

## **GRADING AND REPORTING UPDATE**

### **SITUATION**

Matt Casteel will provide an overview of recent history and influencing events regarding HB 2220 and Policy IK.

Current grading and reporting practices will be shared with regards to:

- a. Standards / Learning Target and Rubric work at each school level
- b. Teacher Judgments to Grade Criteria
- c. Behavior Targets and Rubrics
- d. Report Card Development

### **RECOMMENDATION**

It is recommended that the School Board review the Grading and Reporting Update

**Enrolled  
House Bill 2220**

Sponsored by Representative BUCKLEY; Representative GELSER (Pre-session filed.)

CHAPTER .....

**AN ACT**

Relating to student assessments; amending ORS 329.485; and prescribing an effective date.

**Be It Enacted by the People of the State of Oregon:**

**SECTION 1.** ORS 329.485 is amended to read:

329.485. (1) As used in this section:

(a) "Content-based assessment" means testing of the understanding of a student of a predetermined body of knowledge.

(b) "Criterion-referenced assessment" means testing of the knowledge or ability of a student with respect to some standard.

(c) "Performance-based assessment" means testing of the ability of a student to use knowledge and skills to create a complex or multifaceted product or complete a complex task.

(2)(a) The Department of Education shall implement statewide a valid and reliable assessment system for all students that meets technical adequacy standards. The assessment system shall include criterion-referenced assessments including performance-based assessments, content-based assessments, and other valid methods to measure the academic content standards and to identify students who meet or exceed the standards.

(b) The department shall develop the statewide assessment system in mathematics, science, English, history, geography, economics and civics.

(3) In addition to the assessment system implemented under subsection (2) of this section, the department may make available to school districts and public charter schools an assessment system that uses criterion-referenced assessments, including performance-based assessments and content-based assessments to:

(a) Measure a student's progress in *[achieving the academic content standards for the]* **becoming proficient in the knowledge and skills of the student's current grade level;**

(b) Determine the *[grade level of the understanding, knowledge or ability of a student]* **proficiency of the student, which shall be determined regardless of the actual grade level of the student and may be determined by adapting the assessment during the assessment process as a result of the performance of the student;**

(c) Track and provide reports on the progress of a student based on the information provided under paragraphs (a) and (b) of this subsection; and

(d) Provide predictions of anticipated student progress that are based on the information provided under this subsection and not on the current grade level of the student.

(4)(a) School districts and public charter schools shall implement the statewide assessment system in mathematics, science and English. In addition, school districts and public charter schools may implement the statewide assessment system in history, geography, economics and civics.

(b) School districts and public charter schools may implement the assessment system described in subsection (3) of this section.

(5)(a) Each year the resident district shall be accountable for determining the student's progress toward achieving the academic content standards. Progress toward the academic content standards shall *[be]*:

(A) *[Measured in a manner that clearly enables]* Clearly show the student and parents *[to know]* whether the student is making progress toward meeting or exceeding the academic content standards at the student's current grade level*[,]*; and

(B) Be based on the student's progress toward becoming proficient in a continuum of knowledge and skills.

(b) In addition to the requirements described in paragraph (a) of this subsection, the district shall adopt a grading system based on the local school district board adopted course content of the district's curriculum. The grading system shall:

(A) Clearly *[enable]* show the student and parents *[to know how well]* whether the student is achieving course requirements at the student's current grade level*[,]*; and

(B) Be based on the student's progress toward becoming proficient in a continuum of knowledge and skills.

(6) If a student has not met or has exceeded all of the academic content standards, the school district shall make additional services or alternative educational or public school options available to the student.

(7) If the student to whom additional services or alternative educational options have been made available does not meet or exceed the academic content standards within one year, the school district, with the consent of the parents, shall make an appropriate placement, which may include an alternative education program or the transfer of the student to another public school in the district or to a public school in another district that agrees to accept the student. The district that receives the student shall be entitled to payment. The payment shall consist of:

(a) An amount equal to the district expenses from its local revenues for each student in average daily membership, payable by the resident district in the same year; and

(b) Any state and federal funds the attending district is entitled to receive payable as provided in ORS 339.133 (2).

**SECTION 2. This 2011 Act takes effect July 1, 2012.**

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**Passed by House April 5, 2011**

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Ramona Kenady Line, Chief Clerk of House

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Bruce Hanna, Speaker of House

.....  
Arnie Roblan, Speaker of House

**Passed by Senate May 12, 2011**

.....  
Peter Courtnay, President of Senate

**Received by Governor:**

.....M,....., 2011

**Approved:**

.....M,....., 2011

.....  
John Kitzhaber, Governor

**Filed in Office of Secretary of State:**

.....M,....., 2011

.....  
Kate Brown, Secretary of State

**Academic Achievement – Grading and Reporting**

Strong communication between teachers, parents and students is essential to support home/school partnerships and student success. This policy outlines the principles and requirements for grading and reporting of student achievement.

1. The District shall maintain high standards with the goal of preparing all students to be ready for college and career. Student achievement shall include the following elements, which shall be measured and reported separately:

- achievement in relation to academic course goals and standards.
- individual student growth
- behavior affecting academic achievement (e.g., attitude, effort and attendance)

While behavior may affect achievement, it shall not be used as criteria for determining a student's grade.

2. Reporting of student achievement shall be:

- clear, understandable and accessible
- consistent and standardized across subjects, courses and grade levels, district-wide
- based on valid and reliable assessment
- efficient and manageable for all stakeholders
- timely and at regular intervals.

Parents will be notified as soon as practicable when student academic performance or behavior jeopardizes success or shows sudden marked deterioration.

3. Letter grades and GPA information shall be provided at the high school level, consistent with the expectations of universities and accrediting associations.
4. With advance notice, student achievement reports will be provided in an alternative format or language, in order to promote effective communication with individuals with disabilities or language needs.

5. Significant changes at any level will be based on data, approved by the Superintendent or designee, evaluated for impact, and reported to the Board.

END OF POLICY

Legal References(s):

ORS 107.154  
ORS 329.485  
ORS 339.260

OAR 581-021-0022  
OAR 581-022-1660  
OAR 581-022-1670

**ACADEMIC ACHIEVEMENT**

**Pass/Fail as an Option for Students in Grades 6-12**

1. No student will receive a pass/fail mark solely due to a disability or limited language proficiency. No student will receive a pass/fail mark solely due to accommodations. A Pass mark grants credit but does not have a point value for GPA calculations.

Pass/Fail grades may be used to indicate achievement or demonstration of basic proficiency for students in the following circumstances:

- a. Students in an Individualized Education Program (IEP);
  - i. A student's IEP team must indicate which course(s) and/or content area(s) are to receive pass/fail grades.
- b. Students on a 504 Plan;
  - i. A student's 504 team must indicate which course(s) and/or content area(s) are to receive pass/fail grades.
- c. Students enrolled in English as a second language programs;
  - i. A general education teacher must consult and confer with the designated team of educators and obtain parental consent in order to award a pass/fail mark in place of the standard mark scale. The team will approve the mark if it is determined that the student's language proficiency is the barrier to meeting the standards for the course only if the student is in profile 3 of ELPA or below. The team must indicate which course(s) and/or content area(s) are to receive pass/fail grades.
- d. Transfer students;
- e. Extended absence due to illness or injury;
- f. Extended absence due to participation in a district-approved program or activity.
- g. Students in intervention courses addressing learning targets that are already assessed in other content-area courses.

Pass/Fail grades will be used to indicate performance for students enrolled as teacher assistants.

2. Students other than those described in (1)(a), (1)(b), and (1)(c) above who are interested in exercising the option will proceed as follows:
  - a. The student and his/her counselor, parent or teacher will develop a written request identifying the need for the option;
  - b. Written parental consent must be secured;
  - c. Under normal circumstances the request must be submitted within the first two weeks of the semester;
  - d. Completed requests will be submitted to the principal or designee for approval.

### **Weighted Grading System for High Schools**

1. High school courses yielding weighted grades are:
  - a. All AP and IB courses
  - b. Dual credit courses which are transferable to 4-year colleges or universities and are either taught at the high school or are part of a sequence which is not available/attainable within the home high school.
  - c. Other courses at Merlo Station High School and the Arts and Communications Magnet Academy which meet the same tests of rigor but are unique to their programs and are approved by the Instruction Office.
2. Weighting will be awarded to all students taking the approved advanced courses who are enrolled in a full schedule of District sponsored classes regardless of their year in school.
3. Grades of A, B, and C will be weighted for class rank calculation by adding a grade point (A=5, B=4, C=3).
4. For students moving into the District, grades from AP, IB, and dual credit classes as detailed above taken in the student's former high school will be weighted for class rank calculation.
5. Student transcripts will display both standard and weighted grade point average and rank in class.
6. Student report cards will display only standard grade point average.

### **Modified Grading of Special Students in Secondary Schools**

1. High school students can earn both standard and modified grades. A student's educational team must indicate which course(s) and/or content area(s) will receive a modified mark.

The modified mark scale, upon agreement by a school team, is used to indicate practices or procedures used during instruction or assessment lowered or reduced the learning expectations of the student.

No student will receive modified marks solely due to a disability or limited language proficiency. No student will receive modified marks solely due to accommodations.

Courses and credit where a modified mark was earned can apply to modified diploma requirements but (beginning with students entering 9<sup>th</sup> grade in 2013) will not apply to any mandatory credit requirements (including elective credit) of a standard diploma.

Modified Marks may be used in the following circumstances:



**a. Students with Individual Education Programs (IEP)**

- i. A modified mark can only be used with the approval of the student's IEP team. The IEP must specify which specific course or content area will be receiving modified marks.

**b. English Language Learners**

- i. A modified mark can only be used if a team of educators, including parental consent, recommends that a modified diploma is appropriate for the student.

**c. Modified Marks for Students on 504 Plans**

- i. A modified mark can only be used with the approval of the student's 504 team. The 504 must specify which specific course or content area will be receiving modified marks.

**d. Modified Marks for All Other Students**

- i. A modified mark can only be used if a team of educators, including parental consent, recommends that a modified diploma is appropriate for the student.

**2. Accommodations and Modifications: What's the Difference?**

- a. **Accommodations:** An accommodation is an alteration in how a task or test is presented to or responded to by the student; it includes a variety of alterations in directions, presentation, response, setting in which the task is completed, timing or scheduling. Accommodations do not compromise the learning expectations, construct, grade-level standard, and/or measured outcomes. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what they know and can do. The first consideration should always be directed towards accommodations, which are needed for a variety of students, including but not limited to students on IEP's or limited language proficiency.
- b. **Modifications:** A modification refers to practices or procedures used during instruction or assessment that lower or reduce the learning expectations of the student when applied. The changes are made to provide the student opportunities to participate meaningfully and productively in learning experiences and environments.

- 3. Satisfactory/Unsatisfactory Marks** are used to indicate level of performance in non-credit courses such as Advisory or Study Halls. S/U marks may **not** be used for courses that offer credit.

# Beaverton School District

Code: IKB  
Adopted: 2/9/98  
Revised/Readopted: 6/4/12

## **EXTENDED LEARNING ACTIVITIES\*\***

It is important that parents, students and staff collaborate to support student learning at school and at home.

The District shall provide information and support to families about how to help students at home with homework, planning and other activities.

END OF POLICY

Cross-references:

Policy KA – Community Engagement  
Policy KAA - Volunteers

### **Homework and Extended Learning Activities**

Homework is out-of-class preparation in a given subject area which is assigned by a student's teacher. This assignment is of such a nature that the student must complete all or part of the assignment during non-class time. Assignments may be one or more of the following four types:

1. **Practice:** Usually given to help students master specific skills presented in class;
2. **Preparation:** Given to prepare students to gain maximum benefits for coming lessons;
3. **Extension:** Given to determine if students can transfer a skill or concept to another situation;
4. **Creative:** Given to require a student to integrate skills and concepts in producing a response or product.

The objectives of extended learning activities are to:

1. Supplement and support classroom experiences;
2. Reinforce learning through practice, integration and application;
3. Develop initiative, responsibility and self-direction through independent effort;
4. Foster parents' awareness of their child's learning activities.

#### Guidelines

1. Homework should grow logically from classroom instruction, problems and projects. It should begin at a minimal level in the first grade and expand as students progress through school.
2. Students should not be expected to deal with totally new skills or concepts in a homework assignment.
3. Students should clearly understand the specific objectives, related purposes, processes and due date of each homework assignment. To help students schedule their homework, they should be notified of the assignment as much in advance as possible. Term papers and long-range projects, that are in addition to regular homework assignments, must be assigned far enough in advance to allow students time for completion.
4. Homework assignments should be reviewed promptly and constructive criticism should be given by the teacher as soon as possible so that the student has the opportunity to learn from the assignment.

5. Homework assignments should be made based upon the needs of individual students and of the class as a whole.
6. A variety of homework should be assigned to include practice, creative, preparatory and extending assignments. Homework should not be given for disciplinary purposes or as "busy work."
7. Some students may be expected to finish their homework in school if their schedules, study skills and ability permit. High school students enrolled in more than four academic courses, or in honors/advanced placement courses, may be expected to devote more time to homework than students with lighter schedules.

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Learning Targets

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BSD Community Content Areas 2012-13 (OLD) Learning Targets 2013-14 (NEW) Learning Targets

Content Areas ▾ Resources ▾ Support ▾ Help ▾ Principal Portal ▾

## 2013-14 (NEW) Learning Targets

Last Updated: Sept 20, 2013. If you have questions or comments about this page, please use the Comment Box at the bottom. NOTE: Print to Word is NOW functional.

### Learning Targets

Export to PDF

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Long Term Learning Targets:

English Lang Arts (ELA) **subject**  
Grade 1 **grade**

For READING targets, See LITERACY

(Writing) ALT 1 - Opinion with a Reason

(Writing) ALT 2 - Informative-Explanatory Texts

(Writing) ALT 3 - Narrative

(Language) ALT 4 - Standard English Grammar

(Language) ALT 5 - Conventions

Behavioral Learning Targets:

(K-2) BLT 1 - Responsibility

(K-2) BLT 2 - Self Directs

(K-2) BLT 3 - Group Work

(3-5) BLT 1 - Responsibility

(3-5) BLT 2 - Self Directs

(3-5) BLT 3 - Group Work

(SEC) BLT 1 - Responsibility

(SEC) BLT 2 - Self-Directs

(SEC) BLT 3 - Group Work

English Lang Arts (ELA), Grade 1

For READING targets, See LITERACY  
For READING targets, See LITERACY

(Writing) ALT 1 - Opinion with a Reason

*I can write opinion pieces on a topic or book, stating an opinion with a reason.*

AST 1.1 - Focus and Organizational Structure : Focus and Organizational Structure: I can give a topic or name of a book I am writing about and state an opinion.

AST 1.2 - Elaboration : Elaboration: I can give a reason for my opinion.

AST 1.3 - Conclusion : Conclusion: I can provide some sense of closure.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> <li>Focus: Writing gives a topic and states a clear opinion.</li> <li>Elaboration: Writing gives a compelling and/or multiple reasons for the stated opinion.</li> <li>Conclusion: Writing provides a strong and relevant sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Writing gives a topic and states an opinion.</li> <li>Elaboration: Writing gives a reason for the opinion.</li> <li>Conclusion: Writing provides some sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Writing lacks either a topic or an opinion.</li> <li>Elaboration: Writing gives an unrelated and/or weak reason for the opinion.</li> <li>Conclusion: Writing attempts a sense of closure (e.g., "The End").</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Writing does not state a topic, nor does it have an opinion.</li> <li>Elaboration: Writing does not include an opinion or preference.</li> <li>Conclusion: Writing does not have closure.</li> </ul>

(Writing) ALT 2 - Informative-Explanatory Texts

*I can write informative/explanatory texts to name a topic and supply some facts.*

AST 2.1 - Focus and Organizational Structure : Focus and Organizational Structure: I can name a topic.

AST 2.2 - Elaboration : Elaboration: I can give some facts about the topic.

AST 2.3 - Conclusion : Conclusion: I can provide some sense of closure.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> <li>Focus: Writing effectively names a focused topic.</li> <li>Elaboration: Writing provides pertinent facts about the topic.</li> <li>Conclusion: Writing provides a strong and relevant sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Writing names a topic.</li> <li>Elaboration: Writing provides some facts about the topic.</li> <li>Conclusion: Writing provides some sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Writing implies a topic, but is unclear.</li> <li>Elaboration: Writing provides one fact, or unrelated facts about the topic.</li> <li>Conclusion: Writing provides a</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Writing lacks a topic.</li> <li>Elaboration: Writing does not provide facts about the topic.</li> <li>Conclusion: Writing does not provide a sense of closure.</li> </ul>

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Working Draft (0)

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BSD Community Content Areas 2012-13 (OLD) Learning Targets 2013-14 (NEW) Learning Targets

Content Areas Resources Support Help Principal Portal

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## Learning Targets

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### Long Term Learning Targets:

English Lang Arts (ELA) subject  
Grade 10 grade

- Language ALT 1
- Language ALT 2
- Reading ALT 1
- Reading ALT 2
- Reading ALT 3
- Speaking-Listening ALT 1
- Speaking-Listening ALT 2
- Writing ALT 1
- Writing ALT 2
- Writing ALT 3
- Writing ALT 4

### Behavioral Learning Targets:

- (K-2) BLT 1 - Responsibility
- (K-2) BLT 2 - Self Directs
- (K-2) BLT 3 - Group Work
- (3-5) BLT 1 - Responsibility
- (3-5) BLT 2 - Self Directs
- (3-5) BLT 3 - Group Work
- (SEC) BLT 1 - Responsibility
- (SEC) BLT 2 - Self-Directs
- (SEC) BLT 3 - Group Work

English Lang Arts (ELA), Grade 10

### Language ALT 1

I can select and apply effective words and syntax.

**AST 1.1 - Word Choice** : I can use words throughout the entire piece that are appropriate for audience and purpose but may not always be precise. My word choice establishes an appropriate voice.

**AST 1.2 - Fluid Writing** : I can use sentence structure to establish the fluidity of my writing. My writing is more fluid than mechanical.

**10 Lang Arts Reading AST.4.3** : I can analyze how character development influences plot and/or theme.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> <li>• I consistently use spelling conventions/rules correctly in my writing. Very minimal errors do not impede readability.</li> <li>• In addition to 9th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, and dialogue), I have strong control over colons and semi-colons. Very minimal errors do not impede readability.</li> <li>• In addition to 9th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences--avoiding run-ons and fragments), I have strong control over: basic phrases, pronoun antecedent agreement, and verb tenses. Very minimal errors do not impede readability.</li> </ul>	<ul style="list-style-type: none"> <li>• I consistently use spelling conventions/rules correctly in my writing. Errors do not impede readability.</li> <li>• In addition to 9th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, and dialogue), I have consistent control over: colons and semi-colons. Errors do not impede readability.</li> <li>• In addition to 9th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences--avoiding run-ons and fragments), I have consistent control over: basic phrases, pronoun antecedent agreement, and verb tenses. Errors do not impede readability.</li> </ul>	<ul style="list-style-type: none"> <li>• I inconsistently use spelling conventions/rules correctly in my writing. Errors begin to impede readability.</li> <li>• In addition to 9th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, and dialogue), I have partial control over: colons and semi-colons. Errors begin to impede readability.</li> <li>• In addition to 9th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences--avoiding run-ons and fragments), I have partial control over: basic phrases, pronoun antecedent agreement, and verb tenses. Errors begin to impede readability.</li> </ul>	<ul style="list-style-type: none"> <li>• I rarely use spelling conventions/rules correctly in my writing. Errors impede readability.</li> <li>• In addition to 9th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, and dialogue), I have little control over: colons and semi-colons. Errors impede readability.</li> <li>• In addition to 9th grade grammar conventions (subject-verb agreement, independent and dependent clauses, complete sentences--avoiding run-ons and fragments), I have little control over: basic phrases, pronoun antecedent agreement, and verb tenses. Errors impede readability.</li> </ul>

### Language ALT 2

I can select and apply effective words and syntax.

**AST 2.1 - Spelling** : I can consistently use spelling conventions/rules correctly in my writing. Errors do not impede readability.

**AST 2.2 - Punctuation** : In addition to 9th grade punctuation conventions (end punctuation, commas, apostrophes, quotation marks, and dialogue), I have consistent control over: colons and semi-colons. Errors do not impede readability.

**AST 2.3 - Grammar** : In addition to 9th grade grammar conventions (subject-verb agreement, independent and

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### Learning Targets

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Long Term Learning Targets:

- Business
- Counseling
- CTE - Industrial and Engineering
- CTE-Business and Management
- English Lang Arts (ELA)
- English Lang Dev (ELD)
- Fine Arts - Band
- Fine Arts - Elem Music
- Fine Arts - Theatre Arts
- Fine Arts - Visual Arts
- Fine Arts - Vocal Music
- Health
- Library and Info Lit
- Literacy
- Math
- Physical Education
- Science
- Social Studies
- Technology
- World Language

Behavioral Learning Targets:

- (K-2) BLT 1 - Responsibility
- (K-2) BLT 2 - Self Directs
- (K-2) BLT 3 - Group Work
- (3-5) BLT 1 - Responsibility
- (3-5) BLT 2 - Self Directs

Math, 7

show all | print

**ALT 1 - Solve Problems With Four Operations**

show all | show supporting targets

*I can order, compare, and interpret the value of rational numbers, including integers, on the number line.*

**AST 1.1 - Order Compare Interpret Rational Numbers** : I can order, compare, and interpret the value of rational numbers, including integers, on the number line.

**AST 1.2 - Model Operations With Integers** : I can model operations with integers, using number lines, integer chips, and/or pictures.

**AST 1.3 - Add Subtract Rational Numbers** : I can add and subtract rational numbers, including integers, positive and negative fractions and decimals.

**AST 1.4 - Multiply Divide Rational Numbers** : I can multiply and divide rational numbers, including integers, positive and negative fractions and decimals.

**AST 1.5 - Convert Rational Number to Decimal** : I can convert a rational number to a decimal using multiple methods, including long division.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> <li>• In addition to being proficient on the long-term target, I can demonstrate one or more of the following...</li> <li>• Consistently utilizes efficient strategies to accurately solve problems in familiar situations.</li> <li>• Applies understanding of long-term learning targets to unfamiliar situations and/or to solve complex problems.</li> <li>• Uses precise and relevant communication to justify mathematical thinking.</li> <li>• Connects knowledge to other learning targets and/or advanced problem sets.</li> </ul>	<ul style="list-style-type: none"> <li>• I can order, compare, and interpret the value of rational numbers, including integers, on the number line.</li> <li>• I can model operations with integers, using number lines, integer chips, pictures, etc.</li> <li>• I can add and subtract rational numbers, including integers, positive and negative fractions and decimals.</li> <li>• I can multiply and divide rational numbers, including integers, positive and negative fractions and decimals.</li> <li>• I can convert a rational number to a decimal using multiple methods, including long division.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to or occasionally demonstrating proficiency in one or more of the following: Ordering and comparing rational numbers on a number line.</li> <li>• Adding, subtracting, multiplying, and dividing with the following types of rational numbers: • Integers • Positive &amp; negative fractions • Positive &amp; negative decimals</li> <li>• Using the order of operations. Modeling operations with integers using: • chips • number lines • pictures</li> <li>• Converting a rational number to a decimal. My answer makes sense.</li> </ul>	

**ALT 2 - Create Manipulate Algebraic Expressions**

show all | show supporting targets

*I can create and manipulate algebraic expressions & write and solve equations with rational numbers.*

**ALT 3 - Write and Solve Inequalities**

show all | show supporting targets

*I can write and solve inequalities in the form of  $px + q > r$  or  $px + q < r$ .*

# A Single Course

Learning Target #1

- Evidence
- Evidence
- Evidence
- Evidence

Teacher's Summary Judgment  
1-4 Scale  
Based on Rubric

3

Letter Grade based on the  
Summary Judgment to  
Grade Conversion Criteria

Learning Target #2

- Evidence
- Evidence
- Evidence

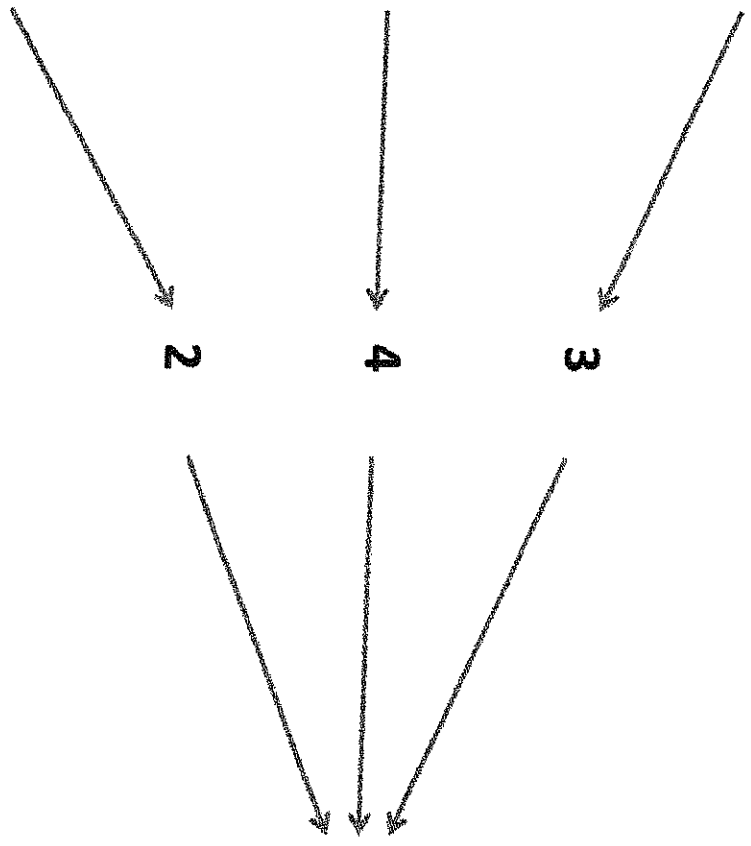
4

B

Learning Target #3

- Evidence
- Evidence
- Evidence
- Evidence

2





2013-2014



**SUMMARY JUDGMENT TO LETTER GRADE CONVERSION CRITERIA**

<p><b>A</b></p>	<p>At least one-half of the summary judgments on the long-term academic learning targets must be rated <b>Highly Proficient</b>. All others must be rated <b>Proficient</b> or better.</p>	<p>At least one-half 4's. No ratings of 1 or 2.</p>	<p>An "A" letter grade has traditionally communicated that a student has mastered, at a very high level, the academic learning of the course. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.</p>
<p><b>B</b></p>	<p>At least two-thirds of the summary judgments on the long-term academic learning targets must be rated <b>Highly Proficient</b> or <b>Proficient</b>. None may be rated <b>Developing</b>.</p>	<p>At least two-thirds 3's and 4's. No ratings of 1.</p>	<p>A "B" letter grade has traditionally communicated that a student has the academic learning of a course strongly in place and is well equipped to move forward. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.</p>
<p><b>C</b></p>	<p>All summary judgments on the long-term academic learning targets must be rated <b>Highly Proficient</b>, <b>Proficient</b>, or <b>Nearly Proficient</b>.</p>	<p>All 2's, 3's, and 4's.</p>	<p>A "C" letter grade has traditionally communicated that a student has a basic understanding of the academic learning of a course. This student has attained the minimum required knowledge and skills to move on to the next course. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.</p>
<p><b>D</b></p>	<p>At least two-thirds of the summary judgments on the long-term learning targets must be rated <b>Highly Proficient</b>, <b>Proficient</b>, or <b>Nearly Proficient</b>. No more than one-third may be rated at <b>Developing</b>.</p>	<p>At least two-thirds 2's, 3's, and 4's. No more than one-third 1's.</p>	<p>A "D" letter grade has traditionally communicated that a student has not mastered enough of the required learning for the course to be successful moving forward. While a student receiving a "D" may move forward to the next course, this student will lack prerequisite learning and interventions may be necessary. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.</p>
<p><b>F</b></p>	<p>Any combination of summary judgments that falls below the criteria outlined for a D.</p>	<p>More than one-third 1's.</p>	<p>An "F" letter grade has traditionally communicated that a student has not mastered enough academic learning in a course to receive transcribed credit. This student is not able to move forward to the next course. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.</p>

2013-2014



MYP SUMMARY JUDGMENT TO LETTER GRADE CONVERSION CRITERIA

<p><b>A</b></p>	<p>At least one-half of the summary judgments on the MYP Criteria must be rated <b>Highly Proficient</b>. All others must be rated <b>Proficient</b> or better.</p>	<p>At least one-half 7 or 8's. No ratings 4 or less.</p>	<p>An "A" letter grade has traditionally communicated that a student has mastered, at a very high level, the academic learning of the course. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.</p>
<p><b>B</b></p>	<p>At least two-thirds of the summary judgments on the MYP Criteria must be rated <b>Highly Proficient</b> or <b>Developing</b>.</p>	<p>At least two-thirds 5 or greater. No ratings of 2 or less.</p>	<p>A "B" letter grade has traditionally communicated that a student has the academic learning of a course strongly in place and is well equipped to move forward. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.</p>
<p><b>C</b></p>	<p>All summary judgments on the MYP Criteria must be rated <b>Highly Proficient</b>, <b>Proficient</b>, or <b>Nearing Proficiency</b>.</p>	<p>All 3's or greater.</p>	<p>A "C" letter grade has traditionally communicated that a student has a basic understanding of the academic learning of a course. This student has attained the minimum required knowledge and skills to move on to the next course. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.</p>
<p><b>D</b></p>	<p>At least two-thirds of the summary judgments on the MYP Criteria must be rated <b>Highly Proficient</b>, <b>Proficient</b>, or <b>Nearing Proficiency</b>. No more than one-third may be rated at <b>Developing</b>.</p>	<p>At least two-thirds 3 or greater. No more than one-third 1's or 2's.</p>	<p>A "D" letter grade has traditionally communicated that a student has not mastered enough of the required learning for the course to be successful moving forward. While a student receiving a "D" may move forward to the next course, this student will lack prerequisite learning and interventions may be necessary. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.</p>
<p><b>F</b></p>	<p>Any combination of summary judgments that falls below the criteria outlined for a D.</p>	<p>More than one-third 1's or 2's.</p>	<p>An "F" letter grade has traditionally communicated that a student has not mastered enough academic learning in a course to receive transcribed credit. This student is not able to move forward to the next course. This summary judgment conversion represents an equivalent level of mastery in a standards based learning system.</p>

## Middle School Learning Targets

### Grades 6-12 Behavior

#### MANAGE RESPONSIBILITIES

##### **I can manage my responsibilities as a student.**

- I turn in work on time.
- I turn in completed work.
- I break down large tasks into smaller, manageable parts.
- I use my class time appropriately.
- I prepare for class with necessary materials and am ready to learn.
- I complete my makeup work in a timely manner.
- I use a system for tracking my assignments.
- I use strategies regularly to prepare for assessments.
- I follow directions accurately.
- I demonstrate quality craftsmanship in my work.

##### **BE.SEC.BLT.01**

- BE.SEC.BST.01.1
- BE.SEC.BST.01.2
- BE.SEC.BST.01.3
- BE.SEC.BST.01.4
- BE.SEC.BST.01.5
- BE.SEC.BST.01.6
- BE.SEC.BST.01.7
- BE.SEC.BST.01.8
- BE.SEC.BST.01.9
- BE.SEC.BST.01.9

#### SELF-DIRECTED LEARNER

##### **I can self-direct my learning.**

- I can use rubrics to accurately assess my progress toward learning targets.
- I can identify my current academic strengths and areas where growth is needed.
- I can set and achieve goals.
- I can develop a plan to achieve my goals.
- I can implement and adjust as necessary.
- I can persist with a task that takes a great deal of effort.
- I can persist with a task over an extended period of time.
- I can persist with tasks where the answer is not apparent.
- I can utilize a variety of sources to find help or to make up for absences.
- I can articulate specific areas in which I need help.
- I can advocate for myself.

##### **BE.SEC.BLT.02**

- BE.SEC.BST.02.1
- BE.SEC.BST.02.2
- BE.SEC.BST.02.3
- BE.SEC.BST.02.4
- BE.SEC.BST.02.5
- BE.SEC.BST.02.6
- BE.SEC.BST.02.7
- BE.SEC.BST.02.8
- BE.SEC.BST.02.9
- BE.SEC.BST.02.10
- BE.SEC.BST.02.11

#### CLASSROOM INTERACTIONS

##### **I can communicate and work effectively within a team or group.**

- I show my commitment to the group goals through my active participation/engagement.
- I listen respectfully and acknowledge the contributions of others.
- I share my ideas honestly and clearly.
- I contribute to creating a safe learning environment for all.
- I respect points of view that differ from my own.
- I work within my team to break down large tasks into smaller, manageable parts.
- I work with my group to identify when changes are necessary.
- I adapt to changes in the group process with a positive attitude.

##### **BE.SEC.BLT.03**

- BE.SEC.BST.03.1
- BE.SEC.BST.03.2
- BE.SEC.BST.03.3
- BE.SEC.BST.03.4
- BE.SEC.BST.03.5
- BE.SEC.BST.03.6
- BE.SEC.BST.03.7
- BE.SEC.BST.03.8

Consistently and Independently (C/I)	Generally (G)	Sometimes or Rarely or with Reminders (Needs Improvement) (R)
I can consistently manage my responsibilities as a student.	I can generally manage my responsibilities as a student.	I can sometimes or rarely manage my responsibilities as a student.
I can consistently self-direct my learning.	I can generally self-direct my learning.	I can sometimes or rarely self-direct my learning.
I can consistently communicate and consistently work effectively within a team or group.	I can communicate and work effectively within a team or group.	I can sometimes or rarely communicate and sometimes or rarely work effectively within a team or group.

<b>Behavior Target #1: Manages responsibilities as a student</b>			
<b>Behavior Supporting Learning Target</b>	<b>Independent Work (Homework and Classwork)</b>	<b>Collaborative Work (group work in the classroom)</b>	<b>Assessment Preparation</b>
I turn in work on time.	<i>My work is completed on or before the due date and time</i>	<i>I work with my group to make deadlines clear.</i>	<i>I complete the practice work because it is connected to the assessment.</i>
I turn in completed work.	<i>All parts of the task are completed.</i>	<i>I complete all of my portion of the work..</i>	<i>I use the completed practice work to understand what I need to focus on.</i>
I break down large tasks into smaller, more manageable parts.	<i>I plan ahead for large projects and assessments.</i>	<i>I work with my group to make each person's role clear.</i>	<i>I am aware of upcoming assessments (tests and quizzes)</i>
I use my class time appropriately	<i>I stay focused on the task I need to complete.</i>	<i>I stay focused on the task and I help others in my group to do the same.</i>	<i>I know that the learning in class is directly connected to assessment.</i>
I am prepared with the necessary materials and ready to learn.	<i>I bring all necessary supplies to class.</i>	<i>I bring necessary supplies to my group.</i>	<i>I make sure I have all the study/prep materials for upcoming assessments.</i>
I complete my makeup work in a timely manner	<i>When absent, I follow up to be sure I know what needs to be done.</i>	<i>I am able to check with others to know what needs to be done.</i>	<i>I am aware that being absent means I must make alternate arrangements when I miss work or an assessment.</i>
I use a system for tracking my assignments	<i>I update my system regularly.</i>	<i>I can double check with friends to be sure I am tracking my assignments.</i>	<i>I keep track of upcoming assessments within my system.</i>
I use strategies regularly to prepare for assessment	<i>I complete the practice work that is connected to the assessment.</i>	<i>I work with others to study for/prepare for assessments.</i>	<i>I know when assessments are scheduled; I revise practice work when needed.</i>
I follow directions accurately	<i>I make sure I understand the directions so I can follow them.</i>	<i>I discuss directions with my group to be sure everyone has the same understanding.</i>	<i>I make sure I follow all directions on assessments, and I use the rubric as a guide.</i>
My work demonstrates quality craftsmanship.	<i>I check over my work and pay attention to detail.</i>	<i>I check over our work and help make sure we pay attention to detail.</i>	<i>I studied prepare carefully for assessments.</i>
<b>Behavior Target #2: Self-Directs Own Learning</b>			
<b>Behavior Supporting Learning Target</b>	<b>Independent Work (Homework and Classwork)</b>	<b>Collaborative Work (group work in the classroom)</b>	<b>Assessment Preparation</b>
I can use rubrics to accurately assess my progress towards learning targets.	<i>I use a rubric to identify specific criteria that I am meeting and/or need to work toward.</i>	<i>If doing group work, we identify specific criteria that we are meeting and/or need to work toward.</i>	<i>After my assessment is scored, I use the rubrics to identify specific criteria that I am meeting and/or need to work toward.</i>
I know my academic strengths and weaknesses.	<i>I can explain accurately my academic strengths and weaknesses.</i>	<i>I use my academic strengths to contribute to the group.</i>	<i>I know which academic assessments I will need to study for.</i>
I can set and achieve goals.	<i>I regularly set and achieve goals.</i>	<i>I can set and achieve goals within a group.</i>	<i>I set and achieve goals based on assessment.</i>
I can develop a plan to achieve my goals.	<i>I make a plan to achieve my goals.</i>	<i>I help the group develop a plan to achieve our goals.</i>	<i>I plan assessment preparation that helps me achieve my goals.</i>

I can implement and adjust as necessary.	<i>I can adjust my plans and still achieve my goals.</i>	<i>I can help the group adjust our plan and still achieve our goals.</i>	<i>I can adjust my plans and still achieve my goals.</i>
I can persist with a task that takes a great deal of effort.	<i>I continue to work at a task even when it takes a great deal of effort.</i>	<i>I help the group continue to work at a task even when it takes a great deal of effort.</i>	<i>I can continue to prepare for assessment, even though it takes a great deal of effort.</i>
I can persist with a task over an extended period of time.	<i>I continue to work on a task over an extended period of time.</i>	<i>I help the group continue to work on a task over an extended period of time.</i>	<i>I prepare for assessment (when necessary) over an extended period of time.</i>
I can persist with tasks where the answer is not apparent.	<i>I continue to work on a task even when the answer is not clear.</i>	<i>I help the group continue to work on a task even when the answer is not clear.</i>	<i>I continue to prepare for assessment even the "right" answer is not clear.</i>
BST 2.9 I can utilize a variety of sources to find help or to make up for absences.	<i>I am aware of and use a variety of sources to find help or make up for absences.</i>	<i>I help the group be aware of and use a variety of sources to find help or make up for absences.</i>	<i>When I miss an assessment, I am aware of and use a variety of sources to find help or make up for absences.</i>
I can articulate specific areas in which I need help.	<i>I can describe to others specific areas in which I need help.</i>	<i>I can help the group describe to others specific areas in which we need help.</i>	<i>When preparing for assessment, I can describe to others specific areas in which I need help.</i>
I can advocate for myself.	<i>I can ask for support.</i>	<i>I can ask the group for support and/or I can let others know when I need support within the group.</i>	<i>I can ask for support when preparing for exams.</i>

*Behavior Target: Effectively collaborating and working within a team or group*

<b>Behavior Supporting Learning Target</b>	<b>Independent Work (Homework and Classwork)</b>	<b>Collaborative Work (group work in the classroom)</b>	<b>Assessment Preparation</b>
I show my commitment to the group goals through my active participation		<i>I participate and work to meet the goals of the group.</i>	
I listen respectfully and acknowledge the contributions of others.		<i>I listen to others and show them with my actions and words that I am listening.</i>	
I respect points of view that differ from my own.		<i>I may not agree with everything others say, but I am</i>	
I work within my team to break down large tasks into smaller, manageable tasks.		<i>I work with my group to make each person's role clear.</i>	
I work with my group to identify when changes are necessary.		<i>I am flexible and willing to change when needed.</i>	
I adapt to changes in the group process with a positive attitude.		<i>I am flexible and positive.</i>	



### Progress Report Grade 3

Principal \_\_\_\_\_  
 School \_\_\_\_\_  
 School Phone \_\_\_\_\_

Student Last Name \_\_\_\_\_ Grade \_\_\_\_\_

Student First Name \_\_\_\_\_

Attendance	1st Trimester	2nd Trimester	3rd Trimester
Days Absent			
Days Late			

Teacher \_\_\_\_\_ Additional Teacher \_\_\_\_\_ School Year \_\_\_\_\_

Behavior Progress								
Behavior Key								
C	Consistently	G	Generally	R	Rarely/Sometimes (Needs Improvement)			
Behavior Learning Targets						Nov	Mar	Jun
Manages responsibilities as a student								
Self-directs learning								
Communicates and works effectively within a team or group								
Comments								

Academic Progress			
Academic Key			
4	Highly Proficient	1	Developing
3	Proficient	N/A	Not Assessed This Trimester
2	Nearly Proficient	**	Modified Curriculum and/or Assessment (see attached)

Reading/Literature Academic Learning Targets			
	Nov	Mar	Jun
Reads accurately			
Reads fluently			
Comprehends text			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			

Writing Academic Learning Targets			
	Nov	Mar	Jun
Writes opinion pieces on topics or texts, supporting a point of view with reasons			
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly			
Writes narratives to develop real or imagined experiences or events using descriptive details and clear sequences			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			

## Progress Report Grade 3 - Page 2

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

Language Academic Learning Targets	Nov	Mar	Jun
Demonstrates command of standard English grammar when writing or speaking			
Demonstrates command of conventions of capitalization, punctuation, and spelling when writing			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			

Speaking Academic Learning Targets (Includes: Ideas and Content, Organization, Language, Delivery)	Nov	Mar	Jun
Performance			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			

Mathematics Academic Learning Targets	Nov	Mar	Jun
Fluently multiplies and divides within 100			
Fluently adds and subtracts within 1,000			
Describes, represents, and compares fractions, and identifies equivalent fractions			
Tells time to the nearest minute and solve problems with time intervals			
Measures area and perimeter			
Compares and classifies polygons			
Engages in problem solving using mathematical practices			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			

Social Studies Learning Targets (Includes: Content Knowledge, Concepts and Skills)	Nov	Mar	Jun
Performance			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			



## Progress Report Grade 3 - Page 3

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

Science Learning Targets (Includes: Content Knowledge, Concepts and Skills)	Nov	Mar	Jun
Performance			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			

Music Academic Learning Targets (Includes: Content Knowledge, Concepts and Skills)	Nov	Mar	Jun
Performance			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			

Physical Education Academic Learning Targets (Includes: Content Knowledge, Concepts and Skills)	Nov	Mar	Jun
Physical Skills			
Fitness Concepts			
Social Skills			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			

Health Academic Learning Targets (Includes: Content Knowledge, Concepts and Skills)	Nov	Mar	Jun
Performance			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			

Visual Arts Academic Learning Targets (Includes: Concepts and Skills)	Nov	Mar	Jun
Performance			
Trimester Progress (+ = significant, = = steady, - = minimal)			
Comments			

Assigned to Grade: \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

For School Year: \_\_\_\_\_

**Behavior Target #1: Manages responsibilities as a student**

<b>Behavior Supporting Learning Target</b>	<b>Independent Work (Homework and Classwork)</b>	<b>Collaborative Work (group work in the classroom)</b>	<b>Assessment Preparation</b>
I turn in work on time.	<i>My work is completed on or before the due date and time</i>	<i>I work with my group to make deadlines clear.</i>	<i>I complete the practice work because it is connected to the assessment.</i>
I turn in completed work.	<i>All parts of the task are completed.</i>	<i>I complete all of my portion of the work..</i>	<i>I use the completed practice work to understand what I need to focus on.</i>
I break down large tasks into smaller, more manageable parts.	<i>I plan ahead for large projects and assessments.</i>	<i>I work with my group to make each person's role clear.</i>	<i>I am aware of upcoming assessments (tests and quizzes)</i>
I use my class time appropriately	<i>I stay focused on the task I need to complete.</i>	<i>I stay focused on the task and I help others in my group to do the same.</i>	<i>I know that the learning in class is directly connected to assessment.</i>
I am prepared with the necessary materials and ready to learn.	<i>I bring all necessary supplies to class.</i>	<i>I bring necessary supplies to my group.</i>	<i>I make sure I have all the study/prep materials for upcoming assessments.</i>
I complete my makeup work in a timely manner	<i>When absent, I follow up to be sure I know what needs to be done.</i>	<i>I am able to check with others to know what needs to be done.</i>	<i>I am aware that being absent means I must make alternate arrangements when I miss work or an assessment.</i>
I use a system for tracking my assignments	<i>I update my system regularly.</i>	<i>I can double check with friends to be sure I am tracking my assignments.</i>	<i>I keep track of upcoming assessments within my system.</i>
I use strategies regularly to prepare for assessment	<i>I complete the practice work that is connected to the assessment.</i>	<i>I work with others to study for/prepare for assessments.</i>	<i>I know when assessments are scheduled; I revise practice work when needed.</i>
I follow directions accurately	<i>I make sure I understand the directions so I can follow them.</i>	<i>I discuss directions with my group to be sure everyone has the same understanding.</i>	<i>I make sure I follow all directions on assessments, and I use the rubric as a guide.</i>
My work demonstrates quality craftsmanship.	<i>I check over my work and pay attention to detail.</i>	<i>I check over our work and help make sure we pay attention to detail.</i>	<i>I studied prepare carefully for assessments.</i>

**Behavior Target #2: Self-Directs Own Learning**

<b>Behavior Supporting Learning Target</b>	<b>Independent Work (Homework and Classwork)</b>	<b>Collaborative Work (group work in the classroom)</b>	<b>Assessment Preparation</b>
I can use rubrics to accurately assess my progress towards learning targets.	<i>I use a rubric to identify specific criteria that I am meeting and/or need to work toward.</i>	<i>If doing group work, we identify specific criteria that we are meeting and/or need to work toward.</i>	<i>After my assessment is scored, I use the rubrics to identify specific criteria that I am meeting and/or need to work toward.</i>
I know my academic strengths and weaknesses.	<i>I can explain accurately my academic strengths and weaknesses.</i>	<i>I use my academic strengths to contribute to the group.</i>	<i>I know which academic assessments I will need to study for.</i>
I can set and achieve goals.	<i>I regularly set and achieve goals.</i>	<i>I can set and achieve goals within a group.</i>	<i>I set and achieve goals based on assessment.</i>
I can develop a plan to achieve my goals.	<i>I make a plan to achieve my goals.</i>	<i>I help the group develop a plan to achieve our goals.</i>	<i>I plan assessment preparation that helps me achieve my goals.</i>

I can implement and adjust as necessary.	I can adjust my plans and still achieve my goals.	I can help the group adjust our plan and still achieve our goals.	I can adjust my plans and still achieve my goals.
I can persist with a task that takes a great deal of effort.	I continue to work at a task even when it takes a great deal of effort.	I help the group continue to work at a task even when it takes a great deal of effort.	I can continue to prepare for assessment, even though it takes a great deal of effort.
I can persist with a task over an extended period of time.	I continue to work on a task over an extended period of time.	I help the group continue to work on a task over an extended period of time.	I prepare for assessment (when necessary) over an extended period of time.
I can persist with tasks where the answer is not apparent.	I continue to work on a task even when the answer is not clear.	I help the group continue to work on a task even when the answer is not clear.	I continue to prepare for assessment even the "right" answer is not clear.
BST 2.9 I can utilize a variety of sources to find help or to make up for absences.	I am aware of and use a variety of sources to find help or make up for absences.	I help the group be aware of and use a variety of sources to find help or make up for absences.	When I miss an assessment, I am aware of and use a variety of sources to find help or make up for absences.
I can articulate specific areas in which I need help.	I can describe to others specific areas in which I need help.	I can help the group describe to others specific areas in which we need help.	When preparing for assessment, I can describe to others specific areas in which I need help.
I can advocate for myself.	I can ask for support.	I can ask the group for support and/or I can let others know when I need support within the group.	I can ask for support when preparing for exams.

*Behavior Target #3: Effectively communicate and interact within a group or group.*

Behavior Supporting Learning Target	Independent Work (Homework and Classwork)	Collaborative Work (group work in the classroom)	Assessment Preparation
I show my commitment to the group goals through my active participation		I participate and work to meet the goals of the group.	
I listen respectfully and acknowledge the contributions of others.		I listen to others and show them with my actions and words that I am listening.	
I respect points of view that differ from my own.		I may not agree with everything others say, but I am	
I work within my team to break down large tasks into smaller, manageable tasks.		I work with my group to make each person's role clear.	
I work with my group to identify when changes are necessary.		I am flexible and willing to change when needed.	
I adapt to changes in the group process with a positive attitude.		I am flexible and positive.	

Middle  
**Student Progress Report**  
 (S1) █████, D Mathematics(3) SEC:M1101-03

Qtr1 Mk

10/26/2012

The purpose of this progress report is to communicate student performance to date on each of the assessed academic and/or behavior learning targets. This information is intended to help identify areas of strength and areas where additional time and effort are needed.

**Grade 06**

Area		Mark	Missing	Notes
Fluency-Addition (Academic Evidence)	10/11/2012	3		
Behavior 1 (Behavior Evidence)	10/11/2012	G		
Fluency-Subtraction (Academic Evidence)	10/25/2012	3		
Behavior 2 (Behavior Evidence)	10/25/2012	CI		
BLT 1 Manage Responsibilities: I can manage my responsibilities as a student.		3		
MA Computation: I can perform basic math computations fluently.		3		

4=Highly Proficient, 3=Proficient, 2=Nearing Proficiency, 1=Working Toward Proficiency, CI= Consistently and Independently, G=Generally, R=Rarely-Needs Improvement

**Parent Signature** \_\_\_\_\_



Beaverton School District  
Sample Middle School Name  
Middle School Address  
Beaverton, OR 97---

To the Parents/Guardian of:  
Student Name  
Student Mailing Address Line 1  
Student Mailing Address Line 2

School Letter Inserted Here:

The purpose of the report card is:

- to communicate a student's academic achievement or progress toward established District learning targets.
- to separately communicate a student's use of key academic behaviors that are critical to student success.
- to indicate areas of strength and areas where additional time and effort are required.

Grades:

The letter grade for each subject/course is based on student academic achievement or progress toward established District learning targets (or standards). Behavior marks are not included in the letter grade.

Parents with questions or concerns are encouraged to contact their student's classroom teacher(s). All teacher email addresses are [firstname\\_lastname@beaverton.k12.or.us](mailto:firstname_lastname@beaverton.k12.or.us)

**If you need this document interpreted please call (503) 672-3715 (English)**

如果你需要這個文件解釋，請致電 (503) 591-4646 (Chinese)

Si vous avez besoin de l'interprétation de ce document, veuillez téléphoner (503) 591-4668 (French)

もしこの文書が必要な場合に解釈すると、呼び出し (503) 591から4638をご覧ください (Japanese)

이 문서가 필요한 경우 해석은 전화 (503) 591-4638 주시가 바랍니다 (Korean)

Si usted necesita la interpretación de este documento, por favor llame al (503) 672-3715 (Spanish)

Hadii aad u baahantahay in lagu turjumo ducumeentigaan fadlan soo wac (503) 591-4645 (Somali)

Если Вам нужен перевод этого документа, позвоните по телефону (503) 591-4653 (Russian)

Nếu quý vị cần văn kiện này thông dịch, xin gọi điện thoại (503) 591-4646 (Vietnamese)

Kama unahitaji hii kwa Kiswahili tafadhali piga simu (503) 672-3715 (Swahili)

الاتصال يرجى في الهاتف هذه الحجة في كذا إذا (Arabic) 503-672-3715

להתקשר תאפשרו פרשייה ולמסמך וקוק אתה אתם (Hebrew) (503) 672-3715

Students will receive feedback on each of the Behavior Learning Targets, using the scale shown here.

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

Developing these behaviors is critical for student success in school and in life.

Students will receive feedback on each of the Academic Learning Targets, using the scale shown here. To better understand the definitions of these marks, please see the rubrics on our district website.

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

Having this specific feedback about your Student's areas of strength and where improvement may be needed will allow students, teachers and parents to better focus their attention.

Some teachers will also include a Current Progress Indicator Mark. This is to indicate if the marks the student earned on the Academic Learning Targets show significant, steady, or minimal progress from when the topic was first introduced. If a student is making steady progress, they are right on-track. If a student is making significant progress, their growth is impressive. If a student is making minimal progress, this indicates an area of concern.

Current Progress Indicator Marks	
+	Significant Progress
=	Steady Progress
-	Minimal Progress

Final Academic Marks			
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.	F	Any combination of summary judgments that falls below the criteria outlined for a D.
		I	Incomplete
		N	No Grade
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.	P	Passing
		P-	Progressing, but significant improvement is needed to earn a passing mark at the end of the course
		S	Satisfactory
C	All summary judgments on the long-term academic learning targets must be rated Highly Proficient, Proficient, or Nearly Proficient.	U	Unsatisfactory
		WV	Waiver
		WF	Withdrawn Failing
		AUD	Audit
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.	M	If an academic mark is followed by an M, then the curriculum has been modified.
		H	If an academic mark is followed by an H, then the mark is with honors.

**Beaverton School District Progress Report  
SBL Schools - Semester 1**

Student Last Name  
Student First Name  
Grade / Homeroom

School Name  
School Address  
School Phone

<b>Teacher: Abbot, Jennifer</b>		<b>Dec</b>
<b>CLASS ATTENDANCE</b>		
Absences		3
Tardies		0
<b>BEHAVIOR Learning Targets</b>		
Manages responsibilities as a student		C/I
Self-directs own learning		C/I
Effectively communicates and works within a team or group		G
<b>ACADEMIC Learning Targets</b>		
Describes the atomic model and explains how the types and arrangements of atoms determine the physical and chemical properties of elements and compounds		3
Explains how the Periodic Table is an organization of elements based on their physical and chemical properties		3
Explains how the motion and spacing of particles determines states of matter		3
Explains how genetics and anatomical characteristics are used to classify organisms and infer evolutionary relationships		4
Compares and contrasts physical and chemical changes and describes how the law of conservation of mass applies to these changes		3
Explains how energy is transferred, transformed, and conserved		3
Explains how species change through the process of natural selection. describes evidence for evolution		2
Explains how gravity is the force that keeps objects in the solar system in regular and predictable motion, describes the resulting phenomena, and explains the interactions that result in Earth's seasons		3
<b>Current Progress Indicator</b>		+
<b>Current Academic Mark</b>		B
<b>Comments:</b> The student turns in completed work. The student breaks down tasks into manageable parts. The student uses class time appropriately.		
<b>Teacher: Thomas, Robert</b>		<b>Dec</b>
<b>CLASS ATTENDANCE</b>		
Absences		3
Tardies		1
<b>BEHAVIOR Learning Targets</b>		
Manages responsibilities as a student		G
Self-directs own learning		G
Effectively communicates and works within a team or group		G
<b>ACADEMIC Learning Targets</b>		
Evaluate, express, interpret and create music artistically.		4
Read, understand, interpret, and perform music.		3
Demonstrate mechanical skills necessary to successfully perform music.		3
Demonstrate performance and ensemble skills necessary to successfully perform music.		4
Demonstrate an understanding of music's historical, cultural and interdisciplinary context.		4
<b>Current Progress Indicator</b>		=
<b>Current Academic Mark</b>		A
<b>Comments:</b> The student successfully sets and achieves goals.		



Beaverton School District  
Sample High School Name  
High School Address  
Beaverton, OR 97---

To the Parents/Guardian of:  
Student Name  
Student Mailing Address Line 1  
Student Mailing Address Line 2

School Letter Inserted Here:

The purpose of the school-generated progress report is to communicate your student's progress at this time and whether academic and/or attendance improvement is needed. This information is intended to encourage continued commitment to the student's school success and guide improvements in student learning if they are needed. Teachers may not yet have enough information on your student's progress to assign a letter grade by the sixth week of the semester. These teachers are encouraged to use the marks "P", "P-", and "F" to communicate your student's current progress

Parents with questions or concerns are encouraged to contact their student's classroom teacher(s). All teacher email addresses are [firstname\\_lastname@beaverton.k12.or.us](mailto:firstname_lastname@beaverton.k12.or.us)



**If you need this document interpreted please call (503) 672-3715 (English)**  
 如果你需要這個文件解釋，請致電 (503) 591-4646 (Chinese)  
 Si vous avez besoin de l'interprétation de ce document, veuillez téléphoner (503) 591-4668 (French)  
 もしこの文書が必要な場合に解釈すると、呼び出し (503) 591から4638をご覧ください (Japanese)  
 이 문서가 필요한 경우 해석은 전화 (503) 591-4638 주시기 바랍니다 (Korean)  
 Si usted necesita la interpretación de este documento, por favor llame al (503) 672-3715 (Spanish)  
 Hadii aad u baahantahay in lagu turjumo ducumeentigaan fadlan soo wac (503) 591-4645 (Somali)  
 Если Вам нужен перевод этого документа, позвоните по телефону (503) 591-4653 (Russian)  
 Nếu quý vị cần văn kiện này thông dịch, xin gọi điện thoại (503) 591-4646 (Vietnamese)  
 Kama unahitaji hii kwa Kiswahili tafadhali piga simu (503) 672-3715 (Swahili)  
 الاتصال بالبريد الإلكتروني بالوثائق بهذه الأرقام إذا كنت بحاجة إلى تفسير الوثائق (Arabic) 503-672-3715  
 להקשר אנא להקשר את המספרים הללו לקראתהם (Hebrew) (503) 672-3715

Final Academic Marks			
Mark	Description	Mark	Description
A	Meets / Exceeds Course Targets	P	Passing
B	Meets Course Targets	P-	Progressing, but significant improvement is needed to earn a passing mark at the end of the course
C	Meets Most Course Targets		
D	Meets Limited Course Targets		
F	Does Not Meet Course Targets		
M	If an academic mark is followed by an M, then the curriculum has been modified.	S	Satisfactory
H	If an academic mark is followed by an H, then the mark is with honors.	U	Unsatisfactory
		WV	Waiver
I	Incomplete	WF	Withdrawn Failing
N	No Grade	AUD	Audit

Student Last Name  
 Student First Name  
 Grade / Homeroom

## Beaverton School District Report Card Semester 2

School Name  
 School Address  
 School Phone

Teacher: Smith, Anne				Oct	Dec	Feb
CLASS ATTENDANCE						
Absences		3	4	3		
Tardies		0	2	0		
Academic Mark		B	A	B		
Comments: Student respects points of view different from their own.						
Teacher: Jackson, Sam				Oct	Dec	Feb
CLASS ATTENDANCE						
Absences		0	1	3		
Tardies		1	1	1		
Academic Mark		F	F	A		
Comments: Student struggled to master the concepts of Mental, Social Emotional Health. I hope to get to work with you again in Health 2.						
Teacher: Jones, David				Oct	Dec	Feb
CLASS ATTENDANCE						
Absences		3	5	3		
Tardies		0	5	0		
Academic Mark		D	B	B		
Comments: Student needs to turn in work on time. Student needs to improve proficiency on Character Analysis and Theme.						
Teacher: Hall, Peter				Oct	Dec	Feb
CLASS ATTENDANCE						
Absences		3	4	3		
Tardies		1	3	1		
Academic Mark		A	A	A		
Comments: Student is meeting all learning targets, but rarely participates in challenge opportunities.						
Teacher: Carlson, Jane				Oct	Dec	Feb
CLASS ATTENDANCE						
Absences		6	7	6		
Tardies		2	4	2		
Academic Mark		D	C	B		
Comments: Student is turning in more work. Student needs to follow directions accurately. Student needs to use class time appropriately. Student needs to work on taking						
Teacher: Hall, Peter				Oct	Dec	Feb
CLASS ATTENDANCE						
Absences		3	5	3		
Tardies		4	5	4		
Academic Mark		N	N	N		
Comments:						
Teacher: Abbot, Jennifer				Oct	Dec	Feb
CLASS ATTENDANCE						
Absences		3	4	3		
Tardies		0	0	0		
Academic Mark		B	A	B		
Comments: Student is showing impressive progress. I look forward to seeing continued growth in the second semester.						
Teacher: Thomas, Robert				Oct	Dec	Feb
CLASS ATTENDANCE						
Absences		3	4	3		
Tardies		1	2	1		
Academic Mark		A	A	A		
Comments: Well done.						