



1. *Why did Jackson County School System shift from traditional to standards-based reporting?*

Standards-based reporting enables teachers, students, and parents to focus on the learning goals for each student. Traditional grading practices do not provide enough information on what students should know, understand, and are able to do. Traditional grades also limit the ways in which assessing and reporting of student learning can be accomplished. In preparing our students for the future with the need for genuine thinking and creativity, standards-based reporting allows students to demonstrate learning in a variety of ways that are not constrained by traditional grading practices.

With the implementation of the Georgia Standards of Excellence in classrooms, it continues to be important to maintain a strong instructional cycle that includes clear learning targets paired with well-aligned formative and summative assessment that allow students a variety of opportunities to demonstrate evidence of learning by standard. By establishing clear learning goals and proficiency targets, teachers, students and parents have more evidence to target needs for remediation or acceleration in specific standards as well as to determine whether students are prepared for the next grade level.

2. *How do teachers effectively determine evidence of whether or not a student has mastered a standard?*

Representative Jackson County teachers from each school and each grade level have collaborated to create and review common assessments that align to standards and reflect proficiency expectations. By using the common assessments, along with other assessment evidence aligned to standards, teachers will collect meaningful evidence of student mastery toward a standard.

Elementary: The marks describing the evidence of student learning in standards-based reporting will be a “N =DNM”, “IP”, “M”, or “E” which correlates with the following rubric. NA” is used when the student is not assessed on the learning standard for the current term or opportunity to collect evidence has not been sufficient to report a mark.

Mark	NA= Not Assessed	N= Does Not Meet	IP= In Progress	M= Meets	E= Exceeds
Description	Standard is not assessed in current term or student has not had opportunity to provide sufficient evidence of learning.	Student has not made sufficient progress to meet the standard.	Student can not complete tasks independently. Student demonstrates some understanding, but is not currently meeting grade-level standards. *“IP” should not be used as a summary mark.	Student demonstrates understanding by showing clear thought processes through demands of task independently.	Student applies the skill or concept independently and correctly; shows higher level thinking or skill level significantly above current grade level.

3. **How do teachers effectively determine evidence of whether or not a student has mastered a standard?** Representative Jackson County teachers from each school and each grade level have collaborated to create and review common assessments that align to standards and reflect proficiency expectations. By using the common assessments, along with other assessment evidence aligned to standards, teachers will collect meaningful evidence of student mastery toward a standard.

4. **When will grades be reported?**

Elementary Schools
Term
1st 9 weeks-- 10/16/2017
2nd 9 weeks--1/8/2018
3rd 9 weeks--3/19 2018
4th 9 weeks-- 5/21/2018

2. **What is triangulation?** Triangulation is the practice of obtaining multiple sources of evidence of student learning. When teachers collect evidence of student learning through assessment, they should consider three different categories: collection of products, observations of performances, and conversations about learning. When possible, teachers should collect evidence in each of these categories to provide a reliable evaluation of student learning.

2. **What is required for a student to receive an “E” on the report card?** Students are required to demonstrate higher order thinking in relation to the standard or to perform skills that are significantly above grade level to receive a mark of “E”. Higher order thinking includes analysis, synthesis, and evaluation that demonstrate the student’s thorough learning of the standard. The common assessments and rubrics for each standard should provide a description of how a student could receive the mark of “E”. Rubrics for standards that are skill based describe how a student could be performing significantly above grade level to exceed the standard. **All students should be provided specific opportunities to exceed for each report card learning standard.**

3. **How should conferences be scheduled?**

Parent conferences or student-led conferences will be held in October and January. For elementary, this will allow the students, teacher, and parents to go over the report card. Specific plans can be made for students to meet the learning goals at the conference. In addition, communication and interventions will occur through the learning supports team. Curriculum Nights are encouraged at all levels to share and highlight programs and academic offerings.

***Elementary Conferences**

Elementary Schools will hold conferences at the end of Term 1 and 2 for all students. Conferences for Term 3 in elementary will be scheduled based on student need and parent communication.