



STRATEGIC

2020

VISION

VISION

Embracing Today - Inspiring Tomorrow



MISSION

Arlington Heights School District 25 cultivates innovative learners within a nurturing and collaborative community to thrive in an ever changing world.

BROAD GOALS

A young girl with dark hair is wearing a brown paper hat with a simple face drawn on it. She is sitting at a desk, focused on writing on a piece of paper with a pencil. A yellow container with markers is visible on the desk next to her.

STRATEGIC 2020 VISION



1. BROADEN BEST PRACTICES
2. EXPLORE PROGRAM EXPANSION
3. STRENGTHEN COMMUNITY RELATIONS
4. ENHANCE STAFF SUPPORT
5. MAINTAIN & ENHANCE HIGH QUALITY FACILITIES

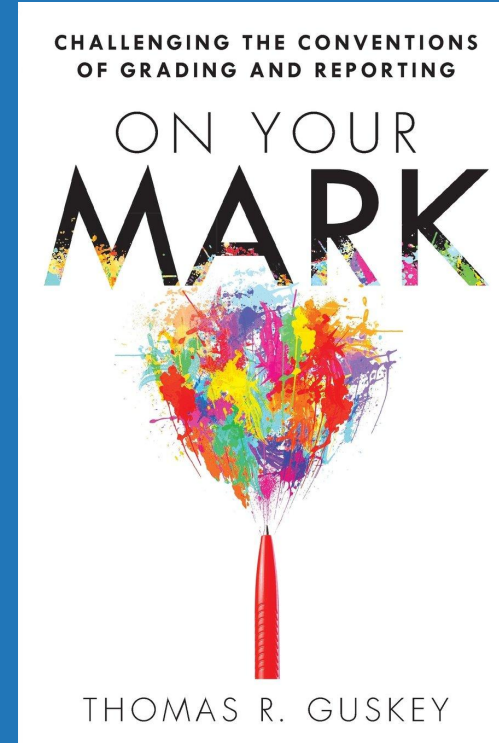
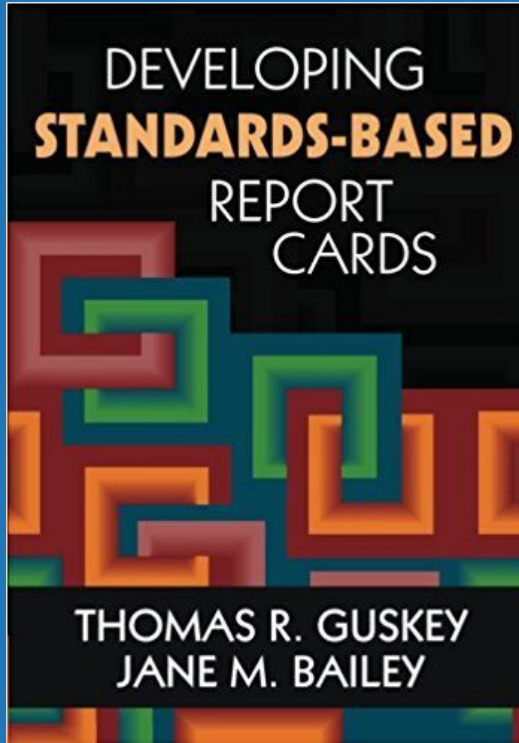
What We Currently Offer

- Three Elementary Report Cards
 - Kindergarten
 - Primary (Grade levels 1-2)
 - Intermediate (Grade Levels 3-5)
- Two different sets of academic indicators
 - Kindergarten and Primary (Beginning, Developing, Independent)
 - Intermediate (Traditional Letter Grades: A, B, C, D, F)

Committee Work and Input

- 2 Standards-Based Grading Committees
 - Core Committee (2 years)
 - Grade Level Work Groups (1 year)
- Building Presentations
- PTA Presidents' Council Presentation

Committee Work and Input



New Elementary Report Card Overview

- What is Standards-Based Grading and Reporting?
- Why are more and more districts moving to this type of report card and philosophy?
- What will the new report card look like in District 25?

Standards-Based Grading and Reporting

Focuses on Standards

Math Standard: 4.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Reading Standard: 4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Standards-Based Grading and Reporting

Separates Content Knowledge from Student Skills

Standards (Product) vs. Student Skills (Process)

Standards

- + Reading
- + Writing
- + Social Studies
- + Science
- + Math

Student Skills

- + Following Directions
- + Work Completion
- + Independent Work
- + Group Work
- + Organization

Why move to a Standards-Based Grading and Reporting System?

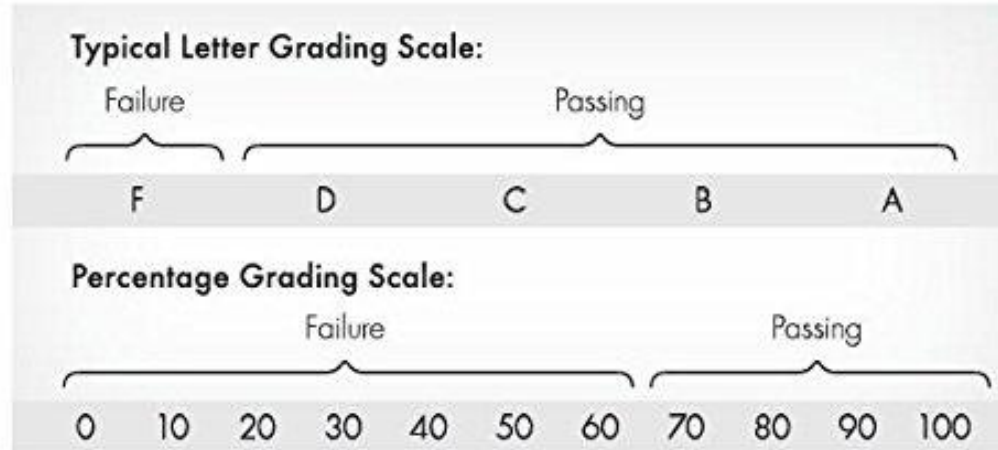


Figure 2.1: Typical grade designations in the letter grading and percentage grading scales.

On Your Mark
by Thomas R.
Guskey, 2015

Why move to a Standards-Based Grading and Reporting System?

NAME	TEST 1	TEST 2	TEST 3	TEST 4	TEST 5
CHERYL	97	94	26	35	83
KAYLA	50	75	90	94	94
DEREK	0	85	85	85	85

Why move to a Standards-Based Grading and Reporting System?

NAME	TEST 1	TEST 2	TEST 3	TEST 4	TEST 5	AVERAGE	GRADE
CHERYL	97	94	26	35	83	67	D
KAYLA	50	75	90	94	94	80	B-
DEREK	0	85	85	85	85	68	D

Why move to a Standards-Based Grading and Reporting System?

NAME	ACT. 1	ACT. 2	ACT. 3	ACT. 4	ACT. 5
CHERYL	97	94	26	35	83
KAYLA	50	75	90	94	94
DEREK	0	85	85	85	85

Why move to a Standards-Based Grading and Reporting System?



What will the new elementary report card look like for District 25?

- These are the standards on which we're reporting
- The Purpose

The purpose of this report card is to describe academic achievement and student skills based on our district's grade level learning expectations. It reflects student successes, guides improvements, and provides students opportunity for self-evaluation and reflection.



Jill Smith
Dunton Elementary School
Homeroom Teacher: Mr. Bob Jones
2016 – 2017 (Grade 3)

The purpose of this report card is to describe academic achievement and student skills based on our district's grade level learning expectations. It reflects student successes, guides improvements, and provides students opportunity for self-evaluation and reflection.

Reading	T1	T2	T3
Applies word analysis skills to read grade-appropriate words			
Identifies the main idea of a text and explains how it is supported by key details			
Uses relevant text features to enhance understanding			
Compares and contrasts the key elements of similar texts			
Determines the meaning of unknown words and phrases based on grade-level content			
Reads and comprehends grade level text with accuracy and fluency			

Speaking and Listening	T1	T2	T3
Effectively presents a topic, text, or experience			
Speaks clearly with appropriate pace, volume, and expression			

Academic Code	
M	Meets Standards <i>The student demonstrates a thorough understanding of the standard and can apply the knowledge and skills learned.</i>
D	Developing Towards Standards <i>The student demonstrates a partial understanding of the standard and/or occasionally applies the knowledge and skills learned.</i>
N	Does Not Meet Standards <i>The student does not independently demonstrate an understanding of the standard.</i>
	Indicates Standard was not Assessed

Writing	T1	T2	T3
Produces focused writing appropriate for task and purpose			
Develops and strengthens writing through planning, revising, and editing			
Conducts short research projects that build knowledge about a topic			
Demonstrates a command of grade-level grammar, usage, and conventions			
Uses grade-appropriate spelling patterns in written work			

Social Studies	T1	T2	T3
Compares rules and procedures between school, community, and government and how they benefit these institutions			
Identifies natural landforms and bodies of water			
Explains the role of banks in an economy			
Identifies artifacts and documents and either primary or secondary sources			

Jill Smith
2016–2017 (Grade 3)

Math	T1	T2	T3
Multiplies fluently within 100			
Divides fluently within 100			
Solves one- and two-step word problems using the four operations			
Utilizes place value to add and subtract within 1000			
Recognizes and compares fractions using more, less, or equal			
Solves problems involving time or measurement of length, weight, and volume			
Represents data and understands concepts of area			

Music	T1	T2	T3
Imagines, creates, edits and presents original musical works			
Analyzes, rehearses, and evaluates music for performance			
Evaluates musical recordings and performances and relates them to daily life			

Academic Code	
M	Meets standards
D	Developing towards standards
N	Does not meet standards
	Indicates standard was not assessed

Science	T1	T2	T3
Uses models to represent scientific understanding			
Asks and answers questions by planning and carrying out experiments			
Analyzes and interprets data to draw conclusions			
Identifies evidence that supports an explanation			

Physical Education	T1	T2	T3
Applies knowledge of movement concepts, principles, strategies and tactics			
Demonstrates control when performing motor skills			
Analyzes personal health-related fitness levels and identifies goals to maintain or improve			

Art	T1	T2	T3
Investigates, creates, and refines artistic works			
Selects, analyzes, and presents artistic work			
Identifies, interprets, and evaluates artistic work			

Jill Smith

2016-2017 (Grade 3)

Student Skills	T1	T2	T3
Follows directions			
Completes work on time			
Works independently			
Works cooperatively in groups			
Organizes materials			

	Student Skills Code
F	Frequently <i>The student consistently demonstrates the skill.</i>
O	Occasionally <i>The student sometimes demonstrates the skill.</i>
N	Not At This Time <i>The student does not independently demonstrate the skill.</i>

Comments (Trimester 1):

Comments (Trimester 2):

Comments (Trimester 3):

Supporting Documents

Kindergarten - Trimester 1

Kindergarten - Trimester 1

READING					
Reporting Standard	Definition	Meets	Developing	Does Not Meet	Evidence/Activities
Identifies basic features of books	Students identify cover, back, and directionality	Students consistently identify all three features of books	Students can identify one to two features of books	Students cannot identify any features of books	Observations during independent reading time Small group instructional time
Identifies and understands spoken words, syllables, and sounds	Students can hear and say isolated sounds, syllables, rhymes, onsets and rimes, and phonemes in words	Students can consistently “hear and say” in at least two of the five areas	Students can consistently “hear and say” in one of the five areas	Students cannot consistently “hear and say” in any of the five areas	F&P Phonics Lessons Letter, Words, and How they Work: Phonological Awareness Continuum p. 48-50 Jolly Phonics PA Michael Heggerty PA

Supporting Documents

Student Skills	Frequently	Occasionally	Not At This Time
Works Independently	Works independently with little to no assistance.	Sometimes works independently with little to no assistance, but may need support from time to time.	Needs assistance to work independently.
Organizes Materials	Materials are consistently organized, which positively supports learning.	Materials are inconsistently organized, which sometimes interferes with learning.	Materials are unorganized, which often interferes with learning.

Other Points for Understanding

- Retained 3 reporting trimesters
- All subjects and all elementary grade levels
- Special Education Students and English Learners
- Advanced Math students
- A group of teachers are (ghost) piloting this spring
- Electronic delivery

Next Steps

- Teacher preparation and training
- Adjustments to come
- Parent nights
- Middle school exploration committee