

General

Q: Will there be a place on the elementary report card to report out on engagement, homework and responsibility similar to the middle school report card?

A: Work habit grades will include effort, engagement, homework and responsibility.

Q: How is RtI connected to standards-based grading?

A: The more we know about our students' progress toward proficiency the better we can meet their needs by providing appropriate instruction and intervention.

Q: How do we fit standards-based grading into our current work and professional development?

A: This can be accomplished by looking at current work and professional learning such as CCLs, data teams and whole staff professional development and evaluating whether our assessment data and scored student work are matching the standards.

Q: What support will teacher leaders and district coaches receive around standards-based grading?

A: Teacher leaders and district coaches, through their regular professional development, will receive information so they will be able to support other teachers.

Q: How do we use the interim assessments to determine grades?

A: Interim assessments are part of a larger body of evidence that teachers use in determining grades.

Q: How do teachers give one standards-based grade when there are multiple standards per quarter?

A: Summative grades will be determined from evaluating a body of evidence based on the benchmarks taught that quarter. A need for additional support or intervention can be noted through comments.

Q: How will students' growth be reported?

A: In a standards-based report card student growth is documented and reported through comments.

Q: What reporting system is currently in place in elementary and K-8 schools?

A: The Kindergarten report card has recently been revised and is now a standards-based report card. A committee will be revising the elementary standards-based report card to more strongly reflect standards-based practices.

Q: Is the proficiency bar a moving target, i.e. do we report out on the student's proficiency for the end of the year target? Or is the grade based on proficiency for that time of the year?

A: The report card grade is summative information about all of the standards that were taught that quarter.

Q: How will parents be educated to prepare for this change?

A: Parents can receive information through the APS website, from parent education at schools sites, newsletters, parent coffees, parent-teacher conferences.

Q: Are there conversations with CHSAA (Colorado High School Athletic Association) around weekly eligibility?

A: Yes, conversations are currently taking place and a decision is forthcoming.

Q: Will standards and benchmarks be in place for all 11th and 12th grade courses and electives?

A: Yes, there are standards in place in these areas.

Q: How will teachers determine a grade for elective or 11th and 12th grade classes?

A: The standards for each elective class have been determined and grades will be based on those standards. For example, Choir 1 will use Music standards. Standards and benchmarks will be in place for 11th and 12th grade classes.

Q: When and how will professional learning around standards-based grading be provided?

A: The work of standards-based grading will be on-going and integrated into the regular district-wide and school-based professional development.

Elementary literacy

Q: How do teachers use current district resources to set goals for quarterly proficiency and growth?

A: The pacing guides serve as guidelines for determining proficiency and growth in all areas where pacing guides have been developed.

ELA

Q: What are the implications for grading ELA students?

A: For an extended explanation, please refer to the *Recommendations for Standards-Based Grading for English Language Learners* document.

Q: Will the report card reflect ELD standards?

A: Initially ELD standards will not be included on the new report card until the secondary ELD I and II classes are standardized. Language development can be addressed in comments. Students' English language proficiency is not specifically graded.

Special education

Q: If students are not showing proficiency (on an ongoing basis) what sort of interventions will be in place to support students? What does that mean for retention?

A: Standards-based grading does not impact the district retention policy. Interventions will be designed and reported on the students' IEPs.

Q: What are the implications for special education students? Will there be a different way to report for students on IEPs based on their goals and current grade level understandings?

A: For an extended explanation, please refer to the *Secondary Standards for Students with IEPs* document.

Gifted/Advanced

Q: How do we grade gifted, advanced and “high potential” students? What criteria describe advanced-level proficiency?

A: The standards for advanced students do not change; however, clear targets beyond proficiency are reflected in the descriptors for an A.

Secondary

Q: How will colleges receive and accept standards-based transcripts?

A: Transcripts will not be changing.