

The Odyssey School: K-8 Faculty Assessment and Grading Guide

PURPOSE STATEMENT:

The purpose of grading and reporting at Odyssey is to clearly communicate students' level of academic achievement and are habits of learning development. In addition, we hope that through sound grading practices we help students develop a clear understanding of who they are as a learner, develop a growth mindset towards learning.

At Odyssey, our assessment practices and grades are driven by a few key principles, taken from **Expeditionary Learning Core Practices: A Vision for Improving Schools:**

- Teachers use common school-wide agreements to ensure uniformity in our communication about achievement.
- Grades are separated from habits of learning grades. Success in both areas is required to graduate from Odyssey because both are important for lifelong learning.
- Grades are used to communicate about skills and content understanding, not to motivate or punish.
- Grades describe student's progress toward a set of long-term targets that students are aware of at the outset of instruction.
- Teachers provide students with multiple opportunities to make and show progress toward long-term learning targets.
- Students understand grades, not as subjective judgments of teachers, but rather as documentation of how far they have progressed toward the targets (and criteria).
- Grades reflect a student's current level or proficiency, not an average. The most recent evidence takes precedence over the older evidence.
- Regular communication with families about student progress supports deeper learning.

CLEARLY COMMUNICATING LEVELS OF ACHIVEMENT IN ACADEMICS & HABITS:

Regular communication with families about student progress supports deeper learning. We formally report progress about 6 times a year through benchmark assessments, progress reports, and student-led conferences. In addition, the middle school team (6-8) sends home bi-monthly reports, sharing on-going classroom data with families.

- **Communication Calendar**

Month	Type of Communication
September	<ul style="list-style-type: none">• TACP results from previous year• Fall interim benchmarking results
October	<ul style="list-style-type: none">• Student-led conferences• Progress report
January	<ul style="list-style-type: none">• Progress report from first semester• Interim benchmarking results
March	<ul style="list-style-type: none">• Student-led conferences• Progress report
June	<ul style="list-style-type: none">• Progress report• Final benchmarking results

- **Interim Benchmarks** are given formally three times a year:
 - STAR (K-8): an on-line, nationally normed, assessment for reading and math
 - DRA (K-3): a one-on-one reading assessment
 - TCAP (4-8): Colorado state testing results from last spring
 - Internal Writing Assessments (K-3): on demand writing assessment scored internally
 - My Access Writing Assessment (4-8): on-line writing assessment

We use the interim data to:

- triangulate with classroom assessments to know how each student is performing and to ensure we are holding students to high expectations
 - adjust curriculum and/or instruction to better meet the need of the students
 - watch the response (data) closely
 - consider how to communicate clear and consistent progress with parents
 - help students set goals for their learning
- **Student Led Conferences** are scheduled twice a year. The purpose of student-led conferences is to engage and support students, parents and teachers in communicating progress toward academic learning and habits of a learner development. Students are the key communicator in the process as they learn to speak about their own strengths, struggles, goals and learning processes. This supports them in the process of becoming life-long learners. See Appendix A.
 - **Progress Reports** are sent out four times each year. Twice a year, the report sent home is simply a list of targets and assessments. These reports accompany student-led conferences. The other two times a year, teachers will craft short narratives which will be embedded into the report. A short cover letter is sent home, along with the reports to support families' understanding of their child's achievement (Appendix B). See page 4 for more information about progress reports.
 - **Assessment of Learning Practices**
We use assessments to inform instruction, and to engage, support and hold all students accountable for rigorous learning.
 - **Choosing appropriate assessments** is part of the planning process. This step helps teachers pay attention to the reliability of their assessments. Specific assessments give quality information about specific kinds of learning targets. For example, a quiz is a good measure for a knowledge target. It is important to ensure a match between the type of target and method of assessment (Appendix C). Once the teacher judges that an appropriate amount of instruction has taken place and students should be ready, teachers should administer a summative assessment. In some cases, teachers may find, after looking at the summative assessment, that more instruction is needed. They should use their professional judgment to determine if re-teaching and additional assessment is appropriate.
 - **Rubrics and Criteria Lists** are used to name and assess when students have met some targets. Rubrics and criteria lists provide a basis for teacher feedback, self-evaluation, reflection and peer critique. They are aimed at accurate and fair assessment, fostering understanding, and indicating a way to proceed with subsequent learning/teaching. Students sometimes generate some rubrics and criteria lists with teachers facilitating the process and direction of the learning. In many cases, the teacher creates the rubrics or criteria lists. In either case, students should have access to the criteria from the outset. In addition, students are asked to interact with the criteria lists throughout the study in order to build a vision for the work. Model criteria lists and expectations of criteria lists are shown in Appendix D & E.

- **Student-friendly Learning Targets** are used to name the learning at hand. All learning targets are based on the Colorado State standards/Common Core Standards. Every target listed on the report should have been used with students, either as a long-term target or criteria on a rubric, such as in literacy. We also report out on the targets we have named for Odyssey’s Habits of a Learner. We list a grade as a way of communicating the level of achievement on that standard or Habit. We use targets instead of the standards because targets should be more student friendly. Thus, students should be familiar with all of the targets listed on the report. For more information about learning targets, access the Expeditionary Learning toolkit: **Student Engaged Assessment**.
- **“Level of Achievement” and “grades”** are used synonymously at Odyssey. We use both terms so students here understand what our grades mean, that they describe level of achievement, and are prepared to encounter the term “grade” in high school. Teachers will need to determine the grade (Ex, Ac, De, Be) for each long-term learning target and report out on them in the progress report. An accomplished student is one who has hit all of the criteria at the accomplished level whereas a beginning student has hit few or no criteria. In the end, a developing grade should not send the message that a student is on track. In each class, the goal is for the student to reach a rating of Ac. (or Ex.) on every target.

Odyssey Grading Words	<u>What it means to hit a Target</u>	Equivalent Traditional Grade
Exemplary (Ex.)	The student demonstrates understanding that exceeds the expected target at this time in the school year and at their grade level.	A+
Accomplished (Ac)	The student has shown a solid understanding/mastery of the skill or concept. For example, the student has met all of the given criteria or has demonstrated mastery on quizzes and/or tests.	A thru B+
Developing (De)	The student has shown some progress toward understanding the skill or concept. For example, the student has met many, but not all of the given criteria and has demonstrated inconsistent mastery on quizzes and/or tests.	B thru C
Beginning (Be)	The student has shown little progress toward understanding the skill or concept. For example, the student has met few to none of the given criteria and has not shown mastery on quizzes and/or tests.	C- or lower
Missing (M)	The work was not submitted. No assessment can be given.	

We use the wording Ac, Dev, etc. because we feel it better describes the level of understanding/mastery of the skill/concept at hand. Accomplished at Odyssey means that students have ‘hit’ the target. Hitting the target is what we expect for ALL students. Accomplished is NOT a low bar: it means that a student is doing A, A- and B+ work.

- **Determining a Grade:**

Given the assessment data, teachers determine an accurate reflection of the student’s level of understanding of a target at a moment in time. Teachers consider trends, overall patterns and the summative assessment. In most cases the summative assessment grades should be used to determine this final grade, whenever it is deemed reliable and accurate. This is to say, even a

student who has earned Beginning or Developing on the previous formative assessments, but earned an Accomplished on the summative, should receive an Accomplished grade for the target.

At Odyssey, we use the JumpRope grading program to gather, store and report assessment data from our classes. A model of the report is included as an appendix. Notice that each target that has been addressed in the semester is included in the report. Expectations for communicating grades via JumpRope are:

- In all cases, students' final assessments should reflect what each student actually understands in relation to the target and criteria given.
- Report on long-term targets that have been supported with instruction in a given semester.
- Teachers determine a final rating for all targets based on the body of evidence that has been collected in class.
- Teachers need to indicate whether a target is 'in progress' or 'final' by putting these words into the program prior to printing. In this way, they can indicate that student might be developing on a target, but that that target is still 'in progress' and the grade will mostly likely shift before the 'final' grade is assigned.
- Report out on Habit targets that were supported with instruction.
- Habits of learning, attitude, effort and aptitude are not included in the assessment of academic targets. Odyssey's habits of learning are, however, assessed and reported directly in the progress report.
- We want to honor that students have different levels of support at home and this could impact levels of achievement or performance. Summative assessments should not be sent home as homework.
- Late work will not be accepted. If a child uses "extended time" as a regular stated accommodation, the deadline for that work will be spelled out in their ILP. It can be considered late after that extended period of time. Extra time is also given to a student who misses work due to illness or other excused absences as written in the Student Parent Handbook. Late work is typically a habit issue and should be reflected in that section of the progress report. If a teacher feels that additional time is warranted, they may choose to extend the deadline.
- Teachers are expected to print out all reports (Appendix F) during reporting periods. In January and June, two copies of the report are needed (one for the family, and one for the cumulative file)

There are cases in which grade determination becomes tricky. In these cases, teachers should use their professional judgment to determine if the grade is reliable and accurate. Things to consider when making those professional decisions:

- The performance of the whole crew – if most students hit the target at an accomplished level, you can trust that the instruction and support was appropriate.
- Providing the assessment in a different format (oral presentation) when possible to judge whether or not it was the format of the assessment that was the barrier to demonstrating their understanding.
- Alignment to ILPs and IEP goals.
- Instructional days with that student – were they absent or sick making instruction difficult.

- **Assessment for Habits of a Learner**

The Habits of a Learner or just 'Habits' are an important aspect to Odyssey's mission and vision. Embedded in our curriculum is support and instruction toward our Habits. By the time kids are in 8th grade, they are working toward mastery of all six habits: Responsibility, Revision, Inquiry,

Responsibility, Collaboration & Leadership, and Service and Stewardship. We believe that these habits are key to a student's academic success. We also believe that we must separate academic grades from habit grades. A student should not be awarded an Accomplished on a knowledge target in expedition because they tried hard or showed a lot of responsibility. Instead, the teacher should report on the final academic grade and then in a separate place report on the habit. In this way, families get accurate information on their child's level of achievement and how their habit development may or may not be supporting their academic success. Often, when a student isn't doing well in school it is because of a gap in one or more of these habits.

At the same time, instruction to and assessment of these habits should take place in the classroom in much the same way that academic instruction and assessment takes place. Documentation of these habits including formative and summative assessments and descriptive feedback are necessary for all students to develop the skills and habits that we feel are important. Each habit target that is addressed during a semester will be reported on, in the same way that the academic targets are. Because there are fewer habit targets, our guidelines are: in 2nd and 3rd grades, they need to hit all 3 habit targets; in 4th through 8th grades, students need to hit at least one target in each habit.

- **Determining Academic Passage**

At Odyssey, The goal each semester is for every student to reach all of the targets they encounter. To earn credit, or to pass, a course of study (such as Expedition, Math, Literacy, Habits), students need to meet (earn accomplished) on at least 70% of the targets. Students on IEPs may have a different/modified set of academic targets identified, but are still expected to reach 70% of them. Teachers who notice that despite significant differentiation and support, that a child is not meeting targets, should be in regular contact with the director and parents about the students' academic status. If a student is not passing a course (or courses), it doesn't automatically mean that the student will be retained or repeat that class. That intervention is decided through an entirely different process and is used only when appropriate (Appendix G).

While this calculus is handy and straightforward, the message here is one of a growth mindset. How can we take the information provided in the report and use it for good: to continue to push and support students to be lifelong learners, not just students that are trying to hit a 70% bar. We support students to develop an internal desire to learn and seek understanding through: the use of strong assessment FOR learning practices, engaging curriculum, strong teacher/student/parent relationships and crew culture, and a pervasive culture of quality. Used at its best, this information can be a tool for students to set goals, track growth and own their learning.

GRADING AS A TOOL TO DEVELOP A GROWTH MINDSET

We believe that the messages we send regarding any "test or grade" is important to frame, for both our students and for our families. Every data point, whether it is classroom work, a quiz, a performance or a formal test, gives us information about areas of strength and helps to identify next steps. Research has shown that the mindsets that students hold about their intellectual ability can have a significant impact on their motivation and success in school. When students have a growth mindset, in which they believe that intelligence can be developed (for example through effort and instruction) they seek more learning goals and challenges, see effort as a positive behavior, are more resilient in the face of failure, and achieve higher academic outcomes. Those are key messages for all our children to hear – hard work, clear goals and the right support is the recipe for success. Strong assessment and grading practices, as listed below, will help create cohesion and coherence in grading and reporting at The Odyssey School.

- **Assessment FOR Learning**

Odyssey is committed to using assessment for learning strategies synthesized by Expeditionary Learning from the work of Rick Stiggins in order to support students in developing agency for their learning. In addition, these strategies have been shown to close achievement gaps by supporting ALL students to achieve the targeted learning. The strategies and systems noted below are ways that all teachers at Odyssey should be helping students reach targets:

- **Long-term Targets** define the learning for students. Teachers will use the school's scope and sequence, content map, and habits of a learner documents in order to plan the academic and habits learning that will take place in their classroom each semester. These outcomes are used to craft learning expeditions, rich literacy and math studies, and crew experiences that tie the content together through an important and engaging topic or issue. With these understandings teachers need to write a set of long-term targets, contextualized and aligned to the targets. Each semester-long expedition usually has between 7 and 15 long-term targets. Long-term targets are important because they are the tool that we use to communicate levels of achievement to students, parents and other stakeholders. See the toolkit: **Student Engaged Assessment** for more insight into targets
- **Formative Assessments** are planned for, and used to, monitor progress toward each long-term learning target. This work gives teachers an idea about what students can do independently so they can plan for future instruction. Students also analyze this same work to determine progress and next steps. Formative assessments can also shared with parents as a way of communicating on-going progress. At this time, only the 6-8 team shares printed reports with families that shows the assessment-level data.

Teachers should hold data from formative assessments in JumpRope. Doing so will aid teachers in determining final ratings, when appropriate. In addition, the color coding and percents visible to teachers when assigning grades to assessments helps teachers identify if their instruction is working for all students. Patterns can also be analyzed to support identification and monitoring of intervention. Please note: early and formative work should NOT be used to lower a final assessment or to be averaged into a final grade. Professional judgment is use when deciding whether or not homework is used as a formative assessment.

- **Descriptive Feedback** is one Assessment FOR learning strategy that has been proven to lead to some of the largest learning gains for students. Teachers should develop a small cadre of descriptive feedback strategies that they use consistently to give students feedback on formative assessments. Some strategies might include:
 - a. using the rubric/criteria list to give feedback
 - b. highlighting or underlining work where kids are demonstrating the target.
 - c. conferring with a student to identify aspects of their work that meet criteria and asking questions about criteria they haven't reached yet.
 - d. Using the descriptive feedback at the beginning of a lesson or when students have the time to attend to the feedback will maximize the benefits of the feedback. Used in this way, descriptive feedback can:
 - ready students for the content of the lesson
 - help students plan for next steps in revision
 - help students see success
- **Self-Assessment**, in relation to learning targets, has also shown statistically significant results towards supporting student achievement. Regular check-in, in relation to the targets is a

highly suggested tool to help teachers and students identify next steps and 'holes' in their understanding. Many teachers use target trackers that support kids reflection (Appendix H) The key to Assessment FOR Learning is that the information needs to be in the students' hands, not just the teacher's, so that students themselves can make change. As students notice growth and success, they become more confident, take more risks, and thus experience more success.

Appendices:

Appendix A: Student Led Conferences

Odyssey School of Denver Student Led Conferences

Purpose of Conferences

The purpose of student-led conferences is to engage/support students, parents and teachers in communicating progress toward academic learning and habits of a learner development. Students are the key communicator in the process as they learn to speak about their own strengths, struggles, goals and learning processes. This supports them in the process of becoming life-long learners.

Before the Conference

- Two weeks prior to the conference, teachers send home portfolios. The purpose of this step is to familiarize parents with the work. Students and parents are expected to set aside at least one hour to go through work. They can go through the work with their child, or on their own. Students will not share stars and steps during this phase. Little to no support is needed for parents to engage with the work, only to get familiar with it, so they know what students are talking about when they share at the conference. Parents will be encouraged to capture things they noticed and wonder on a note catcher to bring to the conference. This is ONLY for parents to get familiar with the work that has been done and generate questions they hope are answered.
- 1 week prior to the conference, teachers & students work to prepare the students for their conference. This includes naming stars and steps (can be done with students), flagging work that connects to the stars and steps, and practicing their presentation.
- Teachers meet to make sure that the crew leader is prepared for the conference for each student in their crew. The crew leader takes notes during this meeting AND during the conference to ensure that important information is shared with every teacher that student sees.
- Stars and steps can be generated with teachers OR on their own. Some level of ownership on students' part, is encouraged so that students are better able to speak to their stars and steps.
- Crew leaders and specialists will meet to determine which students need a conference with specialists, or need a longer, type 3 conference. Teachers will work together to try to make the schedule work, balancing the use of specialists whenever possible.
- Specialists should be involved in all type 3 conferences. Specialists will attend Type 2 conferences, as appropriate. They will attend as much of Type 2 conferences as possible. Specialists will be available (in their rooms) to parents in any time that is left unscheduled.
- Crew leaders will let families know if specialists will be in attendance in either of these cases.

Type of Conference:

Type 1: typical	Type 2: push-in	Type 3: intervention
this conference type is good for: <ul style="list-style-type: none">• most kids.• kids who are in good standing, academically.• families that you have been in close communication with.	this conference type is good for: <ul style="list-style-type: none">• kids who may be performing well in most classes, but struggling in one that includes a specialist.• kids who are not passing a class, but that major intervention isn't needed, instead behavior management strategies etc. are needed.	this conference type is good for: <ul style="list-style-type: none">• students who are not doing well across the board.• it is necessary for ALL teachers to be in on the conversation.
time needed: this is scheduled during a 30 minute conference slot.	time needed: this is scheduled during a 30 minute conference slot.	time needed: this is scheduled during 2, 30 minute conference slots OR backed up to a break. 45 minutes should be scheduled.
who attends:	who attends:	who attends:

Crew leader, student, family	Crew leader, one specialist (could be for only a portion of the conference), student, family	Crew leader, as many specialists as possible, student, family
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Conference Agenda(s)

A typical conference:

- Students meet in their crew room with their crew leader & family member(s).
- 20 minutes: Student-led
 - Students begin the conference by welcoming their family members.
 - Students will present stars and steps in academics. (in K/1 this could include a habit too).
 - Beginning in 2nd grade, students speak to how habits are impacting their achievement. Giving 1-2 examples.
 - At the 6/7/8 level, their presentation will be about habits and how they are impacting their academics (still stars and steps).
- 5 minutes: Invite notices & questions from families (from their note catcher homework #1). Teachers are encouraged to use students to help answer as many questions as possible.
- 3 minutes: Progress reports are handed to parents after the conference, without narratives. Teachers make some connection between stars and steps and the scores given. Teachers invite parents to digest them and follow-up as needed & complete homework #2 (see below for model).
- 2 minutes: capture any notes necessary for the team in the “needs for follow-up” section in the note catcher.

A push in conference:

- Students meet in their crew room with their crew leader & needed specialists.
- 15 minutes: Student Led
 - See above conference for flow.
 - Teachers might choose to narrow the amount the child prepares to share at this kind of conference, since there is less time. For example, a student might just share about 1 habit -- or only 1 star with evidence and 1 step with evidence.
- 5 minutes: Invite notices & questions from families (from their notecatcher homework #1)
- 8 minutes: Crew leader and specialists will share concerns. When possible, they will build these off of the steps named in the previous section. Use this time to have a conversation with the student and family that includes: brainstorming and sharing strategies to attend to the issue at hand.
- Capture notes in the “needs for follow-up” section in the note catcher.
- 2 minutes: Progress reports are handed to parents after the conference, without narratives. Teachers make some connection between stars and steps and the scores given. Teachers invite parents to digest them and follow-up as needed & complete homework #2 (see below for model).

An intervention conference:

- Students meet in their crew room with their crew leader & needed specialists.
- 15 minutes: Student Led
 - See above conference for flow.
 - Teachers might choose to narrow the amount the child prepares to share at this kind of conference, since there is less time. For example, a student might just share about 1 habit -- or only 1 star with evidence and 1 step with evidence.
- 5 minutes: Invite notices & questions from families (from their notecatcher homework #1)
- 20 minutes: Crew leader and specialists will share concerns. When possible, they will build these off of the steps named in the previous section. Framing this as a time to brainstorm and share strategies to attend to the issue at hand is encouraged. Ideas shared should be documented. These ideas can include items to be attended to at home.
- Capture notes in the “needs for follow-up” section in the note catcher.
- 5 minutes: Progress reports are handed to parents after the conference, without narratives. Teachers make some connection between stars and steps and the scores given. Teachers invite parents to digest them and follow-up as needed & complete homework #2 (see below for model).

Use of Portfolio

- Teachers and students will work to house students’ work in portfolio(s) throughout the year. Assessments, both formative and summative, rubrics, drafts, reflections and teacher feedback should be in the portfolio. Other work can be included as well.
- Portfolios should be organized by subject & then by date.

- Portfolios will be sent home 1 week prior to the conference so parents have time to familiarize themselves with the work that has been completed. Portfolios will be sent home with the attached note catcher.
- Students' portfolios will be at school the week prior to conferences so students can prepare.
- Students will flag work and use the portfolio to share stars and steps in the conference.
- Students will prepare for their conference by reviewing and practicing speaking to the work in their portfolio.

Logistics

- Prior to conferences, Marcia will communicate with families about the purpose of conferences and what to expect and what NOT to expect.
- Prior to conferences, Marcia & Liza will inform parents about how to read the progress report through sessions.
- Liza/Marcia/Erin will set-up a school-wide conference sign-up platform that honors common start and end times, breaks, lunch, dinner. This will include an evening and a morning set of slots.
- Everyone will have access the the conference sign-ups at the same time.
- Most conferences will be 30 minutes long.
- Currently there are 29, 30-minute slots.

Appendix B: Family Cover Letter

Progress Report Guide

This year marks our second year using the JumpRope grading program. This document is meant to help you navigate the reports you receive. We will offer assessment & communication sessions at school, when there is a need for them. You can also reach out to Liza Eaton, Odyssey's instructional coach, for clarification.

What do Odyssey's grades mean?

We use the wording Acc, Dev, etc. because we feel it better describes the level of understanding/mastery of the skill/concept at hand. Accomplished at Odyssey means that students have 'hit' the target. Hitting the target is what we want for ALL students. Accomplished is NOT a low bar; we are trying to support ALL students to achieve high expectations. Use the table below to help you understand our grading language:

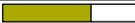
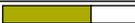
Odyssey Grading Words	<u>What it means to hit a Target</u>	Equivalent Traditional Grade
Exemplary (Ex.)	The student demonstrates understanding that exceeds the expected target at this time in the school year and at their grade level.	A+
Accomplished (Ac)	The student has shown a solid understanding/mastery of the skill or concept. For example, the student as met all of the given criteria or has demonstrated mastery on quizzes and/or tests.	A thru B+
Developing (De)	The student has shown some progress toward understanding the skill or concept. For example, the student has met many, but not all of the given criteria and has demonstrated inconsistent mastery on quizzes and/or tests.	B thru C
Beginning (Be)	The student has shown little progress toward understanding the skill or concept. For example, the student has met few to none of the given criteria and has not shown mastery on quizzes and/or tests.	C- or lower

Purpose of our Reports:

The purpose of a progress report is to provide you with valuable information about your child as a learner: Do they have struggles with certain habits? Are there skills that are more difficult for your child than others? Armed with this information, students, parents and teachers can help guide students to develop a growth mindset: to see themselves as learners that can tackle any challenge or obstacle in their futures.

As you read the model report on the reverse side, note the annotations to the right. These will help you navigate your own report.

Progress Report for

1. Habits of a Learner	
Habits of a Learner 2013/14	
Overall Habits of a Learner Mastery	
- A. Responsibility: I can consistently use strategies to engage in my learning (in progress).	 DE
- B. Responsibility: I can complete quality work on time (in progress).	 DE
- E. Inquiry: I can use the inquiry process to investigate a topic (in progress).	 DE
2. Expedition	
Energy at What Cost	
Overall Academic Mastery	
- A. I can describe how electrons move to create electricity (final).	 AC
- B. I can identify and describe the many forms of energy (final).	 DE
- C. I can explain how electrical energy is made from coal, solar, wind (in progress).	 AC
- D. I can explain the difference between a renewable and nonrenewable resource (in progress).	 DE
3. Literacy	
5th Grade Literacy Homework	
Overall Academic Mastery	
- I can explain what a text says using quotes from the text (in progress).	 DE
- I can include/use reading strategies from class (in progress).	 DE
- I can make inferences about my thinking using quotes from text (in progress).	 DE
Module 1	
Overall Academic Mastery	
- M1 1st Unit A. I can determine the meaning of academic words or phrases in an informational text (in progress).	 AC
- M1 1st Unit B. I can determine the main idea(s) of an informational text based on key details (in progress).	 AC
- M1 1st Unit C. I can accurately synthesize information from multiple texts on the same topic. (in progress).	 AC
- M1 1st Unit D. I can choose evidence from literary or informational texts to support analysis, reflection and research. (in progress).	 AC
4. Math	
Module A	
Overall Academic Mastery	
- A. I can use powers of 10 to show the place value relationships between digits (in progress).	 DE
- B. I can convert within one measurement system (in progress).	 DE

Each subject will be listed in the black bar. The projects or units will be listed in the grey bars.

Each learning target that students have tackled is listed under the unit.

Each learning target is coded with the word (in progress) or (final). This way, you know if a target can still be improved (in progress) or if it is a final grade (final).

The grades in the white rows represent the level of achievement your child is showing for a target, at the time the report is printed. See the chart on the first page to understand what the grades mean.

How to read the report to get overall understanding:

- Look for patterns. For example, this student seems to be doing well (earning Accomplished grades or higher) in the literacy module work, but struggling with some of the literacy homework. This could give you clues about support you could lend at home.
- Pay attention to which targets are (in progress). There is still time for students to continue to work and achieve an accomplished grade, or higher.
- Notice how your child is doing in Habits of a Learner. Often habits impact students' ability to do well in their classes.

Appendix C: Odyssey Assessment of Learning Creation

Odyssey Assessment of Learning Overview

Odyssey Target-Method Match

Target to be Assessed	Assessment Methods			
	Selected Response	Extended Written Response	Performance Assessment	Personal Communication
Knowledge	Good match - for assessing mastery of elements of knowledge.	Good match - for evaluating understanding of relationships among elements of knowledge.	Not a good match - Too time consuming to cover everything.	Match - Can ask questions, evaluate answers, and infer mastery – but a time-consuming option.
Reasoning	Match - only for assessing understanding of some patterns of reasoning.	Good match - Written descriptions of complex problem solutions can provide a window into reasoning proficiency.	Good match - Can watch students solve some problems and infer reasoning proficiency.	Good match - Can ask students to “think aloud,” or can ask follow up questions to probe reasoning.
Skills	Not a good match - These two methods can assess mastery of prerequisite knowledge, but do not tell the evaluator that the student can use the skill itself. <i>Example: math facts vs. solve a math problem</i>		Good match - Can observe and evaluate skills as they are being performed.	Good match - when skill is oral communication proficiency

Descriptions of Assessment *of* Learning Methods

	Selected/Short Response	Extended Written Response	Performance Assessment	Personal Communication
Characteristics	<ul style="list-style-type: none"> • In Class • exit ticket, quiz or journal prompt • Right or wrong answer • Objective • Students respond to specific, narrow prompts 	<ul style="list-style-type: none"> • In Class • quiz or journal or reflection prompt • Students respond to a broad or complex question or prompt • More than several sentences • No time for revision; • Requires judgment from the evaluator (compared to criteria/rubric) 	<ul style="list-style-type: none"> • Over Many Classes • Project or Performance • Culmination of a learning experience • Complex. Assesses multiple learning targets, maybe across outcome areas and types • Requires judgment from evaluator (compared to criteria/rubric) 	<ul style="list-style-type: none"> • In Class • Anecdotal • Direct one-on-one communication • Verbal or written • Communication is student to teacher, not teacher to student
Commonly Used Formats	<ul style="list-style-type: none"> • Short Answer • Fill in the blank (diagram) • Matching • Diagram labeling 	<ul style="list-style-type: none"> • Narrative Long Answer • Concept Map • T Chart 	<ul style="list-style-type: none"> • Concept Map • Piece of Writing • Piece of Art • Math Problem with explanation • Socratic Seminars • Science lab and field tasks • Simulations • Physical tasks (presidential fitness) • Adventure tasks • Observing other group discussions 	<ul style="list-style-type: none"> • Journal prompts • Interview or Conferring information • Direct observations • Fist to five in the group (pulse of group) • Debrief (pulse of group)

Appendix D: Criteria for Quality Rubrics & Criteria Lists

Assessment: Rubrics/Criteria List

Name: _____ Date: _____ Overall assessment: _____

Target: I can create a quality criteria list that supports a target.

	Criteria for Accomplished	Not Quite There	Met
Content	Describes the outcomes/observables of student learning.		
	All criteria are necessary to meet the target (includes what is most important & leaves out what is unimportant)		
	Each criteria names one aspect of quality		
Clarity	Developmentally appropriate/student friendly: ex: amount of text & vocabulary/word choice		
	Descriptive detail includes concrete indicators, adjectives and descriptive phrases.		
	Avoids number words and 'fudge' words like some, mostly, etc. (Unless those ARE true indicators of learning)		
Practicality (useful for kids and teachers)	The number of criteria is manageable for teachers and students.		
	Criteria is divided into chunks/traits (ex. This criteria is broken into 4 chunks)		
	Language is positive in tone: criteria doesn't imply 'bad' or 'failure.'		
Technical Quality/Fairness	(for rubrics) Levels indicate qualities that lead to/build from Beg. to Ex.		
	Ratings represent what students should be able to do: it is realistic to get to Acc.		

Appendix E: Examples of Criteria Lists & Rubrics

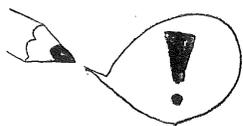
Habit Target: I can consistently stay focused and participate in book club discussions.

Accomplished	Not there yet	Met	Notes
Responsibility			
Comes to Book Club prepared with reading completed and notes ready.			
Stays on topic for the <u>entire</u> discussion.			
Adds relevant ideas to the discussion.			
Takes turns while talking and reading.			
Listens carefully to other people's ideas.			
Follows along as we read.			
Sticks to the reading goals set by the group (not getting ahead or behind).			

Name _____



Responsibility: I can use strategies to complete quality work on time.

 I can:	Accomplished looks like...	Self-Assessment	Final Assessment
Organize my sketchbook to develop ideas over time. 	1. New pages are started in a linear path 2. Pages are dated and titled accurately		
Make a statement about how you use art as personal expression 	3. Drafts of Artist statement re-state the question 4. Takes notes as evidence from multiple sources 5. Uses evidence to explain personal opinion.		
Use materials and tools used to explore and experiment and explain 	6. Materials and tools are practiced in sketchbook to develop skill 7. Materials and Tools are chosen to communicate meaning		
Use strategies to complete quality work on time. 	8. Uses the criteria/rubric while doing the work 9. Uses models/examples as a guide for accomplished work 10. Manages work time to ensure timely completion of tasks		

Assessment: Energy in Engines

Name: _____ Date: _____ Assessment: _____

Learning Target #1: *I can describe energy transfers in the engine.*

Target	Beginning: Getting Started	Developing: Working toward the Target	Accomplished: Meeting the Target	Exemplary: Going Beyond the Target
<p>Ideas:</p>	<p>Identifies a couple of energy transfers in the engine or there are errors.</p> <p>In one or two places there is accurate labeling of the forms of energy</p> <p>In one or two places, there is accurate labeling of kinetic or potential energy</p> <p>Little description included.</p>	<p>Identifies transfers in the engine. All are simple, visual transfers.</p> <p>Identifies some of the forms of energy, but some may be incorrect.</p> <p>Identifies some as potential or kinetic, but some may be incorrect.</p> <p>Some description of the transfer.</p>	<p>Identifies transfers in the engine where the form of energy changes.</p> <p>Correctly identifies the forms of energy.</p> <p>Correctly identifies whether the forms are Potential or Kinetic energy.</p> <p>Describes what happens to the energy from the source when it is transferred.</p>	<p>Identifies complex transfers</p> <p>Describes complex transfers.</p>

Appendix F: Guidelines for Printing

Instructions for Creating **Mid-Semester** Progress Reports for a Crew in JumpRope REVISED October 8

In preparation...

1. Enter assessments and scores for all assessments.
2. Enter 'final ratings' for all academic and habit targets with assessments OR hide the targets you don't want printed (advanced settings in the plan tab).
3. Code targets as (final) or (in progress) after each target, so parents know if these are on-going targets or they are 'closed out.'
4. Crew leaders - you are responsible for the final ratings for Habits of a Learner. Consult with fellow team teachers to ensure that as a grade-level team, you have a consistent approach to determining final habit ratings. (Ask Liza if you have further questions about this step.) Code these targets (final) or (in progress)

When you're ready to print...

5. Go to the "Courses" tab, choose the course "Habits of a Learner", and then click the "Mastery" tab.
6. Click on the printer icon in the lower right corner and select "Print Progress Report(s)"
7. On the "Who, What, and When" screen, select the radio button next to "Print all courses for each student". Then click "Next".
8. On the "Printing Your Reports" screen, Check the "Customize advanced settings"
 - a. Report Date: Select the end date for printing.
 - b. Report Title: type in "Mid-semester progress report"
 - c. Limit Grade: Leave blank
 - d. Grouping: **Course > Case Study/Project > Learning Target Type>Learning Target**
 - e. Detail Level: **Assessment (only for 6-8); Detail Level: Learning Target (k-5)**
 - f. Below that, the only box to check is "Duplex" (if you are only printing one subject and one page, don't click this box)
 - g. Click finish in the lower right corner
 - h. Your crew's progress reports will download as a PDF file, which you can check for accuracy before printing.

Instructions for Creating **End of Semester** Progress Reports for a Crew in JumpRope REVISED October 8, 2013

In preparation...

9. Enter "final ratings" for all students, all courses.
10. Lead teachers - for each class you teach:
 - a. use the percents to help you indicate to parents if students are on-track or not
 - b. If students have hit 70% or more finished targets in your class, type 'on-track'. If not, type 'not on-track.'
 - c. Then, enter comments (stars and steps) for each class. To do this, go to grade tab & choose your class. Then, go to the little tool symbol (right side of screen) and select comments and grades.
11. Crew leaders - enter final ratings for Habits of a Learner. Consult with fellow team teachers to ensure that as a grade-level team, you have a consistent approach to determining final habit ratings. (Ask Liza if you have further questions about this step.)

When you're ready to print...

12. Go to the "Courses" tab, choose the course "Habits of a Learner", and then click the "Mastery" tab.
13. Click on the printer icon in the lower right corner and select "Print Progress Report(s)"
14. On the "Who, What, and When" screen, select the radio button next to "Print all courses for each student". Then click "Next".
15. On the "Printing Your Reports" screen, Check the "Customize advanced settings"
 - a. Report Date: Select December 20, 2013 (or the last day of the semester)
 - b. Report Title: type in "First Semester Progress Report" or "Second Semester Progress Report"
 - c. Limit Grade: Leave blank
 - d. Grouping: **Course > Case Study/Project > Learning Target Type>Learning Target**
 - e. Detail Level: **Learning Target**
 - f. Below that, the only box to check is "Duplex"
 - g. Click finish in the lower right corner
 - h. Your crew's progress reports will download as a PDF file, which you can check for accuracy before printing.

Appendix G: Retention Policy: Odyssey Student-Parent Handbook

Retention and Acceleration of Students

Grade retention or acceleration may increase the likelihood that students will succeed in meeting challenging academic expectations at the next grade level. Retention provides a second opportunity to master skills, while acceleration increases the likelihood that academic expectations will be challenging.

Grade retention or acceleration of students will depend on several factors, including all of the following:

1. Academic skills
2. Maturity
3. Satisfactory completion of work
4. Likely success in completing the academic work at the next grade level
5. Parental input

Grade retention or acceleration will be based on the best interests of the student and his/her educational success. A student will be retained or accelerated if the Director and the student's teacher agree that grade retention or acceleration is in the best interests of the student based on the general considerations above.

Procedural guidelines for retention or acceleration of a student are as follows:

1. The teacher and or Director of Education will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended.
2. The parents, Director, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented.
3. The Director, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the Director decides that it is in the best interests of the student. Strong consideration will be given to the parental concerns; however, the Director will make the final decision.

In such instances, an academic plan will be prepared that includes the following:

- A summary of the school's interventions during the current year to meet the student's academic needs.
- The interventions to be implemented during the next school year to meet the student's academic needs.

Appendix H: Target Trackers

Engines, Energy & Oil: Meeting the Targets #2

<p>Target:</p> <p>I can describe why scientists use models to think about and understand the world.</p>	<p>Smaller Steps: What I should document in order to prove I have met the target:</p>
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	Beginning	Developing	Accomplished	Exemplary	My Thinking: Why I put myself where I did.
Date:					
Date:					
Date:					