

Kinard Core Knowledge Middle School

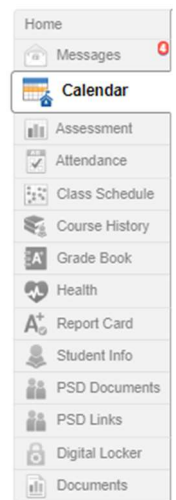
Standards-Based Instruction, Assessment, and Reporting
ParentVUE and StudentVUE
2022-2023

Standards-based instruction, assessment, and reporting define our learning activities (what we want students to know and be able to do), our assessment practices (how we know what students know and are able to do), and our reporting practices (how we communicate to parents and students about what students know and are able to do). As one of many feedback tools, we use a standards-based grading system to report information about students' **academic achievement grades and work habits.**

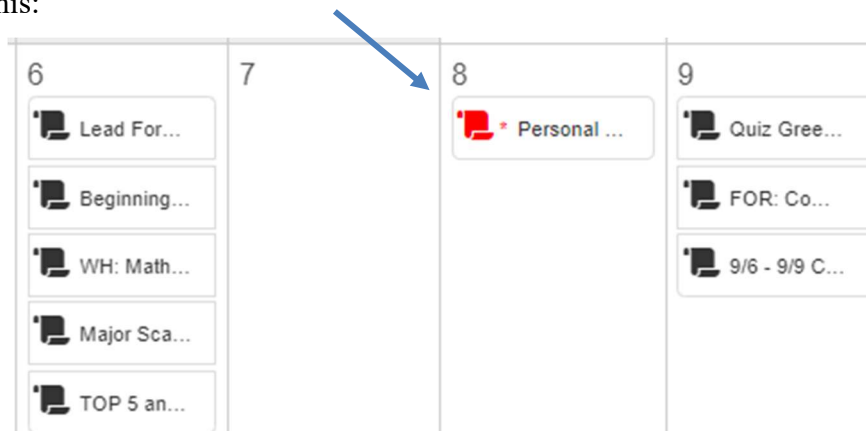
If you have questions about your child's grades, please refer to this document and/or contact teachers by email or phone.

ParentVUE and StudentVUE are part of Synergy, our district's student information system. Both VUEs provide the same information for parents and students and will be collectively referred to in this document as VUE.

- The links to VUE are available from the PSD and Kinard websites. The URL is <https://pvue.psdschools.org/>.
- Parents of new students should receive an email or letter describing how to log on and create a password. This log-on and password do not change from one year to the next. If you have not received or have misplaced this information, please contact Susan Klock at 970-488-5414.
- Students may log on using the student ID and password they use for other school computer systems (i.e. file server, Google, email).
- After you log on to VUE, the navigation page has these choices.



- While some of these choices are self-explanatory or not in use, the Calendar and Grade Book have information needing additional explanation.
- The Calendar allows viewers to filter assignments by teacher, assignment type, or status (due, missing or scoreless). The Calendar will highlight missing or scoreless assignments (in red) like this:



- The remaining information in this document can be accessed from the Grade Book section of VUE.

Academic Achievement Grades

- **Academic achievement grades** are determined using rubrics and a standards-based proficiency scale.
 - Rubrics are the heart of standards-based instruction, assessment, and reporting. They communicate what we want students to know and be able to do. An example math rubric:

Learning Targets (Standards)	4 Advanced	3 Proficient	2 Partially Proficient	1 In Progress	0 Insufficient Evidence
#2: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units (7.RP.1).	Student demonstrated proficiency on learning target, communicated clearly by showing all work, and made minor or no errors.	Student demonstrated proficiency on learning target but had minor calculation errors and/or did not show all work clearly.	Student demonstrated partial proficiency on learning target but did not demonstrate full conceptual understanding.	Student will be able to complete the work with support.	Student showed insufficient evidence of learning.

- The 4-3-2-1-0 proficiency scale is used to describe proficiency levels related to specific Colorado Academic Standards. The criteria used to evaluate work:

Proficiency	Academic Achievement	Descriptor
4 (3.5-4)	Advanced	The student consistently demonstrates an in-depth understanding of the standard/benchmark, exceeding course-level expectations. The student applies and extends the key concepts, processes, and skills. Performance is characterized by high levels of quality and complexity.
3 (2.5-3.49)	Proficient	The student consistently demonstrates a thorough understanding of the standard/benchmark and meets course-level expectations. The student applies the key concepts, processes, and skills.
2 (1.5-2.49)	Approaching Proficient	The student demonstrates some understanding of the standard/benchmark. Performance is inconsistent and varies in regard to accuracy and quality.
1 (0.5-1.49)	In Progress	The student does not demonstrate an understanding of the standard/benchmark. Student is well below course-level expectations. Performance is inconsistent even with support.
0 (0.0-0.49)	Insufficient Evidence	The student has not completed a sufficient amount of work to determine a proficiency level.

**Descriptors modified from Ken O'Connor's "The School Leader's Guide to Grading"

- In VUE, **academic achievement grades** are summarized on the Grade Book Summary. This is the first page shown when you select Grade Book.

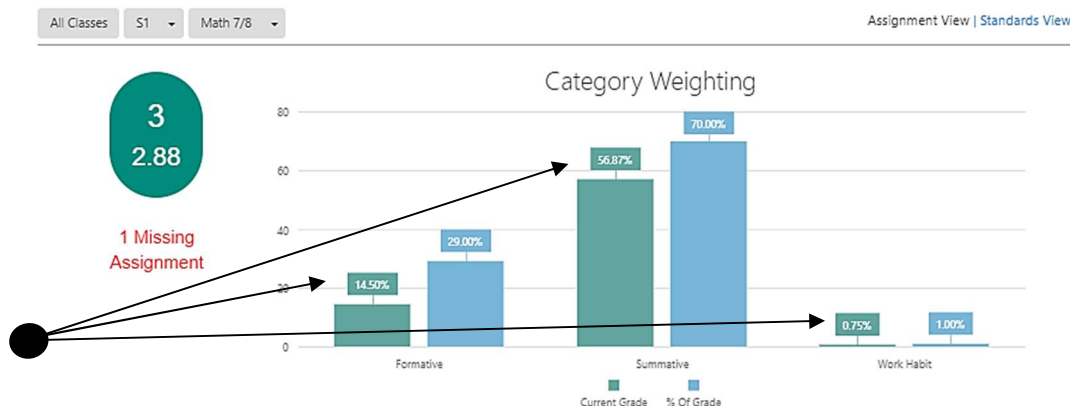
A few things to note about the Grade Book Summary:

- Clicking on a teacher's name will bring you to a new email, as long as your email is open.
- Clicking on the class name or the semester will bring you to the Assignment View which includes a grade calculation summary and assignment details. From this page, you can also access the Standards View which will allow you to view details about work habits (described on pages 5 and 6).
- All classes in middle school will show a numerical grade that aligns with the proficiency scale described on the previous page. During semester 2, classes with high school credit will also show a letter grade as a year-long grade. This is the grade that will be transferred to the student's high school transcript.
- This page gives a quick view of the class grade and number of missing assignments. Only assignments already entered by the teacher in gradebook will show here, so we suggest users also refer to teachers' [learning pages](#) on Kinard's website.

GRADE BOOK

Classes for Kinard Core Knowledge MS			
1: Eng/LangArts 6	Tracy Shannon	Room: 308	
▶ Semester 1	3	0 Missing Assignments	3.4
3: Social Studies 6	Kathryn Ashe	Room: 315	
▶ Semester 1	3	0 Missing Assignments	3.2
4: Science 6 CKS	Kathryn Ashe	Room: 315	
▶ Semester 1	N/A	0 Missing Assignments	0.0%
5: Math 7/8	Matthew Raugewitz	Room: 319	
▶ Semester 1	4	0 Missing Assignments	3.9

- A few things to note about the assignment view that displays when you click on the class name:
 - The category weighting bar graph at the top of the page shows the calculation of a weighted average grade. As described on the next page, the blue bars on this graph correctly show that summatives weigh the most in the calculation, followed by formatives, and then work habits. However, the graph is based on a 100-point scale instead of a 4-point scale. As a result, the percentages showing on top of the green bars are inaccurate and misleading. Please disregard these percentages.



- The bottom part of the assignment view provides details about individual assignments making up the academic achievement grade. Note the distinction between assignments categorized as summative, formative, work habits, and other. These assignment types are described below.

Assignments

Search...

Date	Assignment	Assignment Type	Resources	Score	Score Type	Points	Notes
09/23/2022	9/19 - 9/23 CYU	Work Habit	0	0	Rubric 0-4 with Decimal	0.00/4.0000	Missing - Please complete PlayPosits on one step equations (adding/subtracting) and show me notes. Please complete GoFormative 9/19-9/23 Friday.
09/23/2022	WRAP 1.4	Work Habit	0	4	Rubric 0-4 with Decimal	1.00/1.0000	
09/22/2022	FORM: CH 3 Equivalent Expressions	Formative	0	1	Rubric 0-4 with Decimal	1.00/4.0000	Please see me for retake practice sheet and then schedule a retake in ELO.
09/15/2022	9/12 - 9/15 CYU	Work Habit	0	2	Rubric 0-4 with Decimal	2.00/4.0000	Late - All assignments were late and work was not shown for all assignments.
09/15/2022	WRAP 1.3	Work Habit	0	4	Rubric 0-4 with Decimal	1.00/1.0000	Late
09/13/2022	SUM: CH 1&2 Application (Rational)	Summative	0	1	Rubric 0-4 with Decimal	1.00/4.0000	Please complete Quizizz in Google Classroom with 80% correct and then schedule a retake in ELO.
09/13/2022	SUM: CH 1&2 Integer Operations	Summative	0	3	Rubric 0-4 with Decimal	3.00/4.0000	

- **Academic achievement grades** are calculated using a weighted average of individual assignment grades, which are categorized using the following assignment types:

Weight	Assignment Type in Synergy	Description
70%	Summative Assessment	<ul style="list-style-type: none"> • Summative assessments measure what students know and are able to do at a particular point in time • Includes end-of-unit tests, projects, and performance assessments • Independent summary of learning • Retakes are generally not permitted
29%	Formative Assessment	<ul style="list-style-type: none"> • Formative assessments are part of the instructional process and provide information needed to adjust teaching and learning • Includes any assignments or quizzes that are graded for accuracy or skill • May include performance assessments completed outside of class if the purpose is to assess learning rather than for practice (i.e. extended writing assignments, science lab reports) • Independent summary of learning • Retakes are generally permitted prior to the related summative with additional guidelines communicated in advance by teachers (i.e. additional practice, corrections, or other demonstration of learning may be required depending on the skill being assessed)
1%	Work Habits	<ul style="list-style-type: none"> • See next page for discussion of the importance and treatment of work habits • 1% weighting is necessary for the system to average scores for this assignment type
0%	Assignments	<ul style="list-style-type: none"> • Other non-graded assignments may be recorded in this category. Examples are pre-tests and any other assignments not included in the academic achievement grade but that provide information that teachers feel is important to communicate to parents and students.

- Individual assignment grades and class average grades reported in VUE and end-of-semester report cards convert proficiency levels recorded by teachers to letter grades for **high school courses only**. This conversion is based on the following chart used by all standards-based middle schools in Poudre School District.
 - During semester 1, the year-long letter grade is only visible if you click on S2 in the upper right corner of the gradebook.

Average Proficiency Level	Letter Grade
3.00-4.00	A
2.5-2.99	B
2.0-2.49	C
1.5-1.99	D
0-1.49	F

Work Habits

- **Work habits**, including students' ability to come to class prepared, demonstrate positive classroom behavior, participate in class, and be productive both in class and on homework, are important life skills. While these work habits are only minimally reflected in the **academic achievement grade**, they are taught, reinforced, evaluated, and reported by teachers. All standards-based middle schools evaluate and report work habits using the following rubric:

Indicators	4 <i>Consistently exceeds expectations</i>	3 <i>Frequently meets expectations</i>	2 <i>Sometimes meets expectations</i>	1 <i>Never/Rarely meets expectations</i>
I am Prepared	I am consistently prepared. I am early or on time to class. I consistently bring needed materials to class and am ready to work.	I am frequently prepared. I am early or on time to class. I frequently bring needed materials to class and am ready to work.	I am sometimes prepared. I am sometimes tardy to class. I sometimes bring needed materials to class and am sometimes ready to work.	I am never or rarely prepared. I am late to class often. I never or rarely bring needed materials to class and am never or rarely ready to work.
I Demonstrate Positive Classroom Behavior	I consistently stay focused on the task and what needs to be done. I am self-directed. I consistently have a positive attitude.	I frequently stay focused on the task and what needs to be done. I am self-directed. I frequently have a positive attitude.	I sometimes stay focused on the task and what needs to be done. I am sometimes self-directed and sometimes have a positive attitude.	I never or rarely focus on the task and what needs to be done. I rarely have a positive attitude.
I Participate	I consistently participate. I share information or ideas when participating in discussions or groups. I am a definite leader.	I frequently participate. I share information or ideas when participating in discussions or groups. I am often a leader.	I sometimes participate. I share information or ideas inconsistently when participating in discussions or groups.	I never or rarely participate. I never or rarely share ideas. In groups, I rely on the work of others.
I am Productive	I am consistently productive. I am punctual or early turning in assignments. I exceed stated assignment requirements.	I am frequently productive. I am punctual in turning in assignments. I meet the stated assignment requirements.	I am sometimes productive. I am sometimes punctual in turning in assignments. I sometimes meet stated assignment requirements.	I am never or rarely productive. I am not punctual in turning in assignments. I never or rarely meet the stated assignment requirements.

- In VUE, work habits are summarized in the Standards View. This view is found by clicking on the Standards View link on the Assignment View.
- Additional details about specific assignments related to work habits can be seen from the Assignment View or by clicking on each individual work habit from the Standards View.



GRADE BOOK

All Classes S1 Social Studies 6 Select...

Assignment View **Standards View**

3
3.2

Standards				
Subject	Standard	Mark	Notes	Performance Indicator
Work Habits <small>[expand all]</small>	I Am Productive	4		<div style="width: 100%; height: 10px; background: linear-gradient(to right, #28a745, #28a745);"></div> 4.00 / 4.00
	I Am Prepared	4		<div style="width: 100%; height: 10px; background: linear-gradient(to right, #28a745, #28a745);"></div> 4.00 / 4.00

- A few additional items to note about being productive as it relates to homework:
 - Scores recorded for homework are usually not a reflection of accuracy or skill. Rather, they are generally an indication of completion and timeliness.
 - Students often self-correct homework assignments with constructive feedback provided by the teacher.
 - Some performance assessments completed outside of class may be considered formative assessments if the purpose is to assess learning rather than for practice (i.e. extended writing assignments, science lab reports).
 - Homework assignments are designed to practice new skills and may not be an independent summary of learning (depending on help provided by teacher, parent, or other students).
 - If students miss turning in homework assignments or have a pattern of turning in poorly completed work, appropriate educational interventions will be applied by Kinard’s staff. The best way for parents and students to check on missing homework assignments is to use the filtering options on the calendar (described on page 1) or by looking at the detail for individual assignments (described on page 4).

Level of Proficiency on Specific Standards

- The rubrics and standards-based proficiency scales used to determine **academic achievement grades** are also used to communicate additional information about the **level of proficiency on specific standards:**
 - Teachers determine and record an academic achievement grade for each learning target assessed on a formative or summative assessment. These are frequently entered as separate assignments, and the related learning targets are referenced in the assignment name or description.
 - When going over assessments in class and with individual students, teachers will reference these standards as part of the detailed feedback they are providing students to improve learning.

If you have questions about your child's academic performance or work habits, please ask your child, refer to this document, and/or contact teachers by email or phone.