

Grading and Reporting Implementation Team 2009-2010

GRIT Meeting Dates

September 30, 2009 – All

October 28, 2009 – Elementary Issues

November 18, 2009 – Secondary Issues

January 21, 2010 – Elementary Issues

February 24, 2010 – Secondary Issues

April 28, 2010 - All

Flash Reports – (Notes to pass on to Stakeholders)

September 30, 2009 Meeting

- GRIT welcomed new teacher representatives and returning or new student members, parents, and central office staff. We continue to seek administrators to join the group.
- The memo on the 3-week rule is going out soon to secondary school principals. A copy will be sent to GRIT members and can be shared with constituents.
- The secondary implementation study will not be conducted by the Office of Shared Accountability this year due to limited capacity and resources.
- Items from the group will be a regular agenda item at our meetings.
- The meeting schedule for this year was distributed and can be shared.

October 28, 2009 Meeting

The group reviewed the Parent Video that is used in standards-based schools and then asked questions for clarification about the video, the materials in the packet, and implementation in general:

- *How many schools are implementing S-B G&R?*
25
- *Are there any other schools partially implementing?*
All other elementary schools have been trained on standards-based teaching and learning. They still use traditional report cards, but may be using rubrics to assess learning in the classroom.
- *There have been concerns raised about a 4 not being given very often.*
Teachers have been provided guidance on how to determine when a student has demonstrated an exceptionally thorough understanding; there is no restriction on how often a student may earn a 4.
- *How are middle schools being prepared to analyze the report cards for the articulation process? And magnet or centers for highly gifted programs?*
A communication plan has been developed and is being implemented.

- *How do parents decipher the measurement topics on the report cards?*
A rubric provides the content and processes addressed in the measurement topic area. Rubrics also give teachers information about how a student is progressing toward proficiency (what the student knows and can do and what the student still needs to learn).
- *Does the report card show a student's adjusted grade level up or down?*
Yes—grade level for an adjustment up is shown in math and a chart or table shows reading level. If a student with disabilities is two or more grades below grade level and an IEP team has documented the need to adjust grading down in consultation with parents, the student can be adjusted down in reading, math, or writing. The word *adjusted to (and the grade level of adjustment)* will be shown in the grey bar next to the subject. Reading level also is shown in the chart or table.

Scores can appear in shaded boxes, if student has been instructed and assessed on that measurement topic during the marking period.
- *How does the VSC relate to IEP goals and grade level expectations?*
MCPS curriculum is aligned with the VSC. Indicators are listed for each grade level. While measurement topics (categories of related content and skills) are the same across Grades 1–5, rubrics specify the content and processes of each measurement topic by grade level.
- *What happens to a score across marking periods?*
The rubrics provide the detail.

November 18, 2009 Meeting

Include 50% rule reminder in various memos, trainings (to all schools)

Considered a proposal that MCPS use existing “Look Fors” for implementing the G&R policy.

Seek feedback on “look fors” from constituents as appropriate.

January 21, 2010 Meeting

- An application process will occur for elementary schools choosing to implement the standards-based report card next year. A memo will be going to schools by early February with the application. Up to nine schools will be selected.
- Representatives may share the January 4, 2010, memo, *Elementary OARS Focus Group Summaries*, with constituents.
- GRIT identified priority strategies for improving communication with parents; staff in the Office of Curriculum and Instruction will respond with actions taken, in progress, and planned by the next ES GRIT meeting.