Assessing, Scoring, and Reporting

Guidelines for the LUSD Community

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Purpose

The purpose of this guidebook is to provide information, clarification, and guidance to all stakeholders in the Lindsay Unified School District with regard to assessing, scoring, and reporting practices in the performance-based system. The guidebook is divided into eight sections:

I.   Understanding the LUSD Context for Assessing, Scoring and Reporting
II.   Purpose of Assessing, Scoring, and Reporting
III.   General Guidelines for Assessing and Scoring
  a.   Assessment Practices that Support Learning
  b.   Assessment Practices that Inhibit Learning
  c.   Using Evidence for Scoring
  d.   Adjustments for Learners with Special Needs
  e.   Assessment and Scoring Do's and Don'ts
IV.   Types of Assessments Used in Scoring
V.   Reporting Progress and Feedback
VI.   Entering Scores into the Electronic Reporting System (Educate)
VII.   Frequently Asked Questions
VIII. References

While referencing one section or another is a valid use of this guidebook, it is highly recommended that all stakeholders thoroughly read and understand each section. Questions that need further clarification should to be directed to the site Principal or the Curriculum Department.

Section I – Understanding the LUSD Context for Assessing, Scoring, and Reporting

The practices outlined in this guidebook are clearly aligned with the LUSD Strategic Design and backed by a significant body of educational research on the topic. This section is designed to review sections of the Strategic Design and present statements from the research as a way of understanding the context of these practices.

The purpose of this guidebook is to provide guidance to all stakeholders.

Seven sections outline the key knowledge that all stakeholders should have regarding assessing, scoring, and reporting in the performance-based system.

Section I
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"A man who has committed a mistake and doesn't correct it is committing another

mistake." Confucius

Key LUSD Guiding Principles Related to Assessing, Scoring, and Reporting:

- Students learn in different ways and time frames
- Mistakes are inherent in the learning process
- Student learning is fostered by frequent, formative feedback
- Learning communities embrace accountability and strive for continuous-improvement
- Communication in learning communities is frequent, open, and transparent

Key LUSD Vision Statements Related to Assessing, Scoring, and Reporting:

- **Curriculum:** The curriculum for each level of learning is written in a student learning outcomes format that make it clear what students must be able to do to show mastery.
- **Curriculum:** Learner outcomes can be mastered accommodating the learning style and the interests of individual learners.
- **Assessment:** We identify what we want students to know, be able to do, and to be like, we teach to those learner outcomes, and we assess student progress based upon those learning outcomes. That is, there is direct alignment between learner outcomes, instruction, and student assessment.
- **Assessment:** Students are allowed and encouraged to demonstrate their learning in various ways.
- **Technology:** Parents, at any time, can access their child's learning records, and view the entire Lindsay Unified curriculum.

LUSD scoring and reporting practices are guided and supported by education research.

Key LUSD Life Long Learning Standards Related to Assessing, Scoring, and Reporting:

Learners…
- Set and carry out personal learning goals
- Seek, reflect on, and adjust to feedback
- Self-assess progress, evaluate actions, and adjust as needed
- Set, apply, and measure quality standards for work

Key Research Supporting LUSD Scoring, and Reporting Practices:

- No <u>one</u> method of grading and reporting serves all purposes well
- Scoring and reporting will <u>always</u> involve some degree of <u>subjectivity</u>
- Scoring requires <u>thoughtful and informed</u> professional judgment
- Scores have some value as rewards, but <u>no value as punishments</u>
- Give priority to the most <u>recent evidence</u>
- Give priority to the most <u>comprehensive evidence</u>
- Give priority to evidence related to the most <u>important learning goals</u> or standards
- Scores reflect both a <u>student's level of performance</u> and <u>the quality of instruction</u>

These statements from the LUSD Strategic Design and various research studies should become essential and common knowledge for all LUSD stakeholders in order to clearly understand the context of grading and reporting in the performance-based system.

Section II – Purpose of Assessing, Scoring, and Reporting

Assessing, scoring, and reporting in schools serves more than one purpose and no one method of assessing, scoring and reporting serves all purposes well. Therefore, an effective system for assessing, scoring and reporting needs to be both multifaceted *and* guided by a clear purpose. Lindsay Unified has identified the following as key purposes for assessing, scoring and reporting:

- To clearly communicate learners' academic and non-academic achievement (to learners, their parents/guardians, and others)
- To provide information for self-evaluation to learners and learning facilitators
- To provide clear direction and incentives for learners to advance
- To identify learners for specific educational programs
- To evaluate the effectiveness of instructional programs

Section III – General Guidelines for Assessing and Scoring

The LUSD guaranteed curriculum has been organized into Measurement Topics. All content is based on the California state content standards for each content area.

Measurement Topics identify "levels" of knowledge, with Level 3 indicating the complex knowledge that all learners should know. All Level 3 knowledge and skills are formally assessed, scored, and reported. Level 2 knowledge and skills are *not* formally scored and reported, though the Learning Facilitator and/or learner may track progress and record this information as needed. Level 3 knowledge and skills are referred to as learning targets, which are derived from the California State Standards.

Learners' academic proficiency is scored on a 0-4 point scale. All scores are determined based on multiple forms of evidence. While learners receive scores for Measurement Topic and Courses, all scoring and assessment is completed by learning facilitators at the learning target level.

LUSD Scoring Scale for Academic Learning

Score	What the Student Knows
4	The learner knows all the simple knowledge and skills, all of the complex knowledge and skills, and goes beyond what was taught in class to apply the knowledge.
3.5	The learner knows all the simple knowledge and skills, all of the complex knowledge and skills, and in-depth inferences and applications with partial success.

3	The learner knows all the simple knowledge and skills, and all of the complex knowledge and skills.
2.5	The learner knows all the simple knowledge and skills, and some of the complex knowledge and skills.
2	The learner knows all of the simple knowledge and skills.
1.5	The learner knows some of the simple knowledge and skills, and some of the complex knowledge and skills.
1	With help, the learner knows some of the simple knowledge and skills.
0	Even with help, the learner does not know any of the simple or complex knowledge and skills.

A score of 2.0 on a learning target indicates the learner knows all of the simple knowledge and skills related to that learning target. A score of 3.0 on a learning target indicates the learner knows all of the simple and complex knowledge and skills related to that learning target.

Academic and non-academic achievement are scored and reported separately. Non-academic achievement, such as citizenship and behavior, are scored and reported using the Life Long Learning Standards.

LUSD Scoring Scale for Life Long Learning Standards

Score	What the Learner Does
4	The learner always or nearly always demonstrates these characteristics.
3	The learner usually demonstrates these characteristics.
2	The learner sometimes demonstrates these characteristics.
1	The learner rarely or never demonstrates these characteristics.

Assessment Practices that Support Learning

A performance-based system requires that assessment practices involve a clear understanding of the learning target and what it will look like when accomplished. Examples of these practices that support learning and assessment are:

- Make the learning target explicit, public, and accessible so that the standard is known and can be met because students know what is expected (i.e., written descriptions such as rubrics and key exemplars).
- Use formative assessment data to check and adjust instruction, monitor, give explicit feedback, track progress, and celebrate success.   Not all formative assessment is scored.
- Discuss and involve students in assessment, including grading, throughout the teaching/learning process.
- Give learners "voice and choice" in determining evidence.
- Use criterion-referenced standards as reference points for scoring. Assessment results and scores are measured against a performance level, not against the

Academic and non-academic achievement are scored and reported separately.

A performance- based system requires that assessment practices involve a clear understanding of the learning target and what it will look like when accomplished.

For scores to have any real meaning, they must be based on clear performance standards.

performance of others.
- Use quality assessments and properly record evidence of achievement.

Assessment Practices that Inhibit Learning

Many assessment practices used in the traditional educational system will inhibit learning in the performance based system. Examples of these are:
- Failing to match testing to teaching.
- Suggesting that success is unlikely. Students are not likely to strive for targets that they already know are unattainable to them.
- Not making expectations or outcomes clear to the learner prior to the assessment.
- Giving students only one opportunity to show learning. Learners may need a lot of teaching, practice and feedback before the product is evaluated.
- Penalizing students for taking risks.
- Giving low scores early in the learning process which continue to penalize the learner.
- Inconsistent grading criteria.

Using Evidence for Scoring

It is important to keep in mind the following guidelines for collecting and evaluating evidence used for scoring. Evidence should:
- reflect a student's most consistent, more recent pattern of performance.
- be selected because of its alignment with outcomes and learning targets.
- reflect informed teacher judgment regarding the quality of student work.
- be strengthened by frequent, collaborative scoring sessions.
- be understood by learners and include opportunities to co-construct evaluation criteria.

Types of Evidence

Learners demonstrate evidence of learning in multiple assessments and in multiple ways, including different modalities or styles. Anything a learner does, says, or creates could be used as evidence of learning. Evidence may include:
- Personal Communication (e.g., conferences, learning logs, response journals, oral tests)
- Performance Assessment (e.g., play, poem, essay, research paper, podcast)
- Demonstrations (e.g., debate, reading, recital, retelling, role play)
- Presentations (e.g., live or taped dance, oral presentation, visual presentation, PowerPoint or multimedia presentation)
- Seminars
- Projects
- Portfolios
- Paper-and-Pencil Tests/Quizzes
- Criterion-referenced observations
- End of Measurement Topic Exams

Sidebar notes:

Many assessment practices used in the past will inhibit learning in the performance-based system.

Evidence should be understood by learners and should include opportunities to co-construct evaluation criteria.

Everything a learner does, says, or creates is evidence of learning.

When choosing evidence, learners are motivated by more "voice and choice."

Note: To determine if a learner has learned the knowledge in a task that is completed with a partner or group, and/or using notes or resources, it is important to have the learner independently demonstrate knowledge.

Amount of Evidence

- The focus is on the quality of evidence, not the quantity. The quality of the evidence must be at level 3 rigor.

- There is no requirement for a set amount of evidence before the learner takes the End-of-Topic (EOT) assessment. The amount of evidence will vary based on the complexity of the measurement topic (MT) or learning target. For example some MT's would require as little as one piece of evidence while others may require as many as three.

- After sufficient evidence has been completed, the learner will take the EOT assessment to verify the learning. The results of the EOT assessment will lead to acceleration or corrective instruction, depending on performance.

- The only time that the EOT assessment is used as the sole piece of evidence is when the learner and learning facilitator have determined that the skill or knowledge has already been attained. For these circumstances, the learner is given an EOT assessment as a "challenge assessment" for that MT.

The amount of data needed is only that which enables confidence that any further information will confirm the previous judgment.

Adjustments for Learners with Special Needs

Students with special needs present Learning Facilitators with unique challenges when it comes to scoring and reporting. These challenges primarily involve three different groups of learners:
1. Learners with Disabilities
2. English Language Learners
3. Gifted and Talented Learners

Adjustments are made for Learners with Special needs according to the IEP and/or 504 Plan.

Learners with Disabilities

At LUSD, we use inclusion programs to give learners with disabilities the same educational experiences and classroom activities as general education learners. ***The guaranteed and viable curriculum for each learner receiving special educational services will be clearly defined in the learner's IEP.*** The use of IEP or 504 plan accommodations provides equitable learning conditions for the learner. In designing an IEP or 504 plan, the learner and parent, in consultation with the general and special educators, negotiate the learning tasks to be completed, the adaptations that will be made, the performance level expected on the task, a time frame for completion of the

The guaranteed and viable curriculum for each learner receiving special educational services will be clearly defined in the IEP.

work, and the score to be earned.

Accommodations outlined in the IEP or 504 plan are changes in assessment and instruction <u>which do not fundamentally alter or lower the standard or expectations of the course, measurement topic, or test.</u> Accommodations are provided to help the leaner access the curricular content, assessment, and/or instruction. All learners receive accommodations in varying forms and degrees, and because of that, it is not identified or referenced on progress reports.

Examples of accommodations include:
- changes in teaching strategies
- test presentation, location, timing, scheduling
- environmental structuring (i.e., lighting, noise levels)
- wearing glasses
- reducing quantity of work
- extra help/extra time/frequent breaks
- changes in student response mode such as responding orally instead of writing.

Modifications are changes <u>which do fundamentally alter or lower the standard or expectations of the course, measurement topic, or test.</u> Modifying the curriculum expectations for individual learners should be based on their past achievement records and/or assessments of their current learning needs. Using modified course requirements for quality, quantity, and timelines is an example of modifications.

Examples of modifications include:
- unpacking the standard and selecting key learning targets
- reducing or changing the content of a measurement topic
- using a calculator on a math computation test
- reading a language arts text aloud during a comprehension test
- adjusting the expectations for mastery of content

Modifications are provided when a learner has been determined to be eligible to receive special education services and the IEP team has determined that modifications are necessary due to the negative impact on educational progress by the nature of the disability. The modification must be delineated in an IEP and followed as written.

English Learners

A second group of learners with special needs who present unique assessment challenges are English Learners. The language difficulties encountered by English Learners make it challenging to get an accurate picture of their learning progress. It is essential that scores reflecting English Learner achievement and level of performance be based on accurate and reliable evidence and that information regarding learning facilitator appraisals of student achievement be clearly communicated. For this reason, accommodations are likely to be required in formative assessment procedures.

Accommodations are changes in assessment and instruction *which do not fundamentally alter or lower the standard or expectations of the course, measurement topic, or test.*

Modifications are changes which do fundamentally alter or lower the standard or expectations of the course, measurement topic, or test.

Recent research indicates that many assessments underestimate the English Learner's knowledge and skills.

The only accommodation shown to narrow the score difference between English Learner and non-English Learner is modifying or simplifying the English

Frequent English Learners accommodations may include:

- modifying (simplifying) the English language used in assessment questions.
- including a glossary that explains potentially unfamiliar or difficult words.
- providing extra time to complete assessments.

Gifted and Talented Learners or "Fast Runners"

A third group of learners with special needs includes those with exceptional skills or abilities who may be considered "gifted and talented" or "fast runners." They have unique learning needs that require special accommodations. Some may be able to demonstrate their mastery of content level learning targets before instruction actually begins, permitting learners to verify the level of proficiency they have already attained. A portfolio containing evidence to illustrate their accomplishments may be used to verify progress and scores on learning targets.

Scoring Do's and Don'ts

Acceptable Practices – The Do's

- Give priority to the most recent evidence. Assign or ensure that final scores show current learning accomplishment (not an average of all of the scores that have been recorded).
- Give priority to the most comprehensive evidence.
- Align scores to intended learning targets. Effort, participation, attitude, and other personal and social characteristics need to be reported separately from achievement.
- Use criterion-referenced exemplars as reference points to determine scores.
- Learners should be given individual scores which reflect individual achievement when participating in group learning.
- Involve the learner in understanding, assessing, and tracking learning targets.
- Provide systems and structures for learners to set goals, track learning, and celebrate success.
- Establish consistent scoring scales to ensure consistent results across content levels, classes, and schools.
- Keep records that can be updated easily.
- Follow established assessment administration guidelines.

Unacceptable Practices – The Don'ts

- Don't use scores as punishment for poor attendance, inappropriate behavior, lack of punctuality, or late work.
- Don't use scores to punish for academic dishonesty, which is primarily a discipline problem that must incur clear consequences. The appropriate academic consequence is to "do it again without cheating or plagiarizing."
- Don't score "on a curve." Scores reported should always be done in reference to

language *(Abedi, Lord, & Hofstetter)*.

Gifted and talented or fast runners have unique learning needs that require special accommodations.

Focus should be on the most consistent level of performance, especially toward the end of any assessment period.

"There is nearly a century of evidence that grading as punishment does not work." *(Reeves)*

Students are more likely to complete their late assignments if they know it will not be graded down.

the specific criteria that has been developed for each learning target.
- Don't give credit or inflate academic scores for positive behaviors or attitudes (e.g., bringing extra pencils, sitting quietly, being polite to others). Extra credit and bonus points are not consistent with performance-based practices.
- Don't average scores on a learning target to give a final score. Give a final score that shows current overall learning of that learning target.
- Don't score by using traditional 0 to 100 percentage scale (e.g., 90-100 = A, 80-89=B; 70-79=C, 60-69=D; 0-59=F).
- Don't interpret 0-4 scoring scale as the same as the traditional A-F grades. The two systems are not equal. A learner who has shown flawless learning of the required information/skill, and the learner who has shown acceptable learning of the required information/skill are both scored at a 3 level.
- Don't use a 0 to show that work is incomplete or missing.
- Don't give scores simply for the completion of assignment.

Section IV: Types of Assessments Used in Scoring

Assessment is an activity that provides information to direct action. There are three types of assessment:
- **Diagnostic Assessments** are pretest that show current knowledge on learning targets and is used to determine proficiency and correct instructional placement. In general, this assessment is used for instructional planning and placement purposes, not for scoring and reporting. However, if a learner demonstrates proficiency on a diagnostic test, the results may be used to determine the learner's proficiency level.
- **Formative assessments** show how learners are progressing toward their learning target. It can be used to track learner progress over time and inform the learning process. Formative assessment should be understood as a process, not as a specific type of test given at the end of learning. To determine if an assessment process is formative, the following questions should be considered:
  - o Is it used to identify learners who experience difficulty in their learning?
  - o Do learners who had difficulty in their learning receive high-quality corrective instruction?
  - o Do learners receive an additional opportunity to demonstrate their learning?
- **Summative Assessments** are not part of a performance-based system. In a traditional system, they were used to mark the end of learning and measure a level of success. However, in a performance-based system learning continues until the expected level of achievement is attained. Therefore, no specific assessment marks the end of learning for all leaners on a topic.

Section V: Reporting Progress and Feedback

Providing learners with feedback aligns with the following Lindsay Unified Life Long Learning Standards:
- A Well-Balanced Person who seeks, reflects, and adjusts to feedback.
- A Self-Directed Life Long Learner who demonstrates the habits of continuous

We must acknowledge that traditional grading scales, which link letter grades to percentages and one or two word descriptors, are incompatible with a performance-based system.

Section IV
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If we implemented what we know to be best practice, learning facilitator developed common formative assessments would be the cornerstone of the assessment process in every school.

Section V
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Our brains require feedback to learn.

improvement by self-assessing progress, evaluating actions, and adjusting as needed.

Purpose of Feedback

Feedback is information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improved learning.   Feedback to learners is an essential component of the Cycle of Learning and answers the following questions:
- What can the learner do?
- What is the learner attempting to do?
- What does the learner need next?

Learners use feedback to improve learning, learning facilitators use feedback to improve instruction, and parents use feedback as partners in education.

Feedback for Learners

Specific, descriptive, and timely formative feedback is needed both during and after the learning. In this kind of feedback, student work is compared to criteria, rubrics, models, exemplars, samples, or descriptions of excellence. Learners learn what elements of their work (products, processes, or presentations) meet quality expectations and where they need to learn more to improve their work. Learners understand this feedback more readily because it relates directly to their learning. Another valuable form of feedback is when learners supply formative feedback to their peers. Ideally, feedback involves choice on the part of the learner as to what and how to receive feedback. Feedback should be frequent enough so that learners can track their own learning and monitor progress or achievement of the learning goal.

Evaluative feedback needs to occur when the learner has shown evidence of the learning. This type of feedback tells the learner how he/she has performed in relation to the learning target. It is also intended to verify the evidence that the learning target as been met as indicated from formative classroom assessments.

Feedback for Learning Facilitators

The best classroom assessments serve as meaningful sources of feedback for learning facilitators. Assessments provide learning facilitators with specific guidance in their efforts to improve the quality of their instruction by helping identify what they taught well and what needs work.

When assessing learning during the cycle of instruction, the assessment should be formative in nature.

The feedback during and after instruction is used to monitor learning, and adjust instruction. Ideally, feedback consists of observations, interactions that check on understanding, evaluation of student work, and formal assessments. If feedback illustrates that learners have not mastered the learning, the learning facilitator is expected to provide high-quality corrective instruction, monitor, provide continuous feedback, and reassess to ensure that learners have mastered the knowledge.

Sidebar notes:

When learners know what they are learning and receive feedback that is corrective and specific, learning performance increases by 34 percentile points. *(Marzano)*

Specific, descriptive feedback propels the learning forward.

Formative assessment conducted throughout the learning cycle serves to inform both the learner and the learning facilitator.

Feedback to Parents

Feedback to parents is an essential component of effective instructional practice in the performance-based system.

Reports to parents should:
- Include positive comments
- Describe progress on specific learning goals or expectations
- Provide specific suggestions on what parents can do to help
- Stress parents' role as partners in the learning process

Reporting learning progress to parents can be communicated using a variety of tools:
- electronic reporting system (Educate)
- notes with report cards
- standardized assessment reports
- weekly/monthly progress reports
- phone calls
- newsletters and/or personal letters
- homework
- evaluated assignments or projects
- portfolios or exhibits
- homework hotlines
- parent-teacher conferences
- student-led conferences
- Learner tracking forms

Section VI: Entering Scores into the Electronic Reporting System (Educate)

Educate is the district's electronic system for tracking and reporting learning. As such, it is the *medium* for recording and communicating learning.

Educate houses the district's learning targets which are derived from the Level 3 elements on the district's measurement topics. *Only level 3 learning targets are assessed and scored in Educate.*

Educate allows for four levels of scoring and feedback. Learners are provided scores on evidence (e.g., tasks, activities, and assessments), learning targets, measurement topics, and content level. Learning facilitators are responsible for inputting and maintaining evidence and learning target scores. The Educate system calculates measurement topic and course scores based on the learning target scores.

Evidence

- Learning facilitators enter evidence scores, which are tied to learning targets, in order to support overall learning target scores and to show progress over time.
- Evidence may include a wide variety of assessments.
- Evidence is regularly updated so that stakeholders can access current information

Feedback to parents is an essential component of effective instructional practice in the performance-based system.

When reporting progress to parents, it is essential to recognize that report cards are only one way of communicating.

Progress is reported out using various tracking devices and the electronic reporting system.

at all times.
- Scores for evidence use the 0-4 scale described in previous sections.

Learning Targets

- Learning facilitators manage learners' scores on learning targets by reviewing these scores regularly - with each entry of a new evidence score – and updating them as necessary.
- Learning target scores are regularly updated when appropriate evidence is produced.
- Scores for learning targets also use the 0-4 scale.

Measurement Topics

- Feedback at the measurement topic level include fractions and scores:
  - Fractions indicate the number of learning targets a learner has completed out of the total number of learning targets in the measurement topic.
  - Scores are shown in addition to the completed fraction when all learning targets in the measurement topic have been completed.

The four levels of scoring and feedback in Educate are: evidence, learning targets, measurement topics, and content level.

Example 1 (Learner has demonstrated level 3 knowledge or above in two of the four learning targets for this measurement topic.)

MT 1	2 of 4
Learning Target 2.5	4.0
Learning Target 2.6	3.5
Learning Target 2.7	2.0
Learning Target 2.8	2.5

Example 2 (Learner has demonstrated level 3 knowledge or above in four of the four learning targets for this measurement topic.)

MT 1	3.5	4 of 4
Learning Target 2.5	4.0	
Learning Target 2.6	3.5	
Learning Target 2.7	3.0	
Learning Target 2.8	3.5	

Content Level

Feedback at the content level includes fractions and scores.
  - Fractions indicate the number of learning targets a learner has completed out of the total number of learning targets in all measurement topics in the content level at level 3 or higher.
  - A final score replaces the fraction when all learning targets in all measurement topics in the content level have been completed at level 3 or higher. This final score also indicates that the learner has progressed to the next content level in that area.

Feedback at the measurement topic and content level include fractions and scores.

Note: For a description of content area and levels, see LUSD Pacing Guide For Core

Content Areas document.

Section VII – Frequently Asked Questions

How is work scored?

Each learning target and MT may receive a score of 0-4. The minimum expectation is to receive a score of 3, meaning the learner has shown evidence that he/she is proficient at the learning target. A score of 2 means that the learner has the simple knowledge, but still need to learn more. A score of 4 means the learner has gone above and beyond what was taught in class and is able to make inferences or apply the knowledge in some other area. This scale replaces all letter grades and all previously used scoring methods. It is not to be confused with the traditional A, B, C, D, or F grades or other rubric scores that are used in the traditional educational system.

How are life-skills scored?

Life skills, such as being a good citizen or a responsible worker, are part of the LUSD Life Long Learning Measurement Topics. These scores are often associated with participation, behavior, and work ethic. Scores are awarded on a 1 to 4 scale indicating the following: Score 1– the learner never exhibits these characteristics; Score 2 – the learner sometimes exhibits these characteristics; Score 3 - the learner usually exhibits these characteristics; Score 4 – the learner always exhibits these characteristics. Life skills scores are always separated out from content or academic scores.

How are learners going to know that they have met proficiency on required learning target?

Learning facilitators and learners will develop assignments and assessments in order to show proficiency on the learning targets. Learners will know what they need to know and be able to do before beginning any test, project, or assignment. Any learner not attaining level 3 knowledge will receive corrective instruction and support until level 3 knowledge is attained.

Section VII
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What will reporting progress look like?

Report cards will list the Level 3 learning targets (standards) in each content

area. Parents will be able to view the fractional equivalent of how many learning targets in which the child has demonstrated level 3 knowledge in relation to the total number of learning targets required to complete an MT. Once all learning targets for an MT have been learned at level 3 or higher, the final MT score is recorded as either a 3.0, 3.5, or 4.0.

What is meant by content level?
The term "content level" defines the skills and knowledge a learner is learning at a particular time. Parents can see the progression of the skills and knowledge that learner have already mastered (the previous level), and what they will be working on next (the next higher level). In LUSD, there are 13 content levels.

How often will learners move to the next content level?
Learners will move to the next content level only when they demonstrate level 3 knowledge or above on all learning targets contained in their current content level.

How will you communicate to a learner that they are under performing?
We will be honest with all learners and communicate the level at which they are performing. The performance-based system is designed to help learners know what skills and knowledge are needed in order to move to the next MT or content level. We will share models, anchor papers or samples, and track progress to ensure that learners are well aware of their progress toward the learning goal.

What does special education support look like?
The current inclusive Special Education model used in LUSD will not be affected by the transition to a performance-based system. Learners will continue to learn based on the goals on their IEPs and standards will be accommodated or modified based on those goals.

How do we access the electronic reporting system?

School administration will provide parents with an Educate log-in, and directions on how to access the educate link on the LUSD website.

If there is 0/3 on the report, does that mean my child hasn't completed any work?

A 0 of 3 indicates that there are three learning targets for this measurement topic, none of which have been met at level 3 or higher. However, it does **not necessarily** mean that the learner has not completed any work or learned any content. For more information on the learner progress, it is recommended to access the information on educate and/or conference with your child's learning facilitator.

Section VIII – References

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