

CURRICULUM 2.0: STANDARDS-BASED GRADING AND REPORTING

INFORMATION FOR PARENTS



Our discussion will address—

- standards-based grading and reporting
- the rationale for implementing standards-based grading and reporting in MCPS
- the alignment between Curriculum 2.0 and standards-based grading and reporting
- components of the Curriculum 2.0 report card and Progress Report.

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What is Standards-based Grading and Reporting and Why are We Implementing It?

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What is standards-based grading and reporting?

It is a comprehensive system that:

- aligns instruction and assessment to standards
- aligns grades to standards

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What is standards-based teaching and learning?

It is a comprehensive system that:

- Aligns instruction to standards.
 - **Internationally driven** Common Core State standards and Maryland state standards.
- Measures student academic progress toward grade-level expectations through multiple and varied opportunities.
- Aligns grades to standards to provide meaningful information about student achievement and progress.
- It gives more specific information

Why are we implementing standards-based grading and reporting?

Standards-based teaching and learning:

- links instruction and grading to standards
- provides an accurate reflection of what students know and are able to do
- increases student achievement



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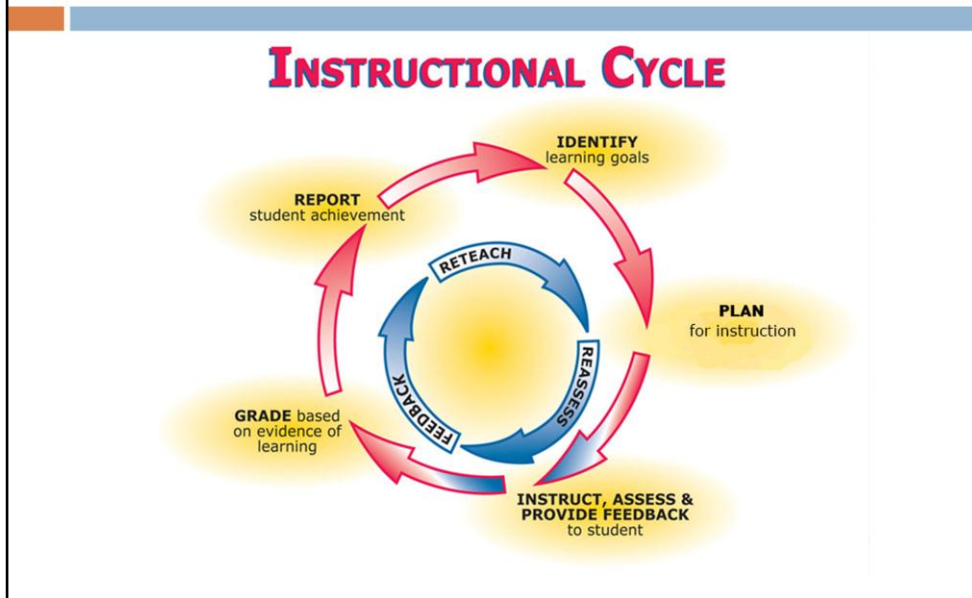
Linking instruction and grading to standards provides consistency and clarity.



How are Curriculum 2.0 and Standards-based Grading and Reporting Aligned?

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Curriculum 2.0 Instructional Cycle



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Montgomery County Public Schools has developed a standards-based curriculum, Curriculum 2.0, which clearly specifies what students are expected to know and be able to do **by the end of each grade level** in reading/language arts, mathematics, science, social studies, art, music, physical education, and ESOL.

Curriculum 2.0 is based on a strong body of research and is designed to provide a well-rounded education for students, while also developing the critical and creative thinking skills that are so important for success in academics and in life. In mathematics, reading, and writing, the curriculum is based on the Common Core State Standards, the new internationally driven standards adopted by Maryland and 45 other states.

Curriculum 2.0 allows for more instructional focus on the arts, information literacy, science, social studies, and physical education.

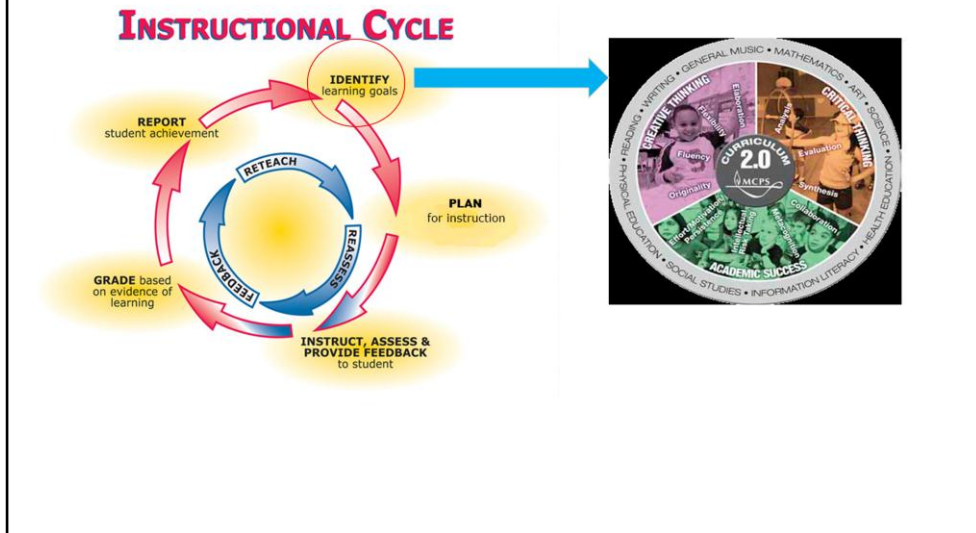
Curriculum 2.0 will help give our students a strong educational foundation in elementary school and lead to greater success in middle and high school.

This graphic helps us to understand the role/relationship of grading and reporting to standards-based teaching and learning.

Curriculum, instruction, and assessment are the major components of standards-based teaching and learning.

Grading and reporting complete the instructional cycle.

Identifying Learning Goals



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We begin with identifying learning goals.

Our learning goals are clearly defined in Curriculum 2.0.

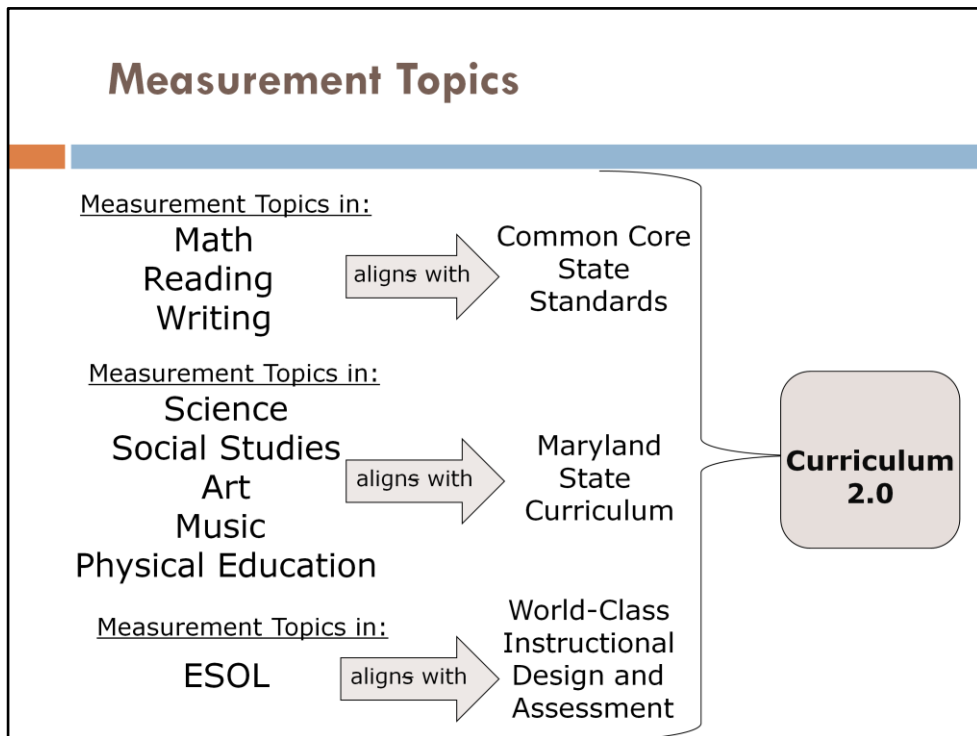
Learning goals define what students should know and be able to do by the end of the year.

Curriculum 2.0 Organization

Measurement Topics

- Related learning goals are organized into Measurement Topics.
- Each content in Curriculum 2.0 contains two or more Measurement Topics.

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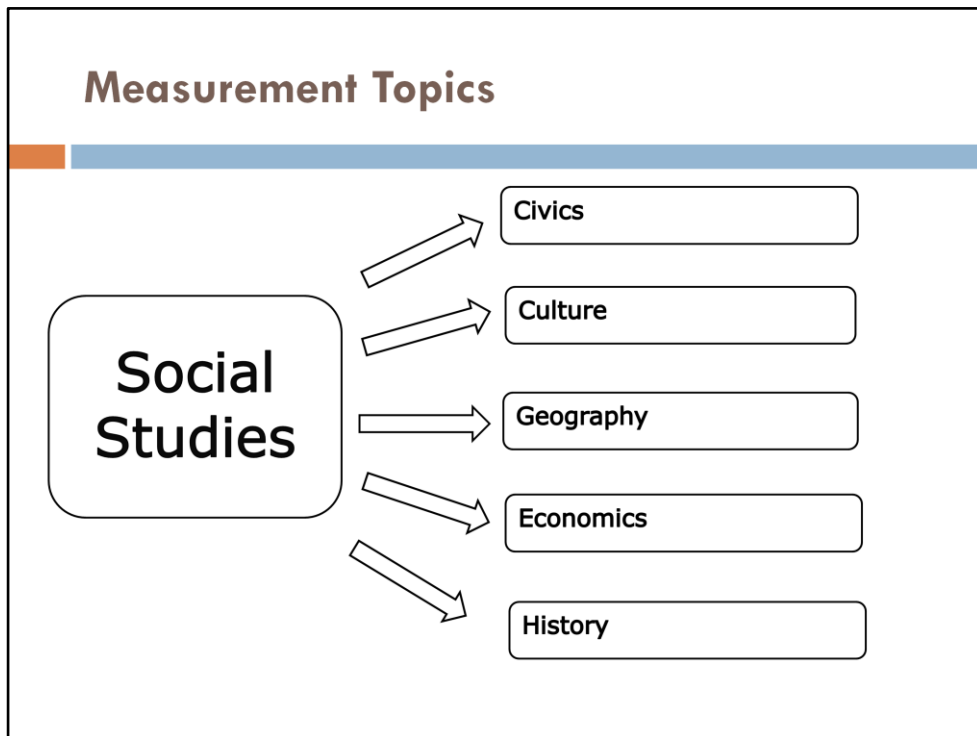


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In mathematics, reading, and writing, the Measurement Topics have been aligned with the Common Core State Standards.

In science, social studies art, music, and physical education, the Measurement Topics have been aligned to the Maryland State Curriculum.

In ESOL, the Measurement Topics have been aligned to the World-Class Instructional Design and Assessment.



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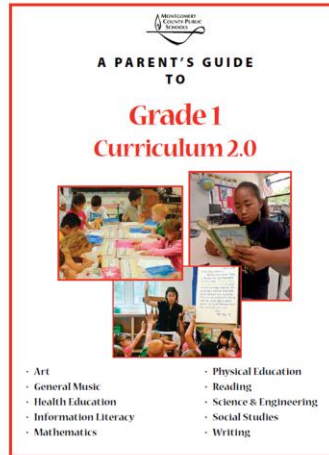
In the past, everything your child learned in social studies was combined into one grade.

Measurement Topics provide more detail about what is being learned by students in a subject.

- For instance, social studies has multiple Measurement Topics including Civics, Culture, Geography, Economics, and History.

Now, your child's progress will be reported for each of these Measurement Topic.

Parent's Guide to Curriculum 2012–2013



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Each year parents receive a *Parent's Guide to Curriculum* that provides an overview of grade-level expectations and explains what students will be learning in each subject for that school year.

It is a resource to help parents understand the curriculum of each subject that will be reported each marking period on the report card.

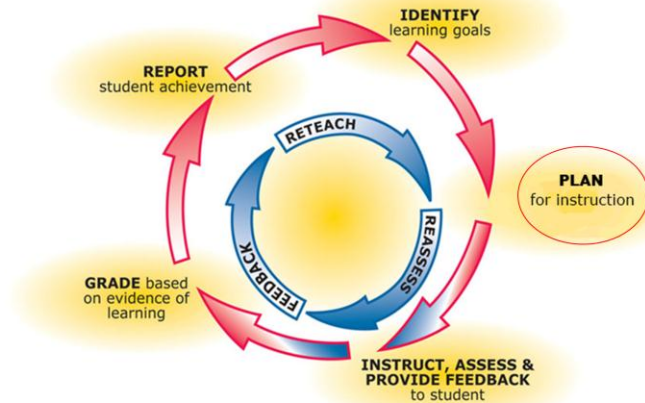
You will also receive additional information from your principal and teachers.

If you would like more information specific to the content of your child's grade, you may access A Parent's Guide to Curriculum 2.0 at <http://www.montgomeryschoolsmd.org/curriculum/elementary/guides.aspx>

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Plan Instruction

INSTRUCTIONAL CYCLE



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Moving on in the instructional cycle, after determining learning goals, teachers plan instruction.

When teachers plan instruction, they first study the curriculum.

Teachers plan for multiple and varied opportunities to allow students to demonstrate their understanding of the content.

Teachers plan to differentiate their instruction to meet the needs of all students.

Proficiency Statements

- Every Measurement Topic has a corresponding proficiency statement.
- A proficiency statement provides clarity on what students should know or be able to do by the end of the year within a Measurement Topic.

JT

As teachers study the curriculum. They consider proficiency statements.

What is a proficiency statement?

- Every Measurement Topic has a proficiency statement.
- The proficiency statement provides clarity on what students should know or be able to do by the end of the school year.

Teachers plan with the end in mind using proficiency statements.

The curriculum provides instructional resources and **sam**

Proficiency Statement Social Studies, Grade 1

Civics

Students demonstrate proficiency of Grade 1 standards for this measurement topic by:

- recognizing, identifying, describing, and explaining the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

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Let's take a look at a proficiency statement.

This is the proficiency statement for Grade 1 Civics.

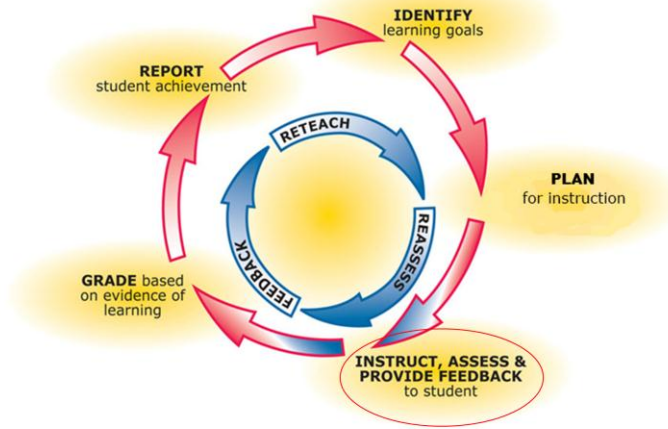
The proficiency statement together with the grade level social studies learning goals define the skills and understandings that all students will demonstrate.

A student may demonstrate understanding of 'identifying rights and responsibilities' by:

- Participating in role play demonstrating rights and responsibilities
- Sorting picture or word cards of rights and responsibilities
- Generating a list of rights and responsibilities
- Participating in an oral discussion of rights and responsibilities
- Drawing and labeling rights and responsibilities

Instruct, Assess, and Provide Feedback

INSTRUCTIONAL CYCLE



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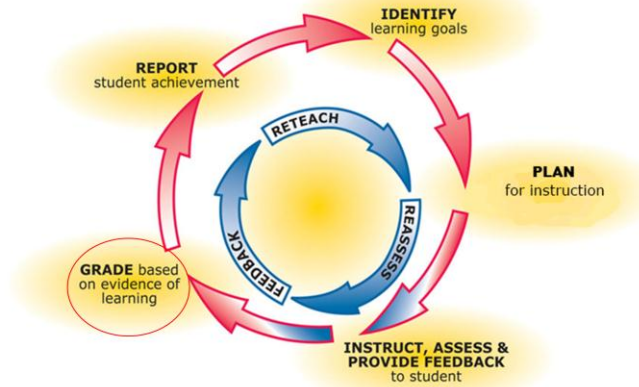
After planning instruction based on learning goals, proficiency statements, and sample lessons, teachers are able to instruct students, assess them, and provide feedback on the content.

Teachers deliver planned instruction and collect data daily on how well the students are learning the content. This daily assessment of learning supports teachers as they provide feedback to students to guide their learning.

Students are given multiple and varied opportunities to demonstrate their understanding of the content.

Grading Student Understanding

INSTRUCTIONAL CYCLE

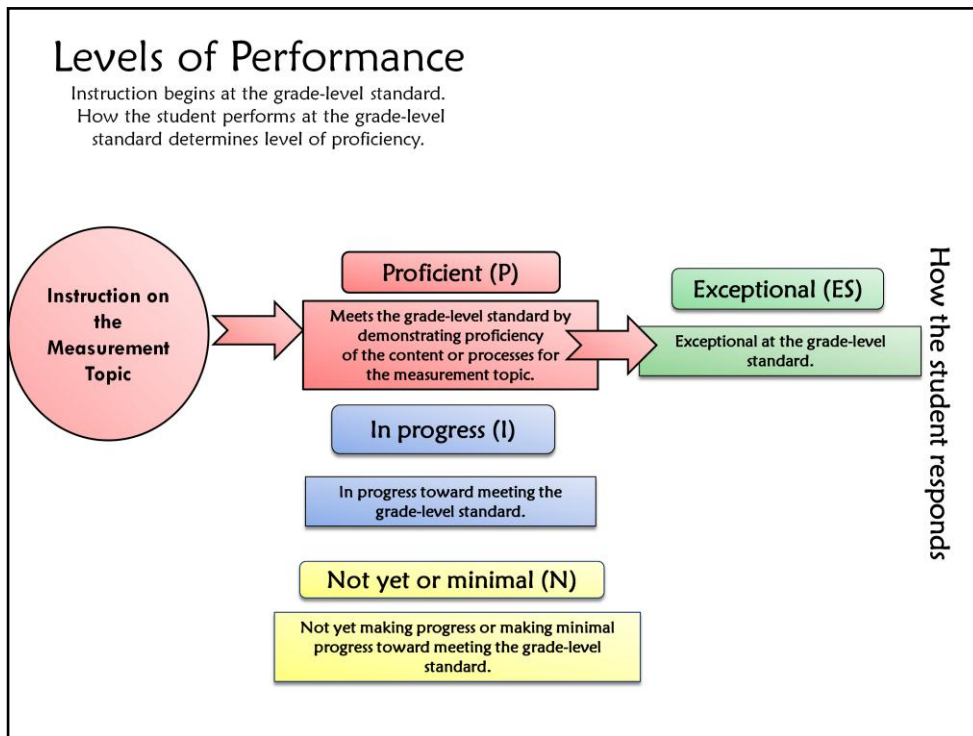


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As part of the instructional cycle, teachers provide scores based on evidence of student learning.

Teachers gather data on student learning on a daily basis.

Teachers check for understanding by providing multiple and varied opportunities for students to demonstrate their knowledge, critical and creative thinking skills, and academic success skills orally, in writing, and through performances and products.



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In order to identify the levels of student performance, teachers first identify the Measurement Topic in which they are measuring the levels of performance. Measurement Topics are categories of content and processes in a subject.

Instruction must begin at the grade-level standard. How the student performs at the grade-level standard determines their level of performance.

The goal is for all students to be proficient at the grade-level standard. A student who is “not yet or minimal” or “in progress” toward meeting the standard was instructed on the grade-level standard. However, their response to the standard has not yet reached proficiency.

A student who is “Exceptional at the grade-level standard” was instructed on the grade-level standard and their response was at an exceptionally thorough level.

The levels of performance in grades 1-3 are reported as:

- P, proficient
- I, in progress
- N, not yet or minimal
- ES, exceptional at the grade level standard
 - Apply to a deeper level
 - Synthesizing
 - “ Explain how you would use what you know about skip counting to explain how you would figure out how to find a missing number.

The levels of performance in kindergarten are reported as:

- P, proficient
- I, in progress
- N, not yet or minimal

There is not a score of ES in kindergarten.

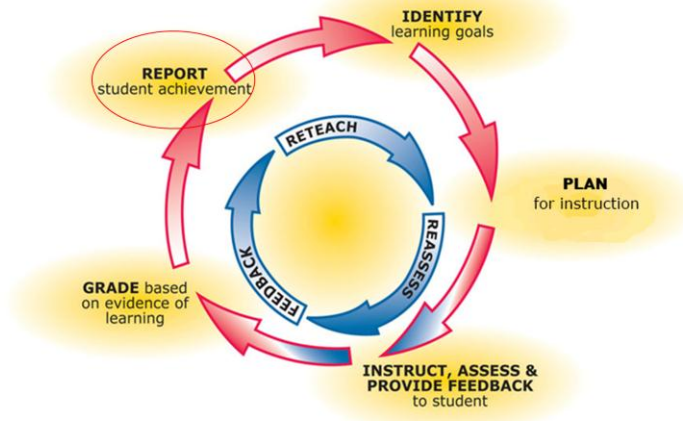
Aim For Proficiency



JT

Reporting Student Achievement

INSTRUCTIONAL CYCLE



JT

Reporting student achievement completes the instructional cycle.

Once the teacher has determined the level of proficiency, the score is shared with the student. Feedback is given to the student to support continued growth in learning.


The teacher then identifies new learning goals.



What are the Components of the Curriculum 2.0 Report Card?

GM

Standards-based Report Card



Grade 1 Progress Report Card
2012-2013

Mathematics	MP1	MP2	MP3	MP4
Geometry				
Measurement and Data				
Number and Operations in Base Ten				
Number and Operations—Fractions				
Operations and Algebraic Thinking				
<small>(Enrichment/acceleration statement will appear here.)</small>				

Science	MP1	MP2	MP3	MP4
Earth Space Sciences				
Life Sciences				
Physical Sciences				

Social Studies	MP1	MP2	MP3	MP4
Civics				
Culture				
Economics				
Geography				
History				


Reading	MP1	MP2	MP3	MP4
Foundational Skills				
Language: Vocabulary				
Reading: Informational Text				
Reading: Literature				

Student Name:
Student ID:
Birth Date:
School:
Teacher:

Attendance	MP1	MP2	MP3	MP4
Days Absent				
Times Tardy				

Learning Skills				
	MP1	MP2	MP3	MP4
Work Habits				
Rules and Procedures				
Task Completion				
Thinking and Academic Success Skills				
Analysis				
Collaboration				
Effort/Motivation/Persistence				
Fluency				
Intellectual Risk Taking				
Metacognition				
Originality				
Synthesis				

Instructional Reading Level by Marking Period



Subject →
 Measurement Topic →

GM

This is the current standards-based report card for Grade 1.

GM

The MCPS curriculum defines what students should know and be able to do at each grade level for all content standards.

Standards-based grading and reporting is in alignment with our standards-based curriculum.

A standards-based report card clearly communicates student achievement to parents.

Similar to Progress Report that was sent home on Friday

Differences:

- Reading and Math are not indicated
- Blanks due to the fact that the MT has not been assessed.

Data Notebook will give more detailed information.

Standards-Based Report Card

Social Studies (Grade 1)

Social Studies	MP1	MP2	MP3	MP4
Civics	P			
Culture		ES		
Economics				P
Geography			P	
History		P		

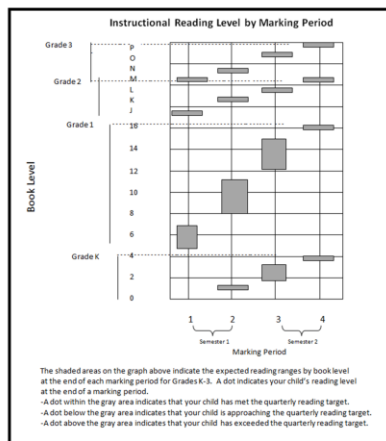
GM

This is a section of the first grade report card, showing how a student's report card might look at the end of the school year.

Notice that there are shaded and unshaded boxes. Unshaded boxes indicate that a score for that Measurement Topic is required during that marking period. Your child will receive scores in all of the unshaded boxes in each marking period.

A shaded box indicates that a score is not required for that Measurement Topic for that marking period.

Reporting the Reading Level Kindergarten, Grade 1, and Grade 2



RM

In Kindergarten, grade 1 and grade 2, a student's reading level will be provided on the standards-based report card using this graph.

The graph will show the student's reading level as related to the quarterly target.

- The shaded areas on the graph indicate expected reading ranges by book level at the end of each marking period for Kindergarten–Grade 3.
- A dot indicates your child's reading level at the end of a marking period.
 - A dot **within** the gray area indicates that your child has met the quarterly reading target.
 - A dot **below** the gray area indicates that your child has not met the quarterly reading target.
 - A dot **above** the gray area indicates that your child has exceeded the quarterly reading target.

Reporting the Reading Level

Grade 3

Reading Level	MP1	MP2	MP3	MP4
Exceeding target				
Meeting target				
Approaching target				

RM

Grade 3 will have a chart to show the student's reading level as related to the quarterly target.

- On the Grade 3 report card, the reading level will be reported as:
 - approaching target,
 - meeting target, or
 - exceeding target.

Math Enrichment/Acceleration

Mathematics	MP1	MP2	MP3	MP4
Geometry				
Measurement and Data				
Number and Operations in Base Ten				
Number and Operations—Fractions				
Operations and Algebraic Thinking				

☐ Your child was consistently instructed on the content and processes of the grade level.

OR

☐ Your child was consistently instructed on the content and processes of the grade level with enrichment/acceleration.

JT

A feature of the report card is that it will provide you with information regarding the degree to which your child received enrichment and/or acceleration with grade level content. One of these two statements will appear:

Your child was consistently instructed on the content and processes of the grade level.

OR

Your child was consistently instructed on the content and processes of the grade level with enrichment/acceleration.

Learning Skills

Kindergarten <i>Personal and Social Development</i>	Grades 1 – 3 <i>Work Habits</i>	Kindergarten – Grade 3 <i>Thinking and Academic Success Skills</i>
<ul style="list-style-type: none"> • Follows classroom rules and routines • Interacts easily with peers • Shows initiative and self-direction • Uses classroom materials appropriately 	<ul style="list-style-type: none"> • Follows rules and routines • Completes tasks 	<ul style="list-style-type: none"> • Analysis • Collaboration • Effort/Motivation/Persistence • Elaboration • Evaluation • Flexibility • Fluency • Intellectual Risk Taking • Metacognition • Originality • Synthesis

JT

Learning skills are reported separately from academic grades to preserve the integrity of the academic grade. Learning Skills are the effort and behaviors that affect learning.

For Kindergarten, the Learning Skills are divided into Personal and Social Development and Thinking and Academic Success Skills. There are four areas of Personal and Social Development, each of which are reported each semester.

For Grades 1-3, Learning Skills are divided into two categories, Work Habits and Thinking and Academic Success Skills. There are two Work Habits, both of which are reported each marking period.

In a moment, we will see the codes that will be used for reporting the Work Habits and Personal and Social Development.

What are Thinking and Academic Success Skills?

The Thinking and Academic Success Skills are the threads that integrate Curriculum 2.0.

There are a total of eleven Thinking and Academic Success Skills. Each marking period, students receive specific instruction in two of these skills, one Thinking Skill and one Academic Success Skill. It is those two skills that are reported on the report card for that marking period. Therefore, each year, a student's report card includes a total of eight Thinking and Academic Success Skills. In a moment, we will look at the codes that will be used to report student progress on the Thinking and Academic Success Skills.

Instruction on the Thinking and Academic Success Skills occurs during authentic learning

opportunities. The instruction is threaded throughout the context of the content that is being taught that marking period.

Learning Skills: Codes

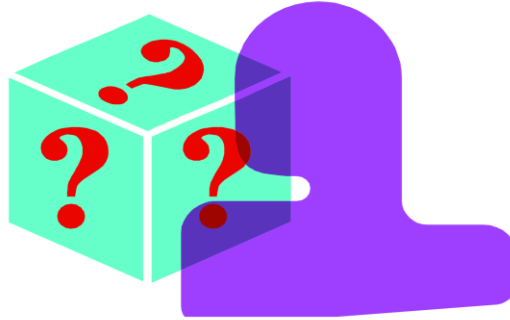
Code	Description
DEM	Demonstrating
PRG	Progressing
N	Not yet evident

JT

The Work Habits for Grades 1-3, the Personal and Social Development for Kindergarten, and the Thinking and Academic Success Skills for kindergarten-third grade will be reported using the codes DEM (demonstrating), PRG (progressing), or N (not yet evident).

Each code includes both the student performance on or use of the skill, as well as the amount of teacher support needed for this performance. For example, a student who is Progressing (PRG) performs the task with a moderate amount of teacher support and the student performance on the relevant skill(s) is mostly complete and/or use of the skill(s) is mostly consistent.

Questions?



KA/GM/RM/JT

Additional Information

- **Your child's teachers**
- **Rock View Website**
- ***A Parent's Guide to Curriculum 2012-2013***
<http://www.montgomeryschoolsmd.org/curriculum/elementary/guides.aspx>
- **Curriculum 2.0 website:**
<http://www.montgomeryschoolsmd.org/curriculum/2.0/>