

TAKE PRIDE SCHOLARS FIRST COLLABORATE WITH INTEGRITY
EXPERIENCE JOY ONE FOR ALL EXPECT EXCELLENCE



**STANDARDS BASED
GRADING**

STANDARDS-BASED GRADING

Lorain City Schools



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MUST KNOWS

Standards-based grading and reporting provides scholars, parents, and teachers with more detailed information about scholar learning than the traditional system of grading. Scores directly reflect scholar growth and proficiency according to academic standards (content and/or skills) and separate non-academic factors such as effort, participation, punctuality, preparation, and work completion, which are still assessed, but through more appropriate methods.

Summative Assessment	(Performance): This is assessment of learning after instruction and responsible for final course grades, aligned to specific content standards. Essentially, this grade represents what a scholar knows (knowledge) and what a scholar can do (skills).
Formative Assessment	(Practice): Consistent feedback given to students throughout the learning process to drive both scholar learning and teacher instruction. While they are not factored into final academic grades, formative assessments are crucial to scholar learning and help track growth. Formative assessments can be tracked for completion, and included in the effort grade on the quarterly report card.
Scholar Learning	Scholar learning is the focus. In standards-based grading, learning replaces time as the constant, limitable variable and allows for extra time/opportunities to prove content mastery based on individual scholar needs. Scholars may need more time and more than one opportunity to show what they know; our teachers are prepared to allow for multiple opportunities to prove mastery, within reasonably established guidelines. Scholars are expected to be responsible for their own learning and communicate individual challenges and learning needs with their teachers
Academic Behavior	While not included in final grades, scholars will be held to high standard in these areas: Collaborate with Integrity, Expect Excellence, Experience Joy, One for All, Scholars First, Take Pride. Extracurricular involvement will be determined by these behavioral expectations.
Standards	Ohio Learning Standards are established to clearly define grade appropriate knowledge/skills, aligning school curriculum and teacher instruction guide scholars mastery toward a common set of learning expectations.
Proficiency	Scholar achievement is measured by mastery of specific content standards. Standards-based grading focuses on measuring scholars' proficiency on a specific set of outcomes. These outcomes are shared with scholars at the outset of the course, along with a 1-5 learning scale, that explains the essential outcomes. Teachers use the Performance Level Indicators from the Ohio Department of Education to determine what it looks like to demonstrate a 1, 2, 3, 4, or 5. A scholar's progress toward proficiency is tracked by performance on learning tasks that align to the outcome, which encourages scholar ownership of the learning and allows the teacher to provide accurate feedback to the scholar.
Disengagement	Failing to submit assignments, complete homework, take assessments, and/or participate in the learning process will result in rapid, and consistent parent communication, be recorded in the scholar's effort grade, and impact their eligibility to participate in extracurricular activities.

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MUST KNOWS CONTINUED:

Learning Scales	Scholar growth will be reported and assessed using common learning scales from 1-5 – rather than the traditional point-average method. Grade books may report scores for each content standard, rather than a traditional letter-grade which incorporates many un-relatable factors
Grade Reporting	Scholars will receive guided feedback in three aspects of their role as scholars: short cycle assessment scores, core values scores, and effort scores. Assessment and feedback are the most important tasks a classroom teacher performs; appropriate reporting is essential for communicating growth to scholars and parents, providing an accurate depiction of where scholars began, how they have grown, and what they have learned (proficiency of standards) after instruction and practice.
Feedback	A goal of standards-based grading is a clearer communication of scholar strengths and focus areas to directly guide instruction and influence growth and learning. It is essential that we create an environment where scholars are aware of their own thinking and take responsibility for their own learning. Descriptive feedback, based on formative assessments, is essential in this process.
Intervention/ Enrichment	Formative assessment allows for clearer identification of scholar strengths and focus areas. Interventions may be implemented for scholars who need to focus on growth in specific focus areas, while enrichment may be implemented for students who exhibit advanced proficiency in certain content standards. Formative assessment allows these needs to be identified more quickly and more accurately.
Daily Objectives	A Daily Objective identifies what scholars will learn or be able to do as a result of instruction, and are clearly expressed to scholars at the start & conclusion of each lesson or activity.
Extra Credit	Extra credit no longer exists, but is replaced with retakes and redos. Students will have an opportunity to replace poor scores by participating in more practice and retaking tests or redoing assignments.

What Is Standards-Based Grading?

Learning is a process that takes place over time and requires active participation by all those associated with that process – teacher (providing feedback), scholar (opportunities to practice and present knowledge/skills), and parent (supporting the process). Standards-based grading creates a scenario in which all parties are able to engage in pointed and meaningful conversations about that learning process. As learning is reflected, instruction adapts to support continued growth.

- Standards-based grading focuses a scholar's learning on the essential standards for a class, or how well the scholar understands and can apply the key material in class.
- At the beginning of each interim period and/or unit, a teacher will break down the content standards for that interim period/instructional unit into smaller components and criteria.
- During the interim period/unit, the scholar receives feedback on frequent formative assessments to gauge their understanding and application of the material.
- These assessments may be administered by variety formats, such as traditional pencil-and-paper tests, online assessments, projects, discussions, reports, or any other format by which learning may be evidenced.
- At various points throughout the unit (every 2-3 weeks of instruction), scholars will participate in short cycle assessments, which will demonstrate a scholar's mastery of the essential content standards – ultimately, what they KNOW and what they can DO.

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• The goal of standards-based grading is to provide the most accurate picture of scholar learning. Constant assessment will track scholar growth, provide immediate and clear feedback, and identify any needs for either intervention or enrichment.

How Is Standards-Based Grading Different From Traditional Grading?

Standards-based grading focuses solely on progress toward mastery of the essential standards

Traditional Grading

1. Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade is given per assessment.
2. Assessments are based on a percentage system. Criteria for success may be unclear.
3. Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra-credit.
4. Everything goes in the grade book - regardless of purpose.
5. Include every score, regardless of when it was collected. Assessments record the average - not the best - work.

Standards Based Grading

1. Based upon learning goals and performance standards. Once grade is given per learning goal.
2. Standards are criterion or proficiency-based. Criteria and targets are made available to scholars ahead of time.
3. Measure achievement only OR separates achievement from effort/behavior. No penalties or extra credit given.
4. Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.
5. Emphasize the most recent evidence of learning when grading.

Adapted from O'Connor K (2002). How to Grade for Learning: linking grades to standards (2nd ed). Thousand Oaks, CA: Corwin Press.

What Are Performance Level Descriptors?

Performance Level Descriptors articulate "Learning Goals" in scale/rubric format. Learning scales are clearly communicated to scholars and give clear descriptions of levels of understanding and performance for learning at each level.

Each scale is built around content standards identified in each grade level. The learning goals are designed to align with the standards, skills, and processes in the Ohio Learning Standards.

The scores on the scale represent a learning continuum and are NOT equated to grade point average. It is understood that as scholars demonstrate low levels as they are introduced to new skills and content. Each level builds on the others and describes the learning scholars must demonstrate in order to achieve higher levels – scholars must demonstrate increasing levels of proficiency to receive higher levels. For example, a scholar may start at "1" or "2" but may still earn a "3" once they eventually demonstrate proficiency, which is the goal for all scholars. Teachers will consistently reference the Performance Level Descriptors when grading assignments and assessments.



5 Point Grading Scale

5.0	A scholar performing at the Advanced Level demonstrates a distinguished command of Ohio's Learning Standards for the grade level through Advanced mastery of the content knowledge and skills.
4.0	A scholar performing at the Accelerated Level demonstrates a strong command of Ohio's Learning Standards for the grade level & demonstrates in-depth inferences and applications with success.
3.0	A scholar performing at the Proficient Level demonstrates an appropriate command of Ohio's Learning Standards for the grade level.
2.0	A scholar performing at the Basic Level demonstrates partial command of Ohio's Learning Standards for the grade level. The scholar understands the foundational material, but is still working to master application of the concepts and skills without assistance.
1.0	A scholar performing at the Limited Level demonstrates a minimal command of Ohio's Learning Standards for the grade level & is only able to demonstrate an understanding of all of the foundational material with support.

Feedback:

Providing meaningful data is an integral part of the educational process. Standards-based grading not only offers feedback, but useful feedback that will guide both scholar learning and teacher instruction. Scholars and parents can expect to see three categories of specific feedback on their quarterly report cards. Each of these Grades will use the same 1-5 Scale for Performance Descriptors.

Overall Subject Grade with Domain Specific Grades

Core Values Grades - scholars will earn points in Kickboard for demonstrating the core values in school

Effort Grades - this will be based upon the diligence that scholars show toward completing tasks, applying new skills, and giving their best when in school.

How Teachers Use Performance Level Descriptors

• For Identifying Level 3 - Proficiency

Using Performance Level Descriptors for their grade & content, teachers identify the targeted, complex knowledge for the level 3 items, which identifies the expected level of performance for all scholars in that standard.

• For Identifying Level 2 – Foundational Material

Using Performance Level Descriptors for their grade & content, teachers identify the foundational skills for the content as Level 2. This level identifies the basic learning that is the foundation for the higher levels of learning needed in levels 3,4, & 5. Examples of this type of learning may include recall questions, fact-based skills, and basic applications.

• For Identifying Levels 4 & 5 – Accelerated & Advanced Mastery

Using Performance Level Descriptors for their grade & content, teachers identify expectations for achievement of Level 4 & 5. Levels 4 & 5 require scholars to show advanced mastery and application of skills beyond what is expected for standard proficiency (Level 3). These items are not simply harder tasks, but learning that requires extended or more rigorous thinking. Examples of this type of learning may include: applications for real-world use, solving problems in a different context, synthesizing information to create something new, or explaining connections between ideas.



Performance Level Descriptors: Foundational Points

- Levels 4 & 5 are not intended to be an overly exhaustive or impossible process; it is any opportunity for a scholar to demonstrate advanced mastery.
- Scholars may participate in alternate tasks to demonstrate Levels 4 & 5, so long as they are sufficiently rigorous and assess scholar levels appropriately in accordance with the performance level descriptors.
- The items at each level should build upon one another, rather than overlap one another.
- The 1–5 levels are standardized for all scales and should not be modified.
- The scale should focus on quality of work, not measurements of quantity. Statements of quantity for an outcome such as “with 80% accuracy” or “identify 3 out of 4” are not appropriate.
- The scale is designed as a tool for scholars, parents, and teachers, to provide clear language for academic discussion of scholar learning.

Performance Level Descriptors: 8th grade Writing Example

- Score of 1 = When writing, a student at the Limited Level can:
 - Attempt a thesis, claim, or controlling idea with significant lapses in focus, lack a counterclaim when appropriate, use inconsistent or unclear organizational structure, lack evidence, employ the most basic sentence construction and word choice;
- Score of 2 = When writing, a student at the Basic Level can:
 - Provide a thesis, claim, or controlling idea with lapses in focus, attempt to include a counterclaim when appropriate, use inconsistent or unclear organizational structure, include loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employ simple sentence construction and word choice;
- Score of 3 = When writing, a student at the Proficient Level can:
 - Adequately sustain a focused thesis, claim, or controlling idea, acknowledge a counterclaim when appropriate, include a clear organizational structure that provides a sense of completeness, provide adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduce some variation in sentence structure and adequate word choice;
- Score of 4 = When writing, a student at the Accelerated Level can:
 - Sustain a focused, thesis, controlling idea, or claim to fully examine concepts, fully address a counterclaim when appropriate, utilize an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and vary sentence structure with purposeful word choice to enhance meaning;
- Score of 5 = When writing, a student at the Advanced Level can:
 - Thoroughly sustain a compelling, focused thesis, claim, or controlling idea to examine concepts, and a fairly treated and fully addressed counterclaim when appropriate, utilize a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employ sentence structure and word choice to enhance meaning;



Assessment:

Assessment of scholar growth and proficiency is a dynamic process. While this process exceeds absolute definition, the following are agreed to be certain:

- Assessment must align to grade level/course standards.
- An assessment can cover more than one standard, but it should be clear which parts of the assessment are tied to which standards.
- Assessment must measure individual proficiency. While group work and collaboration is an important part of the 21st century classroom, only work that can be clearly attributed to an individual scholar should be used to determine proficiency.
- Assessment must accurately reflect scholar mastery of standards in a fair and consistent manner.

Frequency of Assessment:

It is required that teachers assess activities and practice multiple times (3 minimum) for each standard. All evidence should be recorded in the grade-book as it is collected, and formative assessments (practice) should be completed before a summative assessment is given. A formative assessment or assignment is a tool teachers use to give feedback to scholars and/or guide their instruction. It is not included in a scholar grade. Exit Tickets, graphic organizers, affirmative checks, extension projects, & text rendering are just a few examples of appropriate formative assessments.

Homework Policy:

Homework is never given to scholars so they can learn the material the first time around. Solid learning should be achieved before the first homework assignment is uttered. Homework is given in order for scholars to practice, reinforce, and extend what they already know.

- There must be feedback on homework assignments.
- This is central to homework's impact on scholar learning: It makes assigning anything without providing feedback close to a complete waste of time.
- If scholars receive feedback from themselves, their classmates, their teachers, or someone else, they learn dramatically more from the homework experience.
- Therefore: in the same planning breath we use to design our homework assignments, we need to ask ourselves, "How will scholars receive descriptive feedback on this?"
- Homework is what we do reinforce content, practice the skills, and meet the standards; it is not a final decree of proficiency for any objective or assessment.
- We do not grade homework because grades reflect a summative declaration of what we know and are able to do regarding a standard.
- The grade should not be raised or lowered by the cumulative quality of practice assignments that take place prior to the summative assessment.
- The routes we take to mastery will vary from person to person, but the important and honest determination comes at the end of the learning because we can then gauge what the scholar has learned as a result of his/her participation in this class.

Re-Take Policy:

Scholars have opportunities to display their mastery of content knowledge and skills - even if that doesn't happen during the initial assessment. It is the right of every scholar to retake assignments, provided scholars have adequately prepared for retakes, per confirmation of teacher. Therefore, the following policies are in place to outline the process for scholars to participate in assessment/activity retakes:

- Teacher coordinates either formal or informal retake with scholars individually to determine changes in proficiency level
or
- Scholar/parent makes formal request to teacher for re-take assessment
- Teacher approves request if evidence supports scholar has made effort to prepare for assessment (School Site Specific opportunities).
- Examples of evidence - peer or adult tutoring, revised assignments/tasks with reworked problems & parent signature, scheduled teacher assistance, etc.
- No retakes will occur during the final week of the grading period



Late Work Policy:

There should be a clear distinction between late daily homework assignments and late major projects or papers. If daily homework is recorded only in the nonacademic portion of the grade, it seems acceptable that a teacher might not accept or credit late homework. A scholar who does not turn in all daily assignments but who has mastered the material can still receive a high grade in the academic component if he or she demonstrates strong learning through in-class assessments. Conversely, a scholar who turns in all of his or her homework but is not learning will receive high marks for the non-academic portion, but not on academic components.

Major assignments, such as projects or research papers, should be handled differently. Because they are important learning opportunities, they should be accepted even when they are late. The difficulty arises in determining how to assign a grade to late work. A common practice for teachers is to simply reduce the grade, but this practice confuses the issue. A lower grade for an essay turned in late does not accurately communicate how well the scholar has learned and performed. The grade may indicate that the scholar is a poorer writer than he or she actually is. With a disaggregated grade, however, the teacher can record a low core values and effort grades to reflect that the scholar missed the deadline while giving the paper a grade on the academic component that accurately reflects what the scholar has learned.

Extracurricular Activity Eligibility:

Lorain City Schools abides by all policies outlined in the OHSAA bylaws pertaining to athletic eligibility. This includes, but is not limited to, academic eligibility. Scholars that are eligible to participate, but have not met certain academic or behavioral standards set by the coaching staff, building principal and/or athletic department may be required to participate in an academic and/or behavioral intervention plan. Each plan will be tailored to the needs of that specific scholar.

Seasonal Athletic Eligibility: No Change to Pre-Existing Policy

The Board recognizes the value of interscholastic extracurricular activities for scholars in grades 7-12 as an integral part of the total school experience. Since participation in interscholastic extracurricular activities is a privilege and not a right, scholars are expected to demonstrate competence in the classroom as a condition of participation.

Interscholastic extracurricular activities are defined as school-sponsored scholar activities involving more than one school or school district.

The Board permits scholars in grades 9 through 12 to participating in interscholastic extracurricular activities if they receive a failing grade in the previous grading period. As a condition for the privilege of participating in interscholastic extracurricular activities, a scholar must have attained a minimum grade-point average of 1.0 on a 4.0 grading scale.

In addition, scholars participating in any program regulated by the OHSAA must also comply with all eligibility requirements established by the Association. In order to be eligible, a high school scholar must have passed a minimum of five one-credit courses or the equivalent, that count toward graduation, in the immediately preceding grading period. The five courses may be a combination of high school and college courses.

A scholar enrolled in the first grading period of the ninth grade after advancement from the eighth grade must have passed a minimum of five of all subjects carried the immediately preceding grading period in which the scholar was enrolled in the eighth grade.

A scholar enrolling in the seventh grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, the scholar in grade seven or eight must be currently enrolled in school the immediately preceding grading period, and received passing grades during that grading period in a minimum of five of those subjects in which the scholar received grades.

Failure to comply with the grading period eligibility requirements results in extracurricular interscholastic ineligibility for the succeeding grading period.

A scholar declared ineligible due to not meeting the district's GPA standard may regain eligibility for the current grading period by participating and following all guidelines outlined in the athletic tutoring program.



Special Education:

1. Scholars who receive Special Education services and are NOT Alternately Assessed will be taught to master the grade level standards and to show evidence of mastery on the Ohio State Assessment of their assigned grade.
 - Scholars with Individualized Education Plans will receive the services that are prescribed within their IEP in order to help them master grade level standards.
 - In accordance with the scholar's IEP, any/all accommodations that are prescribed for testing will be afforded to scholars for summative assessments for the duration of the school year.
 - The 1-5 scale will be utilized on assignments and assessments for scholars who are serviced by Individualized Educational Plans.
 - Special Education Progress reports will indicate the scholar's progress toward their IEP goals, while quarterly report cards will reflect the scholar's standard mastery on a 1-5 scale. This means that a scholar could meet their IEP goal, while not yet showing proficiency on the grade level standard.
2. Scholars who are Alternately Assessed will follow the Extended Standards.

Pre-K Guidance

Because the current pre-K report card is already aligned to Ohio Early Learning Standards, pre-K teachers will use the same report cards they used last year. These are paper report cards, so pre-K teachers will not be expected to use the PowerSchool reporting system. A link to the report cards can be found on the Pre-K Staff Guide.

The pre-K report card uses a 3-point scale (B=beginning mastery, P=progressing mastery, M=mastery), similar to the scale used in K-1. Teachers will use ongoing observational assessment to complete the report cards. Because the report card and the ELA are both aligned to the Ohio Early Learning Standards, teachers can use the same data to inform their ELA and report card grades.

Pre-K report cards will go home to parents at the end of the 2nd, 3rd, and 4th grading periods. At the November parent-teacher conference, teachers will review the blank report card with families to set expectations for what students will be assessed on.

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K-2 Guidance

With the district-wide shift to standard-based grading this year, some small but important changes have been made to the K-2 report card:

	Last year's report card	This year's report card	Why the shift?
What standards are listed?	Domains only	Each individual standard	Marking mastery of each standard allows us to communicate in greater detail with families about what students have learned and what they need additional practice with. That said, we must remember that the K-2 literacy standards are in service of a larger goal— teaching our scholars to read . While marking mastery of each standard allows for greater specificity, we must be careful not to respond by drilling specific skills in isolation without giving scholars a chance to practice them in context.
What scale is used?	O=85% and above S=70%-84% NI=69% and below	3=mastery (demonstrates full mastery) 2=progressing mastery (demonstrates partial mastery) 1=beginning mastery (demonstrates mastery only with teacher support)	The new scale is not dependent on percentages, but instead requires the teacher to analyze student work with a deep understanding of what the standard is asking. We are using a 3-point scale instead of a 5-point scale because there are no performance level descriptors for K-2, so there is no compelling rationale to switch to a broader scale in these grades.

Note: While 2nd grade teachers will use ANET interim assessments to assess mastery, K-1 teachers will assess mastery using the unit/topic assessments from Wonders and enVision. Each of these assessments contains an item analysis tool that shows which standard is aligned to each assessment question. Teachers will enter the grades from these assessments into PowerSchool, marking each standard that the assessment measures with a 1, 2, 3. On the report card, PowerSchool will calculate the mode, or most frequently occurring score, for each standard, and this is the score that the student will receive on that standard.



Report Card Parent Summary Page

The first page of the report provides a summary for parents to view the overall performance on each subject. The Core content areas (Reading, Mathematics, Science, & Social Studies) include Domain Specific Grades as well as an Overall Grade. The Overall grade is the average of the Domain Grades. This Overall Grade tells a parent if the scholar has attained grade level proficiency in the course based upon the 5 point scale (attaining a 3 or more). The Domain Specific grades provide an average of the scholar's achievement on the standards that make up that domain. Each Subject includes A Core Values Grade, and an Effort Grade. The Performance Descriptors section provides a summary of the grading scale. A visual of the summary page is included below.

Grade Calculation:

Achievement:

Accurate grades are based upon the most consistent evidence. We look for a pattern of achievement including trends, not the average of the data. This means we focus on the median and the mode with the most recent scores being weighed heavier than earlier scores.

- The Mode is the score that is most frequently occurring in a series of observations or assessment data.
- The most recent three assessments will be utilized to calculate mode within Power School.

Core Values:

Teachers will assign Core Values points using Kick-board. Scholars who consistently demonstrate the the Core Values will earn privileges at the classroom and school level (school site specific).

- Scholars will be ranked in order from highest point earners (score of 5) to lowest point earners (1) based upon the amount of Core Values points they accumulate.
- Scholars can earn Core Value points from any teacher they work with (including Special Education, Itinerate, Classroom teachers, Administrators, etc.).
- Our educators will consistently seek out authentic opportunities to acknowledge scholars by awarding Core Values points through Kick-board.

Effort:

Teachers will record effort grades based upon the 5 point scale by observing homework completion, and involvement in the learning process.

- School Administrators will work with teachers to develop effort criteria for their site.
- Teachers will enter preliminary effort grades into Power School during interim reporting periods & a final effort grade for each report card period.

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Grade Calculation Continued:

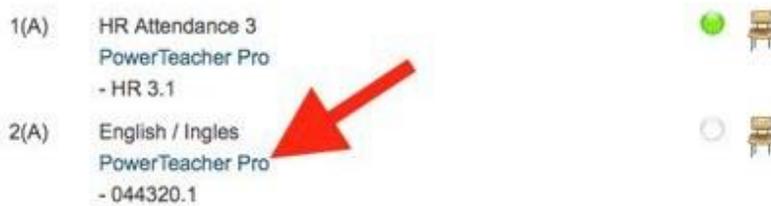
Lorain City Schools Helen Steiner Rice Elementary																												
Student: Kenan Bishop					StudentID: 406706																							
Homeroom Teacher: Barb Bowen					Grade: 2																							
Principal: Bill Ohle					Year: 2018-2019																							
PERFORMANCE DESCRIPTORS					ATTENDANCE																							
<small>5: Advanced - Performs at a much higher level than expected to show understanding of the standards. 4: Accelerated - Performs at a higher level than expected to show understanding of the standards. 3: Proficient - Performs at a level that meets the standards expectations. 2: Basic - Shows some skill in the area but needs more help to show proficiency within the standards. 1: Limited - Shows no skill in the area and needs more help to show proficiency within the standards.</small>					<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Final</th> </tr> </thead> <tbody> <tr> <td>Days Absent</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td></td> </tr> <tr> <td>Days Tardy</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> </tbody> </table>							1	2	3	4	Final	Days Absent	0.0	0.0	0.0	0.0		Days Tardy	0	0	0	0	
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ENGLISH LANGUAGE ARTS					SCIENCE																							
Overall Grade					Overall Grade																							
Reading: Literature					Earth and Space Science																							
Reading: Foundational Skills					Physical Science																							
Reading: Informational Texts					Life Science																							
Writing																												
Speaking and Listening																												
Language																												
Learning Standards Feedback					Learning Standards Feedback																							
Shared Core Values					Shared Core Values																							
3					3																							
Effort					Effort																							
3					3																							
MATHEMATICS					SOCIAL STUDIES																							
Overall Grade					Overall Grade																							
Operations and Algebraic Thinking					History																							
Number and Operations in Base Ten					Geography																							
Measurement and Data					Economics																							
Geometry					Government																							
Learning Standards Feedback					Learning Standards Feedback																							
Shared Core Values					Shared Core Values																							
3					3																							
Effort					Effort																							
3					3																							
MUSIC EDUCATION					PHYSICAL EDUCATION																							
Overall Grade					Overall Grade																							
ART EDUCATION																												
Overall Grade																												



Power School

Attaching Standards to Assignments:

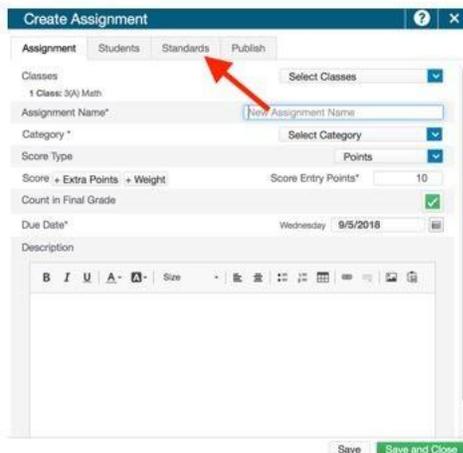
1. Log into the grade book (<https://ps-lo.metasolutions.net/teachers/home.html>)
2. Click on the link to PowerTeacher Pro below the courses listed on the home-screen.



3. From within the grade book click on the “Create” button in the upper right of the screen. Choose Assignment.



4. This will open the “Create Assignment” box. Fill in the fields for assignment name, category and input the correct amount of points for the assignment. You can also enter a description. The description can be viewed by the parents. To apply standards to the assignment, click on the “Standards” tab.



5. Click on the standard or standards that apply to the created assignment. Then “Save”.



Assessing Standards Utilizing the Grade Book

Example 1:

1. The teacher has an assignment that is covering 3 standards. The assignment is created and the 3 standards are added to the assignment.

Create Assignment

? ×

⚠ Assignment Students **Standards** Publish

Classes
1 Class: 2(A) English / Ingles

Show Selected Standards Add/Edit Standards

FILTER	
<input type="text"/>	<input type="checkbox"/>
RL.3.1 - Ask and answer questions to demonstrate understanding of a text	<input checked="" type="checkbox"/>
RL.3.2 - Analyze literary text development	<input type="checkbox"/>
RL.3.3 - Describe characters in a story and explain how they contribute to events	<input checked="" type="checkbox"/>
RL.3.4 - Determine the meaning of words and phrases as they are used in a text	<input type="checkbox"/>
RL.3.5 - Refer to part of stories or text using terms such as chapter, scene, stanza	<input type="checkbox"/>
RL.3.6 - Describe the difference between points of view in texts	<input checked="" type="checkbox"/>



Assessing Standards Utilizing the Grade Book Continued

2. After the scholars turn in their assignment the scores are entered into PowerTeacher Pro.

Class Barb's Example Assignment ⌵ ⚙️

Assignment: Barb's Example Assignment Edit Assignment Show More

Score Type: Points (10) Score: 9 | 9 Due: 9/7/2018

STUDENTS (17)	SCORE (9/7/2018)	RL.3.1	RL.3.3	RL.3.6
1. Bl nna	9			
2. Ci , Matthew	8			
3. Gi Elijah	7			
4. Hi son, Nadine	8			
5. Hi Martin, Devin	9			
6. Ki ae'Quan	10			
7. Li si, Makayla	7			
8. M il, Ameina	8			
9. M l, Jennialys	9			
10. I ss, Jeziell	6			
11. F , Miguel	6			
12. F juez, Hannah	8			
13. F rford, Michael	9			
14. I sr, No'Arie	10			
15. I rt, Antonio	4			
16. I , Zion	6			
17. Marqua	9			

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3. Next the mastery of each standard on the assignment will be entered. In grades 3rd-8th, this will be entered as a 1-5 (based upon the Performance Scale). In grades K-2, this will be entered as a 1-3. In the example below Jenna demonstrated advanced mastery on standard RL.3.1 and RL.3.3 but Proficiency in RL.3.6

Class Barb's Example Assignment ⌵ ⚙️

RL.3.6 Describe the difference between points of view in texts Show More

Grade Scale Type: (1 - 5)

STUDENTS (17)	SCORE (9/7/2018)	RL.3.1	RL.3.3	RL.3.6
1. Jenna	9	5	5	3
2. Matthew	8			



Considerations for Retention:

The promotion of each scholar is determined individually. The decision to promote or retain a scholar is made on the basis of the following factors. The teacher takes into consideration: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average.

Promotion procedures demand continuous analysis and study of the scholar's cumulative scholar case history records. Administration guidelines must be developed and reviewed and may include the following elements.

A scholar receiving passing grades (score of 2 or above) in the core courses is promoted.

- A scholar having failing grades in the core courses at the end of each year is evaluated by the teachers, guidance counselor and principal for placement.
- A scholar having failing grades may be assigned to the next higher grade with discretion only with approval of the principal.
- No scholar having passing grades, "2" or above, throughout the year is failed.
- No scholar should be retained more than twice in elementary grades, kindergarten through eighth grade.
- Documentary and anecdotal evidence should be available to justify retention.

Any scholar who is truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas in the current grade is retained unless the student's principal and the teachers of the failed subject areas agree that the scholar is academically prepared to be promoted to the next grade level.

"Academically prepared," means that the principal, in consultation with the student's teacher(s), has reviewed the student's work and records and has concluded that, in his/her judgment as a professional educator, the scholar is capable of progressing through and successfully completing work at the next grade level.

Any student, unless excused from taking the third grade reading assessment under Ohio Revised Code Section (RC) 3301.0711, who does not attain at least the equivalent level of achievement as required by RC 3301.0710 on the assessment, is not promoted to fourth grade unless one of the following applies:

1. The scholar is a limited English proficient scholar who has been enrolled in United States schools for less than three full school years and has had less than three years of instruction in an English as a second language program.
2. The scholar is a child with a disability entitled to special education and related services under RC 3323 and the student's Individualized Education Program (IEP) exempts the scholar from retention under this division.
3. The scholar demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education.
4. All of the following apply:
 - The scholar is a child with a disability entitled to special education and related services under RC 3323.
 - The scholar has taken the third grade English language arts achievement assessment prescribed under RC 3301.0710.
 - The student's IEP or 504 plan shows that the scholar has received intensive remediation in reading for two school years but still demonstrates a deficiency in reading.
 - The scholar previously was retained in any of grades kindergarten to three.
5. The scholar received intensive remediation for reading for two school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Students promoted under this section continue to receive intensive reading instruction in grade four. The instruction includes an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the scholar that has been successful in improving reading among low-performing readers.

Response to Intervention process is offered for students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level.

Any scholar who has been retained because of results on the third grade English language assessment and who demonstrates during the academic year that he/she now is reading at or above grade level is promoted to the fourth grade pursuant to the District-level midyear promotion policy.