

CMS/SMS Parent Meeting: Proficiency-Based Grading

May 13, 2019

Welcome from CMS and SMS!

Brett McPherson - Principal

Jessica Larson - Assistant Principal

Chris Walocha - Assistant Principal

Nikki Penhersi - Instructional Coach

Cathy Cassaro - Instructional Coach for Tech

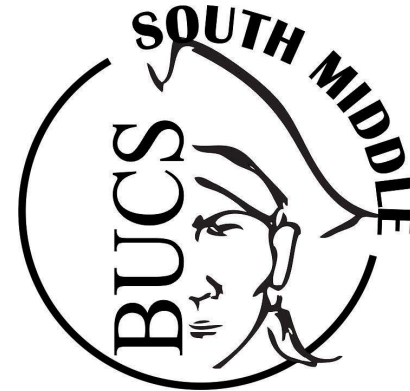
Ben Commare - Principal

Steve Repka - Assistant Principal

Linda Colson - Assistant Principal

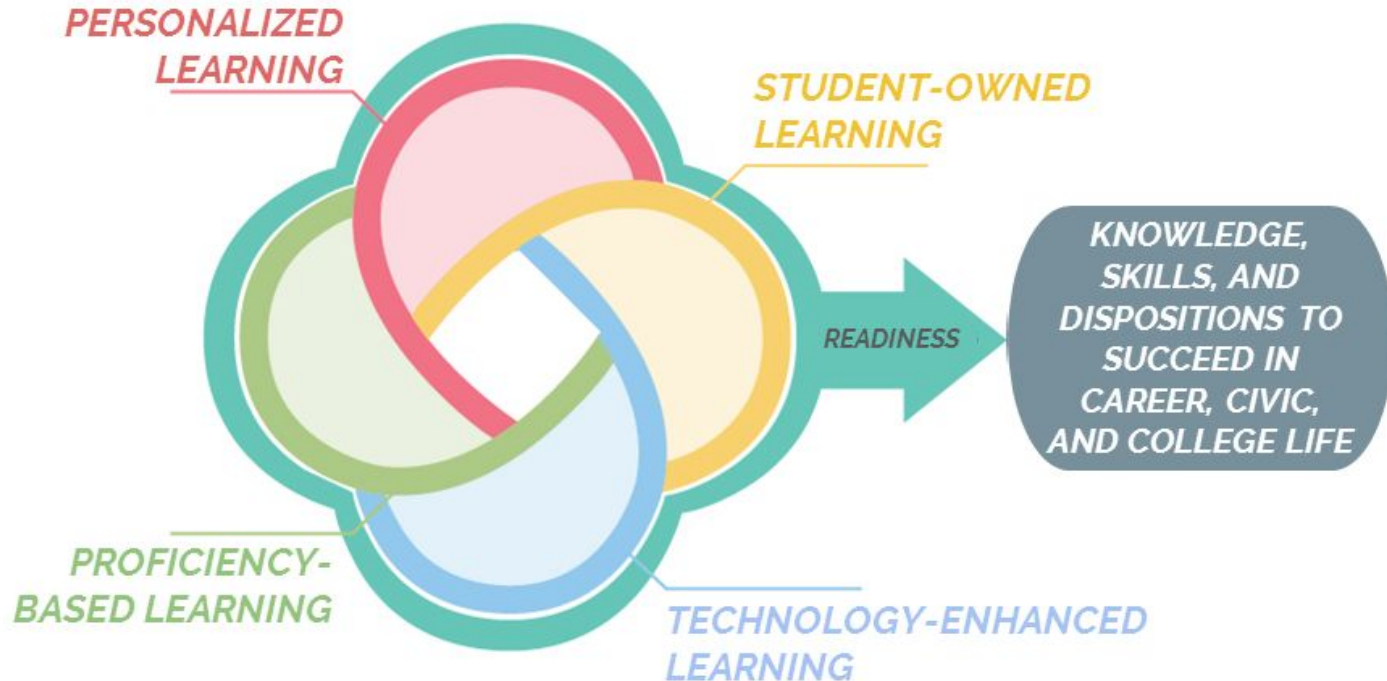
Autumn Elrod - Instructional Coach

Alan McCormick - Instructional Coach for Tech



Student Centered Education: Proficiency-Based

STUDENT CENTERED EDUCATION



Proficiency Scales Developed

ILLINOIS LEARNING STANDARDS

The Illinois Learning Standards establish expectations for what all students should know and be able to do in each subject at each grade. The standards emphasize depth over breadth, building upon key concepts as students advance. The standards promote student-driven learning and the application of knowledge to real world situations to help students develop deep conceptual understanding. Intentionally rigorous, the Illinois Learning Standards prepare students for the challenges of college and career.

The state assessments in English language arts, mathematics, and science align to the Illinois Learning Standards. Illinois school districts make instructional and curricular decisions locally to best meet all students' learning needs.



7th Grade ELA		Informational Text
Priority Standard RI.7.6		
Students can determine an author's point of view or purpose in a nonfiction text and analyze how an author distinguishes his/her position from that of others		
4	The student has exceeded the expected level of mastery. This means that the student has demonstrated an ability to apply his or her learning at a greater level of complexity or to transfer the learning to another context. Both of these demonstrations go beyond what was taught in the classroom.	
3	The student is demonstrating mastery at Cites two or more pieces of relevant textual evidence to support what the informational text says when: <ul style="list-style-type: none"> • Determining how the author's purpose or perspective is conveyed in the text • Analyze how the author distinguishes his or her position from that of others 	
2	The student is approaching mastery and may need to develop the following: <ul style="list-style-type: none"> • Recognize or recall specific vocabulary, such as: author's purpose, author's perspective • Cites irrelevant textual evidence • Identify author's purpose (e.g. persuade, inform, or entertain) • Identify author's perspective 	
1	The student is developing basic understandings, sometimes with assistance.	

Proficiency Scales

Proficiency Based Levels of Mastery	
4	Exceeds the standard
3	Mastery of the standard
2	Approaching the standard
1	Basic understanding

Proficiency Scales

Proficiency Based Levels of Mastery	
4	Can apply to greater complexity
3	Demonstrates ability to... - -
2	May need to still develop the following... - -
1	Basic understanding, sometimes with assistance.

Priority Standard RI.7.6

Students can determine an author's point of view or purpose in a nonfiction text and analyze how an author distinguishes his/her position from that of others

4

The student has exceeded the expected level of mastery. This means that the student has demonstrated an ability to apply his or her learning at a greater level of complexity or to transfer the learning to another context. Both of these demonstrations go beyond what was taught in the classroom.

3

The student is demonstrating mastery at

Cites two or more pieces of relevant textual evidence to support what the informational text says when:

- Determining how the author's purpose or perspective is conveyed in the text
- Analyze how the author distinguishes his or her position from that of others

2

The student is approaching mastery and may need to develop the following:


- Recognize or recall specific vocabulary, such as: author's purpose, author's perspective
- Cites irrelevant textual evidence
- Identify author's purpose (e.g. persuade, inform, or entertain)
- Identify author's perspective

1

The student is developing basic understandings, sometimes with assistance.

Report Card Components:

- 1) Academic Outcome Proficiency Scores
- 2) Habits of Work Proficiency Scores
- 3) Attendance

				
Report Card - 2019/2020				
Belvidere Middle School				
Principal: Principal's Name				
Student Name: Student's Name				
Grade: 6 th				
Counselor: Student's Counselor				
<p>The purpose of this report card is to communicate student achievement or progress toward established academic</p>				
GRADING SCALE				
4	Exceeds the Standard			
3	Mastery of the Standard			
2	Approaching the Standard			
1	Partial Knowledge of the Standard with Assistance			
OVERALL COURSE PROGRESS				
Performance Scale				
E	Exceptional Progress			
P	Appropriate Progress			
I	Insufficient Progress			
W	Academic Warning			
Daily Attendance				
Description	PR1	S1	PR2	S2
Absences	1	0	2	
Tardies	1	2	2	
Year to Date	2	4	8	

English/Language Arts / Teacher Name					
Overall Progress	PR1	S1	PR2	S2	
	I	P	P		
Academic Outcomes					
Scale	PR1	S1	PR2	S2	
Compare and contrast texts of different genres based on their similar themes and topics	2	2	3		
Write a well-organized and descriptive narrative	2	3	3		
Analyze impact of words and connotation on tone; interpret figurative language	2	3	3		
Identify text structure, cite textual evidence to support what the text says, and create a summary without personal opinion	1	2	3		
Type 35 WPM and demonstrate word processing skills (add bullets/numbers, links, images)		2	2		
Determine the meaning of a word using: context clues, Greek & Latin affixes, or reference materials		3	3		
Cite textual evidence as support for inferences, determining theme, summarizing, and describing change		2	2		
Habits of Work					
Scale	PR1	S1	PR2	S2	
Team work	2	2	3		
Self-Direction	2	2	3		
Respect	3	3	3		

Mathematics/ Teacher Name					
Overall Progress	PR1	S1	PR2	S2	
	P	P	P		
Academic Outcomes					
Scale	PR1	S1	PR2	S2	
Add, subtract, multiply, and divide multi-digit decimals.	2	2	3		
Compute fluently with multi-digit numbers and find common factors and multiples	2	3	3		
Divide and multiply fractions by fractions in word problems	2	3	3		
Compare and order integers using the absolute value of rational numbers	1	2	3		
Graph and determine distance between points in four quadrants of the coordinate plane		2	2		
Write, read, and evaluate expressions in which letter stand for numbers.		3	3		
Solve one-variable equations and inequalities		2	2		
Represent and analyze quantitative relationships between dependent and independent variables.		2	2		
Understand ratio concepts and use ratio reasoning to solve problems.			2		
Summarize and describe distributions. Summarize numerical data sets in relation to their context.			3		
Habits of Work					
Scale	PR1	S1	PR2	S2	
Team work	1	2	3		
Perseverance	2	2	2		
Work Quality	3	3	3		

Science/ Teacher Name					
Overall Progress	PR1	S1	PR2	S2	
	I	P	I		
Academic Outcomes					
Scale	PR1	S1	PR2	S2	
Demonstrate lab safety, work in a team, make inferences, and develop a model to solve a problem.	2	2	2		
Analyze rock layer patterns and fossil records to interpret possible geologic and biological events that have occurred	3	3	3		
Develop a model to describe the key processes of the rock cycle	2	2	2		
Analyze fossils, rocks, continental shapes, and seafloor spreading to support the theory of continental drift	2	2	3		
Graph and determine distance between points in four quadrants of the coordinate plane	2	3	3		
Given evidence, explain how the Earth's surface can change either gradually or rapidly	3	3	4		
Create a plan for monitoring and minimizing the human impact on the water supply.	1	2	2		
Use data to explain and predict weather patterns and how various technologies can reduce effects of natural disasters		2	2		
Explain the relationship between human population, renewable & non-renewable energy, and climate change		1	1		
Describe the causes and effects of the earth and moon's rotation, tilt, orbit, etc.		2	2		
Habits of Work					
Scale	PR1	S1	PR2	S2	
Team work	2	2	3		
Prepared & Organized	1	1	2		
Respect	3	3	4		

Transition to High School

Mastery and End of Course Grades		
All 4s/3s	A	Consistently met or exceeded all priority standards.
$\geq 50\%$ 3s, no 1s	B	Consistently met most priority standards.
$< 50\%$ 3s, no 1s	C	Made progress on all standards, met some priority standards.
All 2s	D	Made progress on all standards.
Any 1s	I or F	I - Insufficient evidence of learning or of reaching basic standards. With additional time, student may successfully complete the course. F - Not enough evidence of learning. Student needs to repeat the course.