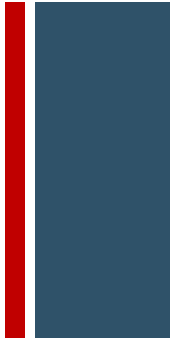


Twain Elementary Curriculum Night

Learn More About
Your Student's
Performance

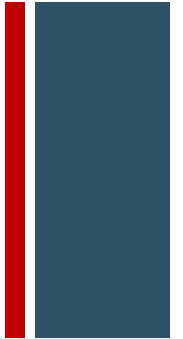
September 9, 2010

Parent involvement – Contributes to student success



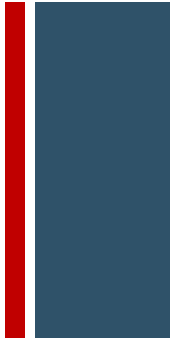
- Families and schools are critical partners in student learning.
- Studies show benefits to student learning from parent involvement.
- When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Parent involvement includes:



- **Communicating with school about your child's academic performance** – our focus tonight
- **Supporting the school** through volunteering
- **Parenting**, such as expressing expectations about academics, behavior
- **Learning at home** through enrichment activities, homework help
- **Helping with school decision-making** by taking part in parent organizations
- **Taking part in community groups** (scouts, sports)

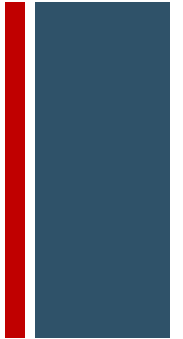
Parent involvement – Benefits



- Benefits for students include
 - higher academic achievement
 - better attendance
 - improved behavior at home and at school, and
 - better social skills and adaptation to school.*

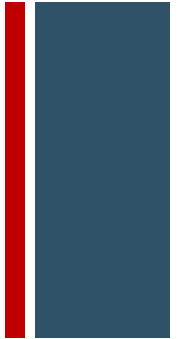
- Source: A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement, Southwest Educational Development Laboratory, 2002

Communicating about student academic performance

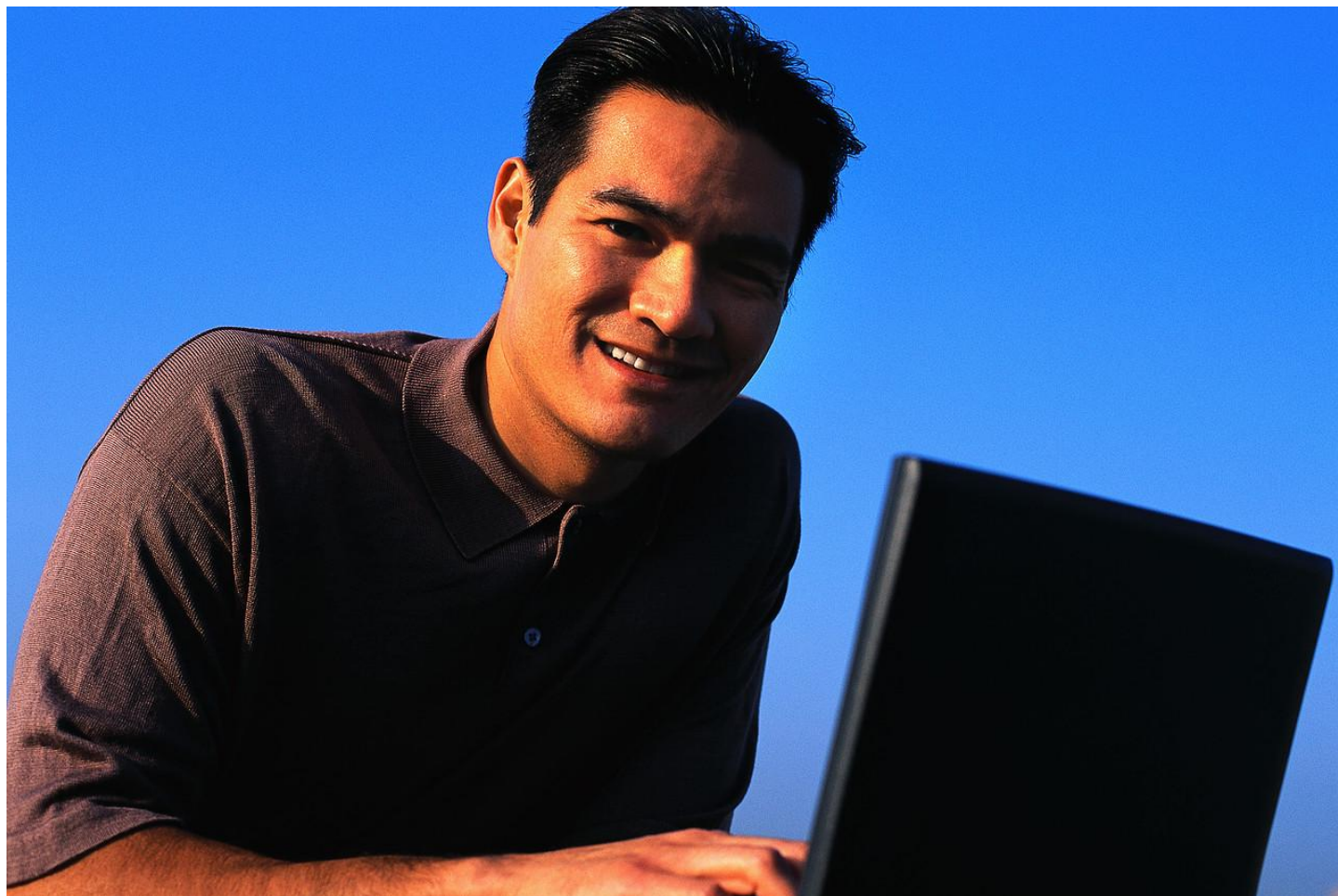


New this year!

- Access to all student grades 24/7 online in Family Access via Parent Access – all assignments and tests, not just report card grades
- Report Card is now aligned with the revised Student Profile and State and district standards. A refined grading scale includes half points. Proficiency scales describe each measurement topic on the report card and what it takes to earn any given score
- District-wide assessments measure a student's performance
- Student involvement in parent/teacher conferences



Access to student grades 24/7

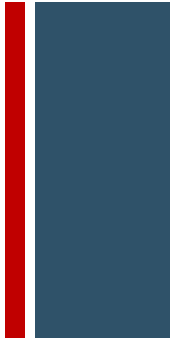


New! Family Access electronic gradebook via Parent Access

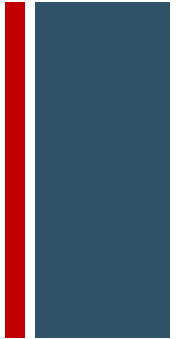
- Parent Access: Web-based parent information tool, log on through district website
- The Student Information button took parents to Family Access , which has contact and attendance information. You can also change the race/ethnicity information we have on file.
- New as of October 4: an online gradebook in Family Access. All grades - assignments, quizzes and tests - will be visible. Parents will be able to monitor student grades throughout the year, with 24/7 access.

Sign up for Parent Access!

- **Make sure your e-mail address is on file with the school.** Each parent can have their own account.
- If you gave us one or more e-mail addresses in the green emergency information form in the start of school packet, those addresses are on file.
- If your e-mail address has changed or you want to put a different address in the system, you must come to the school office and show identification to make that change, for security reasons.
- Go to www.lwsd.org to sign up for Parent Access.



What does this mean for parents, teachers and students



- Parents will be able to monitor their student's grades more easily and more often
- Parents will be able to better support their student earlier as scores begin to show up in the online gradebook
- Parents and teachers will have more shared information on grades when having conversations about how a student is doing

Revised Report Card and Grading

**Lake Washington School District Progress Report
Fourth Grade**

This represents an evaluation of your child's work over the course of the last grading period. Various classroom assessments were used during this reporting period to determine academic achievement at one of the following grade level expectations:

Overall skill and concept development reflected by:
 4 = Exceeds Standard 3 = At Standard 2 = Approaching Standard 1 = Not at Standard
 Blank = Addendum attached Half-points indicate partial success with more difficult content

Grade Level: _____
 School: _____

Student:	1 st	2 nd	Totals	Period	1 st	2 nd	Totals
Teacher:				Days Tardy			
Period							
Days Absent							
INTERDISCIPLINARY SKILLS AND ATTRIBUTES							
Academic Thinking Skills and Strategies				Local and Global Citizenship Skills			
Questions critically and thinks creatively	GRADING PERIOD	1 st	2 nd	Exhibits civic responsibility	GRADING PERIOD	1 st	2 nd
Solves problems effectively				Maintains a local / global perspective			
Communication and Collaboration Skills				Personal Attributes			
Offers ideas and makes contributions	GRADING PERIOD	1 st	2 nd	Exhibits strong work ethic	GRADING PERIOD	1 st	2 nd
Works well with others				Takes personal responsibility			
Respects and values others				Demonstrates resiliency			
Overall skill and concept development reflected by: 4 = Exceeds Standard 3 = At Standard 2 = Approaching Standard 1 = Not at Standard I = Not Evaluated at the time Blank = Addendum attached Half-points indicate partial success with more difficult content							
INTERDISCIPLINARY CONTENT KNOWLEDGE							
Literacy and Language				Reading			
Students write clearly and effectively in English for a variety of audiences and purposes and read, interpret, analyze and evaluate both literary and informational texts. Students understand and apply commonly accepted rules and conventions of the English language				Reading - Comprehension of Literary Text			
Writing	GRADING PERIOD	1 st	2 nd	Reading - Comprehension of Informational Text	GRADING PERIOD	1 st	2 nd
Writing - Content							
Writing - Organization							
Writing - Style							
Writing - Conventions							

Revised Elementary Report Card



- Because grades will be available 24/7, **only two report cards will be issued** instead of three
- Aligned the elementary report card with the new Student Profile
- Revised the report card in the following areas so that it aligns with current standards and current curriculum
 - Interdisciplinary Skills and Attributes (formerly Life Skills)
 - Mathematical and Scientific Reasoning (formerly Mathematics and Science)
 - Social Studies

Lake Washington School District Student Profile

The knowledge, skills, and attributes that every student needs to be Future Ready

MISSION: Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society

VISION: Every Student Future Ready: *Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success*

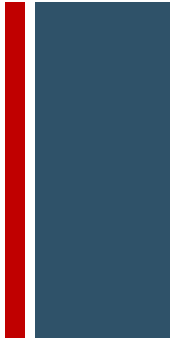
INTERDISCIPLINARY SKILLS AND ATTRIBUTES

Academic Thinking Skills & Strategies	Communication & Collaboration Skills	Local & Global Citizenship Skills	Personal Attributes
<p>Questions Critically and Thinks Creatively</p> <ul style="list-style-type: none"> • Demonstrates curiosity • Engages in active inquiry • Asks thoughtful questions • Questions authority appropriately • Questions authenticity and legitimacy of information • Demonstrates intellectual openness • Displays creative and innovative thinking <p>Solves Problems Effectively</p> <ul style="list-style-type: none"> • Develops and applies multiple strategies to solve complex problems • Seeks data and evidence • Evaluates data and evidence for validity, relevance, and credibility • Analyzes and interprets data and evidence • Integrates data and uses reasoning to construct coherent logical arguments or defend a position • Synthesizes information • Makes informed predictions and decisions • Reaches accurate conclusions with clarity, accuracy, and precision <p>Makes Connections</p> <ul style="list-style-type: none"> • Understands the connections across disciplines • Understands the relationship between effort and achievement • Understands concrete and abstract cause/effect relationships 	<p>Offers Ideas and Makes Contributions</p> <ul style="list-style-type: none"> • Offers ideas; dialogues effectively • Assumes personal responsibility in group settings • Shares work openly • Shares group responsibility • Delegates appropriately <p>Works Well with Others</p> <ul style="list-style-type: none"> • Collaborates and communicates effectively in various ways to diverse groups • Competes appropriately and ethically • Gives and accepts constructive criticism and critical feedback • Uses conflict resolution skills and strives for consensus • Listens actively • Works and studies effectively with a group <p>Respects and Values Others</p> <ul style="list-style-type: none"> • Shows compassion and loyalty • Respects the rights, opinions, perspectives, property and well-being of others • Interacts well with diverse groups and individuals • Responds appropriately to the work of others • Uses and appreciates appropriate humor • Seeks diverse perspectives • Shows sensitivity to the needs and concerns of others • Shows empathy and compassion 	<p>Exhibits Civic Responsibility</p> <ul style="list-style-type: none"> • Promotes social justice and equity • Respects and promotes ecological and environmental responsibility • Understands and values democratic ideals • Appreciates the complexity of contemporary social and political issues • Promotes the public good <p>Maintains a Local Perspective</p> <ul style="list-style-type: none"> • Knows and supports the goals of school and community • Effectively participates in democratic processes • Contributes to the well being of others in the community <p>Maintains a Global Perspective</p> <ul style="list-style-type: none"> • Appreciates and understands diverse cultures, languages, and peoples • Demonstrates multicultural literacy; understands different values, customs, and beliefs • Respects human dignity and values diversity • Understands and values capitalism as our country's economic system • Contributes to the well being of others in the nation and world 	<p>Exhibits a Strong Work Ethic</p> <ul style="list-style-type: none"> • Strives for excellence and works to the highest potential • Takes initiative, competes, and has high personal expectations • Sets and prioritizes short term and long term goals • Engages in long-term, in-depth projects • Follows through and is dependable • Works and studies independently • Persists in difficult tasks • Demonstrates integrity • Shows pride in work <p>Takes Personal Responsibility</p> <ul style="list-style-type: none"> • Maintains consistent attendance, arrives on time, and stays organized and engaged • Understands and accepts personal choices and consequences • Reflects on, assesses, directs, and manages own work and behavior • Manages time and priorities effectively • Demonstrates appropriate hygiene and dress for the setting <p>Demonstrates Resiliency</p> <ul style="list-style-type: none"> • Displays optimism and courage • Learns from mistakes and failures • Takes appropriate risks • Manages stress and emotions • Demonstrates flexibility and adaptability • Manages change <p>Maintains Balance</p> <ul style="list-style-type: none"> • Balances school/work, family, and fun • Strives for physical, emotional, and mental health

INTERDISCIPLINARY CONTENT KNOWLEDGE

Literacy & Language	Mathematical & Scientific Reasoning	Social Studies	Information & Communication Technology	Culture & the Arts	Career Planning & Life Management
<ul style="list-style-type: none"> • Writes clearly and effectively in English for a variety of audiences and purposes • Reads, interprets, analyzes, and evaluates both literary and informational texts • Understands and applies the commonly accepted rules and conventions of the English language • Communicates effectively in a language other than English 	<ul style="list-style-type: none"> • Understands and applies mathematical principles and concepts • Solves problems, reasons, and communicates mathematically • Understands and applies scientific principles and concepts • Solves problems, reasons, and communicates scientifically 	<ul style="list-style-type: none"> • Understands U.S. and world geography, history, and current events in a global context • Understands and evaluates the structure and function of economic systems in the U.S. and the world • Understands and evaluates the structure and function of political and governmental systems in the U.S. and the world 	<ul style="list-style-type: none"> • Demonstrates information, communication, and media literacy • Understands the relationship of technology to productivity and quality of life • Presents information for a variety of audiences and purposes using a range of Information & Communication Technology Tools 	<ul style="list-style-type: none"> • Understands and applies the basic concepts of design, music, literature, art, dance, and drama • Communicates artistically • Understands and evaluates the role of religion and philosophies in world events and cultures 	<ul style="list-style-type: none"> • Demonstrates the necessary skills to locate and evaluate school and career information • Develops a future school and/or career plan • Understands and applies skills in personal financial literacy and consumerism in a capitalist economic system • Develops healthy habits that include physical fitness and emotional well being • Understands and develops entrepreneurial and management skills and strategies

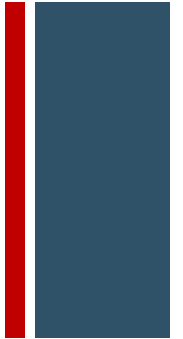
Other Revisions



- Other changes:
 - P.E. Music, and Library have been added to their particular content areas
 - Career Planning and Life Management added
- Posted examples of each grade's report card on the district website

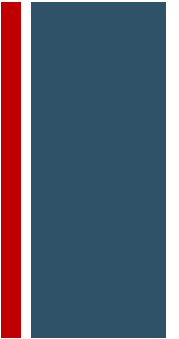
Refined grading scale

- We continue to use a standards-based grading scale:
 - 4 - exceeds standard
 - 3 – at standard
 - 2 – approaching standard
 - 1 – not at standard
- Each student is graded against the standards, not against other students



Refined grading scale

- Now adds half points and describes what that means.
- Any half point indicates partial success at the higher level
- A 2.5 is awarded if a student can perform the 2.0 standard and has partial success at the 3.0 standard.

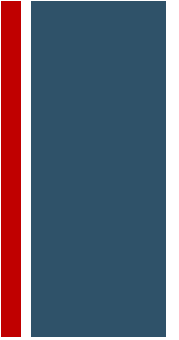


The scale refined

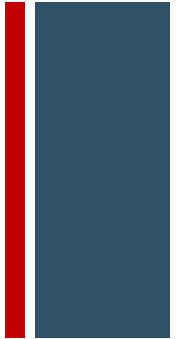
4 Exceeds Standard	In addition to exhibiting level 2 and 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
3.5	In addition to score 2.0 and 3.0 performance, partial success at score 4.0 content
3 At Standard	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught
2.5	In addition to score 2.0 performance, partial success at score 3.0
2 Approaching Standard	No major errors or omissions regarding the SIMPLER details and/or processes but major errors or omissions regarding the more complex ideas and processes
1.5	With Help, partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1 Not at Standard	With help, partial success with score 2.0 content but not with score 3.0 content

Proficiency scales

- These scales explain exactly what a student must do to earn a grade in each measurement topic on the report card
- These scales show the learning progression in each area
- Reduces the variability in grading between teachers and schools
- Posted on the district website for parents to review

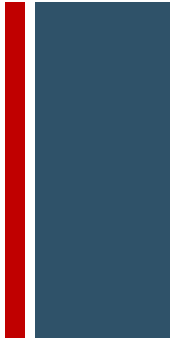


What does this mean for parents, teachers and students



- Grades will mean the same, no matter which teacher or school
- Refined scoring gives teachers and parents a better idea of exactly how a student is doing
- Assessing and grading is aligned with our student profile: if your student is at grade level standard in all areas, they are on track to graduate from high school with all the skills and knowledge in the student profile

District Assessments

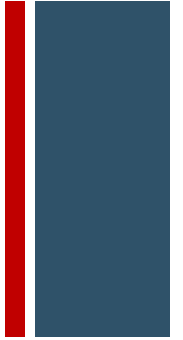


District-wide assessments



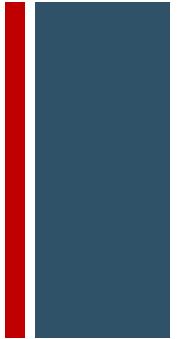
- Assessments are tests that tell the teacher (and you!) what a student knows with respect to the standards in a specific content area
- These assessments measure a student's proficiency with specific content areas (math, reading, writing, etc.)
- Assessment results will be posted in the online gradebook so parents will know exactly how their student is doing in these important areas.

When and what subjects



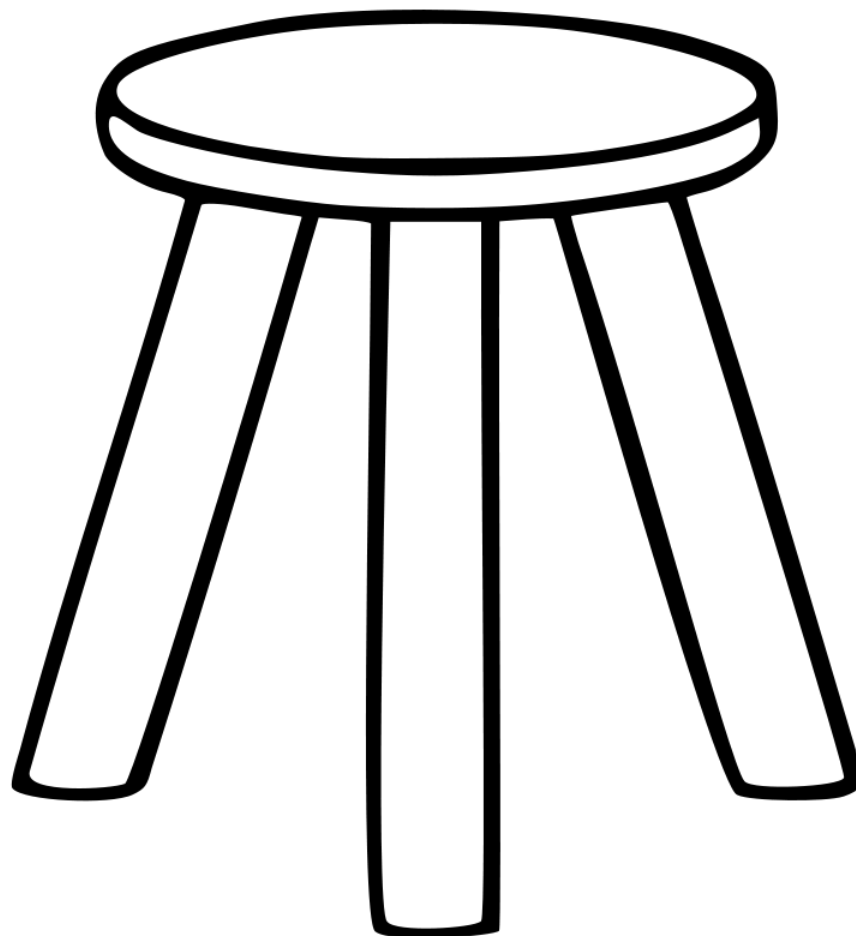
- Writing: fall, winter and spring assessments
- Math: three assessments
- Science: three assessments, at end of modules
- Social Studies: one assessment
- More will be added in the future

What does this mean for parents, teachers and students

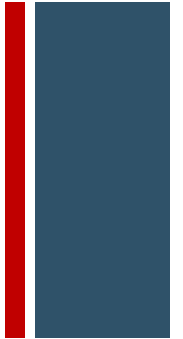


- More clarity around how students are really doing
- Reliable data for teachers so they know which students in their class are doing well and which need help, and in exactly what areas
- Reliable data for schools for their Continuous Improvement Process
- Parents will have a better understanding of how their student is performing and where improvement is needed, so they can better support student learning.

Student Involvement in Family Conferences



Parent – teacher - student

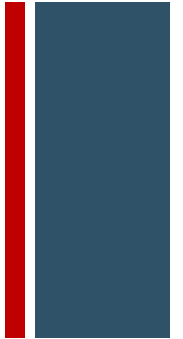


Change

- From:
 - Parent/teacher conferences in November, with optional conferences in March
- To:
 - Student-involved conferences in October and January
 - Adds one more leg to the conference stool and makes it stronger

Why change?

- Student self-reflection is a key component to student achievement.
- Provides clear, specific feedback to students so they have a stake in their growth.
- Student's skills of organization, leadership and public speaking are strengthened through student-involved conferences.
- Students and parents have a clearer understanding of expectations for student learning.



How will conferences be different?



1. Your student will be part of conferences so they can set goals and reflect on his/her work with significant adults in his/her life.
2. As a result of the transition to student-involved conferences, you will be more involved in the goals that your child has set for themselves and better understand how to support them in attaining their academic goals.
3. You will have time during conferences to privately discuss issues with the teacher without your child in the room.

What these changes mean



More information so parents can better support students

- Online gradebook gives parents access to grades on assignments, district-wide assessments and class tests 24/7.
- The report card has been revised in key areas to reflect the student profile and curricula teachers are using
- Scoring guides and proficiency scales help teachers and parents know what each student knows and where they need more work
- Student-involved conferences help set clear goals, expectations for learning and give students a stake in their growth