2012
- ▶ 2012 – 2013 Year 3 Pilot (Grades 8, 11)
 - Implement Recommendations
 - Findings – May 2013; Recommendations – May 2013
- ▶ 2013 – 2014 Year 4 Pilot Grade 12
 - Implement Recommendations
 - Findings – May 2014; Recommendations – May 2014

Why is this necessary?

- ▶ Standards are Integral in the Learning Experience
 - Students in Massachusetts graduate based on how well they meet them in three content areas.
 - Not providing feedback to parents and students seems contradictory with our District goal to identify a set of indicators that demonstrates the unity and parity in the quality of our schools across the district.
 - Knowing a student's progress toward standards further informs us as educators how to personalize the learning experience, make it comprehensive and challenging.
 - Focuses on each standard; student is better informed as to where improvement is required.
 - Reporting on standards will improve instruction.

At the end of five years . . .

- ▶ Nashoba will be a leader in educating all students to their fullest potential.
 - Students will know their abilities and talents through a comprehensive reporting system.
 - It will be available for all students PK – 12 (PK–5, 6 –8, 9–12)
 - Documented indicators of success
 - Demonstrate excellence for all students by documenting a challenging and comprehensive education
 - Demonstrate high expectations personalized for each student
 - Inform parents so as to be able to reinforce and enrich learning
 - Technology will be an integral part of how we communicate

