

Oskaloosa Grade Level Benchmark Reporting System – Phases of our Work

Phase One

2010-2011

- Determine type of reporting – Standards-Based, etc. (Referenced chosen with goal to be Standards-Based in the future.)
- Place Grade Level Benchmarks on Report Card K-12 (except those without GLB's and those who teach ALL students – i.e. PE, Art, Music)
- Report out Work Habits on the report card (at HS – Employability Skills)
- Adjust grade book to match reporting system
- Define Academic Performance Scale for both Academic and Work Habits
- Grading Policies consistent at each grades K-8 and by common course 9-12
- Grading Scale and GPA updated
- Practice Work defined and policy determined (district directive)
- Grade Book Training – Teacher tools

Phase Two

2011-2012

- Define Mastery or Proficiency (True Standards-Based?)
- Decide at which grade level students are not allowed to “pass”
- Determine needs and supports for students who do not master Grade Level Benchmarks
- Determine a more efficient way to report out on Encore areas at buildings
- Begin to write common summative assessments so these are consistent classroom to classroom
- Determine how homework will be graded and reported
- Complete all Grade Level Benchmarks in all areas
- Determine methods of communication to students regarding learning targets in classroom
- Grade Book Training
- Determine Special Education grading off-level GLB's and how to report them

Phase Three

2012-2013

- Continue to write common summative assessments
- Define what quality instruction looks like
- Determine what quality instruction looks like in the classroom K-12
- Decide how to monitor quality instructional practices in the classroom K-12
- Monitor student supports at each level – are we providing enough supports or challenges for ALL students K-12?