

Kinard Core Knowledge Middle School

Standards-Based Instruction, Assessment, and Reporting
ParentVUE and StudentVUE
2024-2025

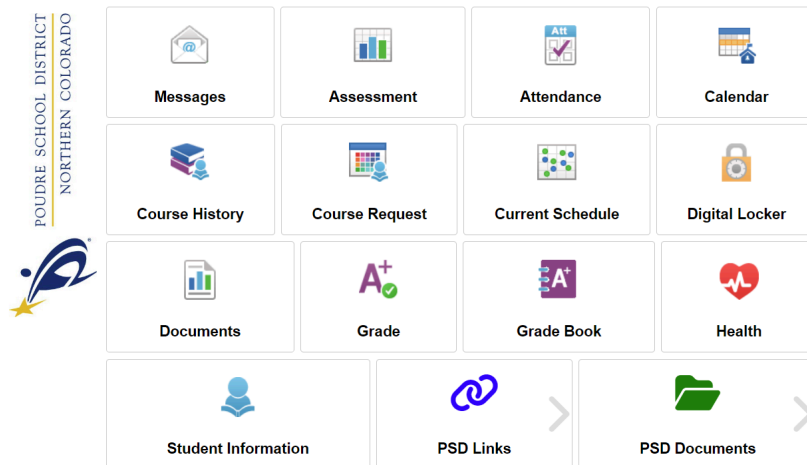
This document is updated as of August 21, 2024. However, some of the screen images may not reflect recent or upcoming changes made to Synergy, and additional updates may continue to be made throughout the school year.

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, work habits, and level of proficiency on specific standards.**

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 Holly Garcia 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 Drive, email).
- After you log on to VUE, the navigation page has these choices.



- **Messages** - includes only messages sent by teachers to students and parents through StudentVUE. It may not include all email communication because many teachers access email through Outlook or our web-based email system.

- **Assessment** - includes information about classroom assessments administered through Synergy. This is only one of many digital testing platforms, and not many of our teachers use this system.
- **Attendance** - summarizes attendance information.
- **Calendar** - allows viewers to filter assignments by teacher, assignment type, or status (due, missing or scoreless). This is an efficient way to view missing assignments because the word “missing” appears in red next to any missing assignments.

Tuesday Aug 22

PRACTICE: Welcome to Formative
Williams, A Math 6(1-2) : PRACTICE: Welcome to Formative - Score: 4

Email Ms. Springett
Springett, S Eng/LangArts 6(7-8) : Email Ms. Springett - Score: 4

Playposit: Pt 1 Birth of Civ
Rollings, C Social Studies 6(5) : Playposit: Pt 1 Birth of Civ - Score: 4

Wednesday Aug 23

PRACTICE: Welcome to Formative2*
Williams, A Math 6(1-2) : PRACTICE: Welcome to Formative2 - Score: -

Thursday Aug 24

PRACTICE: Welcome to Formative3*
Williams, A Math 6(1-2) : PRACTICE: Welcome to Formative3 - Score: 0 - *Missing*

Passion Project Brainstorm*
Springett, S Eng/LangArts 6(7-8) : Passion Project Brainstorm - Score: 0 - *Missing*



- **Course history** - shows progress toward graduation and is not relevant in middle school.
- **Course request** - is not used at Kinard.
- **Current schedule** - displays semester 1 and semester 2 schedules.
- **Digital locker** - is not used at Kinard. Instead, teachers will typically share documents through Google Classroom, teacher learning pages, or email.
- **Documents** - includes links to previous report cards issued by PSD schools.
- **Grade** - includes scales for all grade types used within PSD schools; it is mostly irrelevant to middle school.
- **Health** - includes information about a student’s visits to the health office.
- **Student information** - can be edited by clicking on Online Registration/Data Verification (top right corner) or by contacting our registrar, Holly Garcia, at hgarcia@psdschools.org or 970-488-5414. This section of ParentVUE also includes information about previous MAP assessments (scroll all the way to the bottom).
- **PSD links** - includes a link to services tracker which is a resource for students and parents to access technology services and district forms. Directions will be provided for use when needed (i.e. to opt out of state standardized testing).
- **PSD documents** - includes copies of CMAS reports. This will be updated by the district sometime during the first months of school for 2024 CMAS reports.
- **Grade book** - The remaining information in this document relates to 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 rubric related to 6th-grade reading standards:

Learning Target	4 Advanced	3 Proficient	2 Partially Proficient	1 In Progress
Determine a theme or central idea of a text and how it is conveyed through particular details. (CCSS: RL.6.2)	I have discussed a deeper meaning of the story that is not obvious. I have thought deeply about the story and have proof from the stories provided in my answer.	I have discussed the deeper meaning of the story. I have not talked about the summary but rather focused on the analysis.	I have not shown the deeper meaning of the story. I have only talked about the actions or events of the story (summary).	I have not summarized or analyzed a story.

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 Score	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, and it looks like this →:

GRADE BOOK

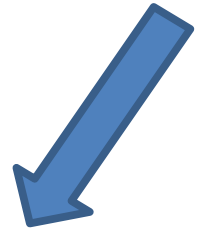
Classes for Kinard Core Knowledge MS		
1: Math 6	Alicia Williams	Room: 322
▸ Semester 1	2 2.0	1 Missing Assignment
3: Visual Arts 6 CK	<input type="text"/>	Room: 408
▸ Semester 1	N/A 0.0%	0 Missing Assignments
4: Beginning Orchestra	Leanne Griffey	Room: 710
▸ Semester 1	N/A 0.0%	0 Missing Assignments
5: Social Studies 6	Chase Rollings	Room: 312
▸ Semester 1	4 4.0	0 Missing Assignments

- A few things to note about the Grade Book Summary:
 - This page gives a quick view of class grades and the number of missing assignments.
 - 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 semester will bring you to the Course Content View, which includes a grade, information about missing assignments, and assignment details. From this page, you can also access the Assignment View, which is a different view of assignments, and the Standards View, which will allow you to view details about work habits. Both of these views are described in more depth on the next page.
- All classes in middle school will show a numerical grade during the course of the semester. This numerical grade will be converted to a letter grade at the end of the year for only math and world language classes earning high school credit. This conversion is based on the following chart used by all standards-based middle schools in Poudre School District.

High School Course Conversion Chart	
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

- The Course Content View is the default when you click on the class name, and it provides details about individual assignments making up the academic achievement grade. Only assignments already entered by the teacher in the grade book will show here. If you are interested in looking at current or upcoming assignments, please refer to teachers' learning pages. You can access these from the [staff directory](#) on Kinard's website.

Note the distinction between assignments categorized as summative, formative, work habits, and other. These assignment types are described on the following page.



GRADE BOOK

All Classes S1 Algebra 2

Assignment View **Standards View** Course Content View

No Photo (YR) Meuret, D Algebra 2(4) SEC:5250-000000001
 On file
 Dave Meuret **3** 3.4100

1 Missing Assignments 4 Upcoming Assignments Summative due: 8/16/2024 2

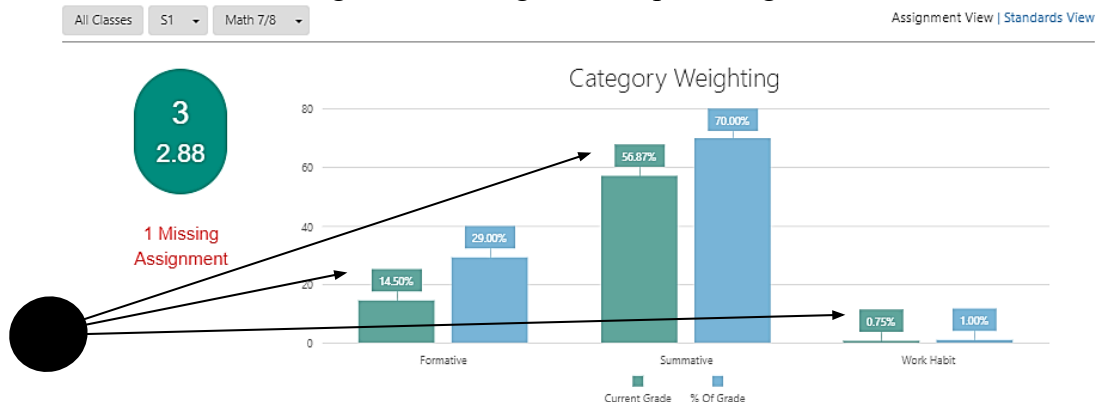
Search Show Done
 Search Assignment Name Done Not Done All

6 total items Week 01 - 8/13/2024 through 8/17/2024 (4 items)

Week 01 - 8/13/2024 through 8/17/2024 (4 items)	Week 02 - 8/18/2024 through 8/24/2024 (2 items)
AUG 14 Work Habits: Homework 1 Work Habit 4.00 points	AUG 19 Work Habits: Homework Adding and Subtracting Decimals Work Habit 4.00 points
AUG 15 Formative: Sample Formative 4.00 points	AUG 20 Work Habits: Unit Review Work Habit 4.00 points
AUG 16 Summative - Learning Target 1 Sample Summative 4.00 points	
AUG 16 Summative - Learning Target 2 Sample Summative 4.00 points	

Outline
 Week 01 - 8/13/2024 through 8/17/2024
 Week 02 - 8/18/2024 through 8/24/2024

- From the Course Content View, you can also click on the Assignment View. On this screen, 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.



- 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.

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 ●
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.
		<ul style="list-style-type: none"> ● 1% weighting is necessary for the system to average scores for this assignment type

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:

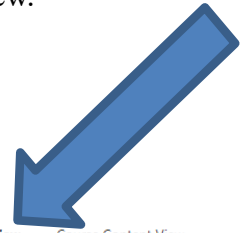
Indicators	4 <i>Consistently exceeds expectations</i>	3 <i>Frequently meets expectations</i>	2 <i>Sometimes meets expectations</i>	1 <i>Never/Rarely meets expectations</i>
I am Prepared	I am consistently prepared. I am early or on time to class. I consistently bring needed materials to class and am ready 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 Course Content View.
- Additional details about specific assignments related to work habits can be seen from the Course Content View or by clicking on each individual work habit from the Standards View.

GRADE BOOK

All Classes S1 Algebra 2 Select...

Assignment View **Standards View** Course Content View



Standards				
Subject	Standard	Mark	Notes	Performance Indicator
Work Habits [expand all]	I Am Productive	2		<div style="width: 50%;"></div> 2.00 / 4.00
	I Am Prepared	4		<div style="width: 100%;"></div> 4.00 / 4.00
	I Participate	3		<div style="width: 75%;"></div> 3.00 / 4.00
	I Demonstrate Positive Classroom Behavior	3.5		<div style="width: 87.5%;"></div> 3.50 / 4.00

- A few additional items to note about being productive as it relates to homework:
 - Scores recorded for work habits (including 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 calendar (described on page 2) or by looking at the detail for individual assignments (described on page 5).

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