



# Evidence-Based Reporting

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## Finalizing Evidence-Based Grades

As we approach the end of the semester, both teachers and students are preparing to finalize grades. It is crucial for teachers to communicate and review each student's body of evidence and letter grades. Likewise, parents should review their student's gradebook and reach out to teachers with any questions or concerns.

### What is Evidence-Based Reporting?

Evidence-based reporting is designed to measure student proficiency on enduring skills and essential learning outcomes. This approach requires teachers to review student evidence through a body of evidence. By focusing on what students know and are able to do, we aim to provide a more accurate representation of their knowledge, abilities, and learning.

### Understanding the Gradebook

The EBR gradebook provides insights into student performance, including their proficiency scores and letter grades. It also includes a key to help understand various symbols and terms used.

Proficiency Scale: 4 = Advanced 3 = Proficient 2 = Progressing 1 = Not Yet N = No Evidence = Not Calculated X = Exempt C =		Select a Year: 2023-2024
Consistent I = Inconsistent R = Rarely Key: Overridden Score Review Needed Not included in standard grade		
		Show All Collapse All
▶ CHOIR 7	Projected Grade: A	
▶ CHOIR 7	Projected Grade: N/A	
▶ CHOIR SECTIONAL	Projected Grade: A	
▶ CHOIR SECTIONAL	Projected Grade: N/A	
▶ CREATIVE DRAMATICS	Projected Grade: N/A	
▶ ENGLISH 7	Projected Grade: A	
▶ ENGLISH 7	Projected Grade: N/A	
▶ GEOGRAPHY	Projected Grade: A	
▶ GEOGRAPHY	Projected Grade: N/A	
▶ HEALTH 7	Projected Grade: A	
▶ LIFE SCIENCE	Projected Grade: A	
▶ LIFE SCIENCE	Projected Grade: A	
▶ MATH 7	Projected Grade: A	
▶ MATH 7	Projected Grade: N/A	
▶ PHY ED 7	Projected Grade: A	
▶ PHY ED 7	Projected Grade: N/A	
▶ STEM - DESIGN AND MODELING	Projected Grade: N/A	
▶ WORLD LANGUAGE SURVEY	Projected Grade: A	

For example:

- N (No Evidence): A "N" will automatically result in a letter grade of an F, indicating that a critical assessment has no evidence and requires immediate attention.



# EBR, continued

- M (Missing): Indicates that a student is missing a formative assessment.

Teachers may use the comment feature to provide additional communication, such as specific feedback on student performance, reassessment dates and scores, or even if students completed all necessary practice work for the assessments.

## Calculating Proficiency & Overrides

Each course includes two to four enduring skills. The bimodal matrix determines the proficiency level of each enduring skill by using the most and second-most frequent scores (modes) from summative assessments. For instance:

- If a student's scores are predominantly threes, with twos being the second most frequent, the overall score for the skill would be a three.

Teachers use the body of evidence to look at ties between scores or potential growth. It is important for teachers to communicate and for parents to understand that not all courses are the same. Our school system has performance-based courses like music or physical education and content-based courses like science or social studies.

Overrides may look different in these courses. For example,

- In a music course, a teacher might override an enduring skill which scores are 2, 3, 2, 3 to an overall score of a 3 if the student shows significant growth and improvement in performance by the end of the year.
- In a science course, a teacher might ask a student with similar scores, 2, 3, 2, 3 to complete an additional assessment to demonstrate proficiency since each assessment covers different content concepts.

## Scores to Letter Grades

Enduring skills scores are translated into letter grades. The semester letter grade will be informed by the student's pattern/trends of proficiency over the semester-long body of work with consideration to their more recent demonstrations of proficiency.

- A = All skills achieved at "3" or "4" levels
- B = All skills achieved at "2", "3" or "4" levels with at most one skill at "2" level
- C = All skills achieved at "2", "3" or "4" levels with two or more skills at "2" level
- D = All skills achieved at "1", "2", "3" or "4" levels with at most one skill at "1" level
- F = All skills achieved at "1", "2", "3" or "4" levels with two or more skills at "1" level



# ***EBR***, continued

This grading system is designed to put students in the driver's seat of their own learning journey. By focusing on enduring skills and providing clear, actionable feedback, we aim to help every student grow in their learning.

## **Final Notes**

Teachers, if you have any questions about finalizing grades, please contact your coaches and facilitators. Parents who have questions, please refer to the course syllabus or contact your student's teacher directly.

Thank you for your continued support in fostering an environment of growth and achievement for our students.

