
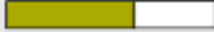



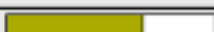


For each class, there are two categories of Learning Targets (standards): **Academic** standards and **Habits of Work** standards. **Academic** standards are critical skills and understandings specific to the course and discipline. **Habits of Work** standards identify practices necessary to be a self-directed learner and collaborative community member, and are identical across all academic disciplines and courses. These categories of standards are organized by type for each course.

American Revolution Reenactment - Jim		3.0
Overall Academic Mastery (100% of total)		3.0
Coherence - I demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Decaying Average 66)		3.0
Oration - I speak effectively for a range of tasks, purposes, and audiences. (Decaying Average 66)		3.0
Persuasion - I write and present oral arguments to support claims in an analysis of ideas or texts, using valid reasoning and relevant and sufficient evidence. (Decaying Average 66)		U

Above, we see three **Academic** standards for **American Revolution Reenactment**. A few details to note:

- Each Academic standard is listed on the left. On the right is the numerical grade (0-4) and a horizontal colored bar. It is critical to understand the meaning of this numerical score. First, recognize that these scores are not intended to have any correlation to a traditional grading system (a 3 means “meeting the course-end expectations;” it is not a 3.0/B in the traditional GPA scheme, nor is it a 75%/C in a traditional percentage-based grading system). Try not to think in these terms. The meaning of the scores are as follows:
 - 1: Emerging:** the student is a novice in this area
 - 2: Developing:** the student is approaching mastery in this area, or demonstrates inconsistent mastery
 - 3: Meeting:** the student is consistently meeting course-end expectations/mastery
 - 4: Exceeding:** the student consistently exceeds expectations in this area
- The student has a score of “U” for the *Persuasion* learning target. This means the teacher had no basis or was otherwise unable to assess this standard for a student (this may be due to absences, missing work, or simply that there was no opportunity for this student to show mastery during the course). Since most standards are semester- or year-long, this should not be cause for concern. Importantly, this is not a “zero” or an “incomplete.”
- The student has an overall academic mastery in this class of 3.0. Note that the *Persuasion* standard is not included in this average, as there was no basis for assessment.
- Each standard was evaluated using a “Decaying Average 66” methodology. This is the default setting for all academic standards. In a Decaying Average gradebook, the most recent assignments or assessments count more than ones from the past. The rationale is that we want grades to be an accurate and up-to-date snapshot of a student’s current skill and understanding. If they struggled initially but have eventually met the standards, we want to recognize this current skill over their previous struggle. Conversely, if a student demonstrated understanding or skill then failed to retain these qualities, we would want their current grade to indicate their current (possibly lower) skill level. Our system finds middle ground between a traditional “weighted average” (in which all assignments count equally through time) and the opposite extreme: “most recent” (in which only the most recent assessment counts). The “66” part of the decaying average means that as assignments are tracked backwards in time, each one is weighted 66% of the more recent assignment. So, for example, if a student had five assessments for a certain standard, the relative weights of the assignments would be (earliest) .19, .29, .44, .66, 1 (most recent).




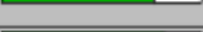
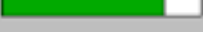
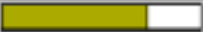
Overall Habits of Work Mastery		1.8
Adaptability - I work cooperatively in a variety of roles toward a common goal. (Weighted Average)		2.3
Communication - I articulate ideas, needs, and feedback effectively and appropriately. (Weighted Average)		2.5
Integrity - I demonstrate honesty, morality, and wholeness within the community. (Weighted Average)		3.0
Intellectual Inquiry - I show curiosity and pursue opportunities for learning. (Weighted Average)		2.5
Organization - I manage materials and maintain a personal practice for keeping on top of my daily and long-term assignments and projects. (Weighted Average)		1.6

Above we see some of the **Habits of Work** standards for **American Revolution Reenactment**. On your child's progress report you will likely see more Habits of Work (there are nine), and should see this section directly following the **Academic** standard section for each class. A few notes on what we see above:

- The *Overall Habits of Work Mastery* is 1.8 (between Emerging and Developing, as a whole). This number is a weighted average of all nine *Habits of Work* scores, not all of which are shown here.
- The student is meeting the *Integrity* standard, developing in the *Adaptability*, *Communication*, and *Intellectual Inquiry* standards, and emerging in the *Organization* standard. This range of scores is fairly typical for Habits of Work, particularly for younger students.
- The coloring scale shows highlights areas of particular strength or concern.
- The *Habits of Work* standards are assessed using a traditional weighted average (not a decaying average). The rationale here is that there is an added expectation of consistency for Habits of Work throughout the school year; these qualities are well-known expectations for our students at this and previous schools.

Finally, a **cross-curricular Habits of Work** report is included at the end of the progress report.

Habits of Work

Overall Habits of Work Mastery		2.9
Adaptability - I work cooperatively in a variety of roles toward a common goal. (Weighted Average)		3.2
Communication - I articulate ideas, needs, and feedback effectively and appropriately. (Weighted Average)		3.0
Integrity - I demonstrate honesty, morality, and wholeness within the community. (Weighted Average)		3.3
Intellectual Inquiry - I show curiosity and pursue opportunities for learning. (Weighted Average)		2.9
Organization - I manage materials and maintain a personal practice for keeping on top of my daily and long-term assignments and projects. (Weighted Average)		2.7

This report draws on combined data from all academic courses to form an overall picture of a student's Habits of Work for the quarter. These scores are also calculated using a weighted (not a decaying average).