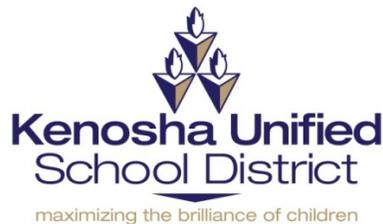


PARENT GUIDE

STANDARDS-BASED PROGRESS REPORT



GRADING FOR LEARNING IN ELEMENTARY SCHOOL



**Teaching and Learning, 3600 52 Street, Kenosha, Wisconsin 53144
(262) 359-6386, www.kusd.edu**

POLICY 5110
EQUAL EDUCATIONAL OPPORTUNITY DISCRIMINATION COMPLAINT

No student may be denied admission to, be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational, or other program or activity because of the student's sex; race; national origin; ancestry; creed; religion; color; pregnancy; marital or parental status; sexual orientation; or physical, mental, emotional, or learning disability or handicap in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Sections 504 of the Rehabilitation Act of 1975 and the Americans with Disabilities Act of 1992. This does not preclude decisions relative to classes or activities based on a student's individual performance or needs.

Students who have been identified as having a handicap or disability under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act shall be provided with reasonable accommodations in educational services or programs. Students may be considered handicapped or disabled under this policy even if they are not covered under the district's special education policies and procedures.

The district shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs. Requests for accommodations shall be made in writing and approved by the building principal, assistant principal, or classroom teacher. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and make-up opportunities for coursework missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

The district encourages informal resolution of complaints under this policy. A formal complaint procedure shall also be available to address allegations of violations that cannot be solved informally.

Annually, the district shall provide public notice of this policy, the name and address of the designated employee to receive complaints, and the complaint procedures. Student nondiscrimination statements shall also be included on staff and student handbooks, course selection handbooks, and other published materials distributed to the public describing school activities and opportunities. The complaint procedure shall be included in student and staff handbooks.

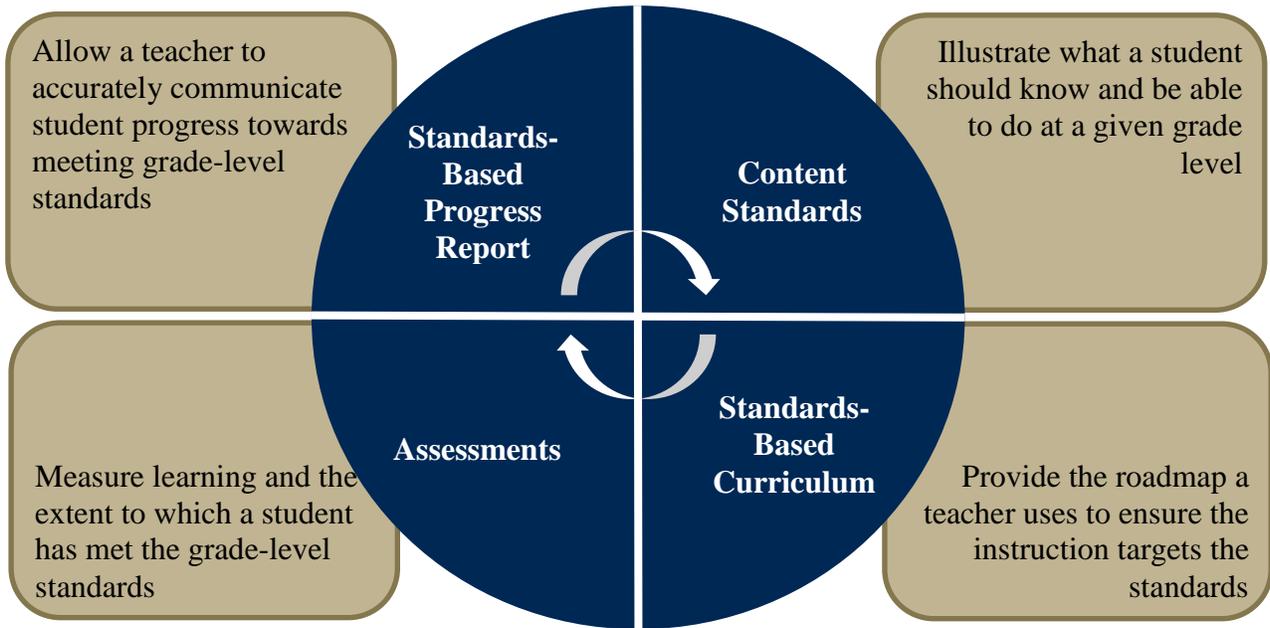
TABLE OF CONTENTS

A Standards-Based Instructional System.....	1
A Close Look at the Standards-Based Progress Report.....	2
Grading Students with Exceptional Needs	3
Frequently Asked Questions	4

**If a student or parent/guardian needs a Spanish translation of this guide,
he/she should contact the child's building principal.**

**Si un estudiante o padre/guardián necesita una traducción en española de este guía,
el/ella debe ponerse en contacto con el principal de la escuela del niño.**

A STANDARDS-BASED INSTRUCTIONAL SYSTEM



A standards-based instruction system has four components. A significant component for parents is the standards-based progress report. The four components are:

1. **Content Standards**

Content standards describe what a student should know and be able to do at the end of a given grade level.

2. **Standards-Based Curriculum**

A standards-based curriculum is the framework for instruction and learning activities that help students achieve mastery of grade-level standards.

3. **Assessment**

Assessment provides teachers and parents with information about how a student is progressing towards mastery of grade-level standards.

4. **Standards-Based Progress Report**

A standards-based progress reports communicates student progress toward mastery of grade-level standards.

A CLOSE LOOK AT THE STANDARDS-BASED PROGRESS REPORT

Academic Standards

Essential skills and concepts comprise the majority of the standards-based progress report. These essential skills and concepts reflect the grade-level standards for each content area. Academic standards report progress in this way using an accurate and comprehensive picture of student achievement each quarter.

Work Habits

Work habits impact student learning and develop over time. A section of the progress report provides parents with information about how a student's work habits are developing.

The following student work habits are reported separately from academic standards:

1. Show respect for adults, peers, and property.
2. Follow school rules.
3. Demonstrate self-control.
4. Work appropriately on independent tasks.
5. Work collaboratively in small group settings.
6. Work collaboratively in large group settings.
7. Accept responsibility.
8. Adhere to classroom routines.

Definitions of Proficiency Levels

Mastery of academic standards is assessed using five levels of competency. The levels represent the degree to which a student is able to independently demonstrate each essential content skill and concept.

ACADEMIC PERFORMANCE LEVEL KEY	
Performance Level	Standard Mark
<u>Distinguished</u> The learner demonstrates in-depth applications that go beyond what was explicitly taught.	4
<u>Proficient</u> The learner independently demonstrates explicitly taught knowledge and skills.	3
<u>Basic</u> The learner demonstrates explicitly taught knowledge and skills with support.	2
<u>Below Basic</u> The learner is unable to demonstrate explicitly taught knowledge and skills.	1
<u>Not Assessed</u> The learner was not assessed on this skill at this time.	N

An academic standard reported as *proficient* (3) indicates mastery of that standard.

The *distinguished* (4) performance level is provided for those rare instances when students exceed a standard.

GRADING STUDENTS WITH EXCEPTIONAL NEEDS

Educators are required to provide gifted and talented students, English Language learners (ELLs), and students with disabilities the opportunity to participate in a district-adopted curriculum. The student's individual needs determine how he/she participates in the general education curriculum.

To meet the student's individual needs, an *accommodation* or *modification* must be put in place for the student. These two concepts have direct implications on how teachers grade and evaluate students.

Accommodation

An accommodation is a support intended to allow an individual with a disability to gain access to content and/or complete assigned tasks. Examples of accommodations include providing a different environment for testing, using audio for access to text, or using large print books.

The grading scale (one through four) remains the same for grade-level standards when an accommodation is provided for the student.

Modification

A modification is a change in what a student is expected to learn. The changes are made to provide a student with opportunities to participate meaningfully and productively with other students in his/her classroom. An example of a modification would be changing or altering the curriculum or expectations based on the Individualized Education Plan (IEP) or the Language Development Plan (LDP) for English ELLs.

FREQUENTLY ASKED QUESTIONS

Why do Kenosha Unified School District elementary teachers use a standards-based grading system?

Educational research suggests that establishing clear and measurable academic standards for student learning increases student achievement. A standards-based grading system provides consistent grade-level standards for each subject area, focus for the learning activities students experience, and a method for communicating specific information on how students are progressing on standards.

Why use the term “progress report” for the end-of-the quarter communication to parents?

School Board Policy 6452 Student Progress Reporting states that the teachers shall make periodic reports informing the parents/guardians of their students’ progress. Since board policy uses the term “progress,” the parent reporting tool is called a progress report. Parents may often hear the terms “progress report” and “report card” used interchangeably.

How often can parents/guardians expect to receive a student progress report?

Board Policy 6452 Student Progress Reporting requires teachers in grades prekindergarten through five to provide written notice to the parent/guardian at midterm of any student not making adequate progress toward grade-level expectations. This is in addition to the four quarterly progress reports. In addition, conferences with the parent/guardian are held at regularly scheduled times during the school year. Parents/guardians will receive notification of conferences from the school their child attends and are encouraged to contact their child’s teacher any time they have questions or concerns.

How does a standards-based grading system compare to a system using letter grades such as A, B, C, D, and F?

The two systems provide very different information. Letter grades are often calculated based on averaging and points earned. The grade condenses all skills and concepts into one overall grade. Letter grades may include both academic and nonacademic factors. Standards-based grades provide information about the specific skills and concepts a student has mastered and those he or she is still working on. Nonacademic factors, such as behavior, work habits, and class participation, are reported separately from the academic standard proficiency level.

Do students with disabilities and English Language learners receive the same progress report as other students?

Yes, in most cases. Kenosha Unified School District is committed to high expectations for all learners. Federal law requires that all students receive instruction based on the same academic standards regardless of special needs. Teachers may make accommodations to help students with special needs become proficient at grade level standards. When a student with special needs has an IEP or LDP, teachers may modify grade-level standards and report progress on

goals related to those plans, rather than grade-level standards. Special needs students never receive lower proficiency scores on standards or IEP/LDP goals because they received accommodations or modifications.

Will there be a Spanish-translated version of the progress report?

Yes, the Kenosha Unified School District progress reports are available in Spanish. Any parent who needs language assistance with communicating about their child's progress should contact the Office of World Languages and Language Acquisition Program at (262) 359-6303.