

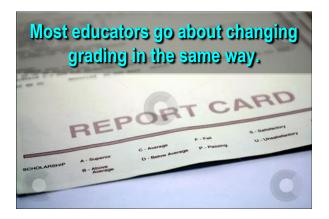
Developing Report Cards:

Steps for Successful Implementation

Thomas R. Guskey



Elements of a <i>Grading System</i>						
Element	Gradebook	Report Card	Permanent Record / Transcript			
What does it include?	Scores	Grades	Summary Grades			
Purpose?	Ongoing record of performance	Interim summary of performance	Summary judgments of performance			
Who has access?	Families & Students	Families & Students	Families, Students, & 3 rd Parties			



Typical Development Process

- 1. Appoint a "Report Card Committee."
- 2. The Committee meets to discuss problems and concerns.
- 3. Committee members search the Internet for examples from other schools/districts.
- 4. Committee members review examples, chose what they like, and combine elements to create a "hybrid" report card.
- 5. The committee presents their work to fellow teachers and makes plans for implementation.



Problem:

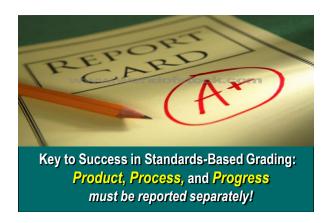
Nearly every example was developed in exactly the same way!

Result:

Not shared expertise.

Instead, we have shared naiveté or shared ignorance!





Three Types of Grading Criteria:

- 1. Product (Achievement)

 How well have students mastered specific learning goals?
- 2. Process (Behavior)
 Have students displayed skills that enable learning?
- 3. Progress (Improvement)
 How much have students gained?

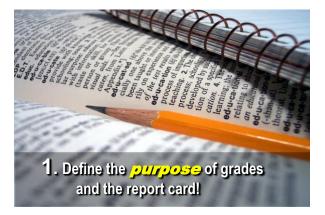


Crucial Development Questions

- 1. What is the purpose of the report card?
- 2. How often will report cards be completed?
- 3. Will a report card be developed for each grade level, or a more general one for use across several grade levels?
- 4. How many standards will be included for each subject/course?
- 5. Will standards be end-of-year or end of grading period?
- 6. What product strands will be reported?
- 7. What process standards will be reported?
- 8. How will progress be reflected?

Crucial Development Questions

- 9. How many levels of performance will be reported for each standard?
- 10. How will the levels be labeled?
- 11. Will teachers' comments be included?
- 12. How will information be arranged on the report?
- 13. What are parents and students expected to do with the information?
- 14. What policies need to be changed to support the new report card?
- 15. Should families be involved in revising the report card?



Key questions in defining the **Purpose** of report cards:

- 1. What information will be included?
- 2. Who is the primary audience?
- 3. How should the information be used?

What is the purpose of the report card?

- 1. Have we reached consensus on the purpose?
- 2. Are we clear about:
 - a. What information will be included?
 - b. Who is the primary audience?
 - c. How should the information be used?
- 3. Have we included a "Statement of Purpose" on the report card?

#1 Example of a Purpose Statement:

The purpose of this report card is to describe students' learning progress to their parents and others, based on our school's learning expectations for each grade level. It is intended to inform parents and guardians about learning successes and to guide improvements when needed.

#2 Example of a Purpose Statement:

The purpose of this report card is to communicate with parents and students about the achievement of specific learning goals. It identifies students' levels of progress with regard to those goals, areas of strength, and areas where additional time and effort are needed.

#3 Example of a Purpose Statement:

The purpose of this report card is to inform students of teachers' judgments of their academic performance in each of their classes. Grades reflect how well students have met the established learning goals in the class, areas of outstanding performance, and areas where additional effort is required.

Task #1: Determine the purpose of the report card. 1. Can we reach consensus about the purpose of the report card and what a grade represents? 2. Are we clear about: a. What information will be included? b. Who is the primary audience? c. How should the information be used?



Differences in Standards

Curriculum Standards

- 1. Designed for planning instruction & assessments
- 2. Many in number (10-50 per subject)
- 3. Highly specific
- 4. Complicated & detailed
- 5. Expressed in complex, educator language

Reporting Standards

- 1. Designed for reporting on student learning
- 2. Relatively few in number (Usually 4-6 per subject)
- 3. Broad & more general
- 4. Clear & understandable
- 5. Expressed in parent-friendly language

Requirements for selecting Criteria:

- 1. Keep to 4-6 criteria / areas
- 2. Product criteria: Focus on strands or domains
- 3. Process criteria: Base on evidence of student behavior
- 4. A rubric with 3-4 levels *must* be developed for each.



Examples of Process Skills/Behaviors

1. Attitude in Class

2. Behavior in Class

3. Class Attendance 4. Citizenship

5. Class participation

6. Class quizzes or "Spot-Checks"

7. Collaboration

8. Compassion

9. Cooperation with classmates 10. Daily work in class

11. Effort

12. Empathy

13. Engagement 14. Formative assessments

15. Habits of mind

14. Homework (Completion / Quality)

15. Initiative

16. Interaction

17. Integrity

18. Motivation

19. Neatness of work 20. Notebook / journal completion

21. Organization

22. Punctuality in assignments

23. Punctuality to class

24. Respect

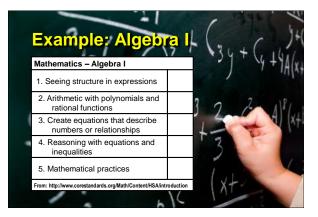
25. Responsibility

26. Study skills

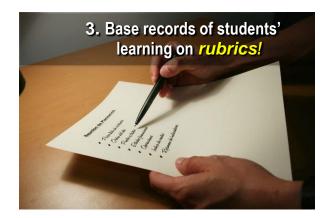
27. Tolerance

28. Work habits

Example: Language Arts Language Arts Reading: Text complexity and the growth of comprehension 2. Writing: Text types, responding to reading, and research Speaking: Flexible communication and interpersonal skills. 4. Listening: Integrate information and evaluate what is heard 5. Language: Conventions, effective use, and vocabulary From: http://www.corestandards.org/ela-literacy









What is a rubric?

"A coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria."

(Brookhart, 2013)

Essential aspects a rubric:

- 1. Set of criteria for a performance or piece of work: "What counts?"
- 2. Descriptions of levels of quality for each criterion: "What is 'Excellent'? What is 'Poor'?"

Simple Guideline for Developing Graduations of Quality:

- 4 Yes
- 3 Yes, but ...
- 2 No, but ...
- 1 No

See: Arter, J., & McTighe, J. (2001). Scoring rubrics in the classroom. Thousand Oaks, CA: Corwin Press.

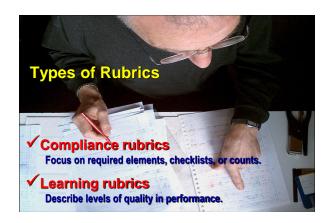
Purpose of a rubric:

To assess student performance!

"Rubrics don't judge the performance; they describe the performance."

(Brookhart, 2013)





Example of a Compliance Rubric Homework (Process Criterion) [Count / Frequency] Criteria 4 3 2 1 Completion All assignments completed and furned in on time. Multiple assignments missing or turned in late. Multiple assignments missing or turned in late.

	Example	of a Compl	iance Rubi	ric
	Class Pa	articipation (Proc		
Criteria	4	3	2	1
Discussion	Contributes daily to class discussions.	Contributes regularly to class discussions	Contributes occasionally to class discussions.	Contributes only rarely to class discussions.
Activities	Enthusiastically takes part in all class activities.	Regularly takes part in class activities.	Occasionally takes part in class activities.	Rarely takes part in class activities.

	Example of a Compliance Rubric (Brookhart, 2013)						
	Poster Project (Product Criterion) [Number / Count]						
Criteria	4	3	2	1			
1. Facts	Poster includes at least 6 facts and is interesting to read.	Poster includes 4-5 facts and is interesting to read.	Poster includes at least 2-3 facts.	Several facts are missing.			
2. Graphics	All graphics are related to the topic and make it easy to understand.	One graphic is not related to the topic.	Two graphics are not related to the topic.	Graphics do not relate to the topic			
3. Grammar	There are no mistakes in grammar, punctuation, or spelling.	There are 1-2 mistakes in grammar, punctuation, or spelling.	There are 3-4 mistakes in grammar, punctuation, or spelling.	There are more than 4 mistakes in grammar, punctuation, or spelling.			
4. Neatness	Poster is exceptionally attractive in terms of design, layout, and neatness.	Poster is attractive in terms of design, layout, and neatness.	Poster is acceptably attractive, although parts are messy.	The poster is messy or very poorly designed.			

Example of a Learning Rubric (Brookhart, 2013) Writing Projects (Product Criterion) [Levels of Quality] Criteria 4 3 2 1 Thesis is clear. A large amount and variety of evidence supports the thesis. All materials are lactifications and variety of evidence supports the thesis. All materials are lactifications and variety of evidence supports the supports the thesis. Appropriate sources were consulted. Appropriate sources were consulted. Example of a Learning Rubric Thesis is clear. A lease is some evidence supports the subread to the topic or inaccurate. Some evidence supports the strain includes some includes some includes some includes some lateral is relevant. Details are lacking. Details are lacking. Appropriate sources were appropriate.

Writing Projects (Product Criterion) [Levels of Quality]					
Criteria	4	3	2	1	
2. Reasoning and Evidence	Information is clearly and explicitly related to the points in the material. Information is organized in a logical manner and presented concisely. Flow is good.	Information is clearly related to the points in the material, although not all connections are explained. Information is organized in a logical manner. Flow is adequate.	Some information is related to the points in the material, but connections are not explained. Information is not entirely organized in a logical manner. Flow is choppy.	Information is not related to the points in the material. Information is not organized in a logical manner. Material does not flow.	
3. Clarity	Few errors of grammar and usage; any minor errors do don't interfere with meaning. Language style and word choice are highly effective and enhance meaning.	Some errors of grammar and usage; errors do not interfere with meaning. Language style and word choice are generally effective and appropriate to the project.	Major errors of grammar and usage begin to interfere with meaning. Language style and word choice are simple bland, and not very effective or appropriate.	Major errors of grammar and usage make meaning unclear. Language style and word choice are ineffective and/or inappropriate.	

Example of a Learning Rubric (Brookhart, 2013) Group Participation (Process Criterion) [Levels of Quality for Student Self-Assessment] 4 3 2 1 I helped set my group's goals and stayed ofter group members set and got the group off-task. I contributed something very important to our work. I contributed something important to our work. I contributed something to cour work.

I listened to other group members.

I talked to much or didn't listen to other group members.

I distracted the group by what I said and did.

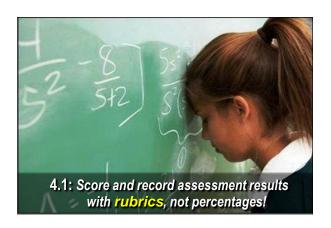
Criteria

I listened to other group members and responded in a helpful way.

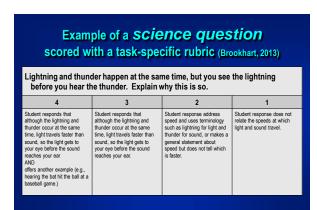
Elementary Collaboration Rubric						
	4	3	2	1		
	I contribute consistently and actively to the group discussions	I contribute to the group discussions	I contribute inconsistently to the group	I choose not to participate		
Contribution	I accept and perform all of the tasks I take on	I complete my assigned tasks	I complete my assigned tasks with encouragement	I do not complete my assigned tasks		
to Group	I help the group set goals	I contribute to setting our goals	I contribute sporadically in setting our goals	I get in the way of the goal setting process		
	I help direct the group in meeting our goals	I contribute to meeting our goals	I have trouble in meeting goals	I delay the group from meeting goals		
	I share many ideas and contribute relevant information	I share ideas when encouraged	I share ideas occasionally when encouraged	I don't like to share my ideas		
Cooperation	I encourage other members to share their	I allow all members to share	I allow sharing by most group members	I do not contribute to group discussions		
with group	ideas	I can listen to others	1 listen to others sometimes	I interrupt when others are sharing		
	I balance my listening and speaking	I show sensitivity to other people's feelings and ideas	I consider other people's feelings and ideas	I do not listen to others		
	I'm concerned about others' feelings and ideas		sometimes	I'm not considerate of others' feelings and ideas		
	I ask the group to consider how well we are working together	I consider how well we are working together	Sometimes I help the group work together	I discourage us thinking about how well we are working together		
Group Dynamics	I help the group make fair decisions	I help the group make decisions	Sometimes I help the group in making	I choose not to get involved in making		
Dynamics	I work actively with the group to solve problems	I offer suggestions to solve problems	decisions Sometimes I'll offer	I choose not to		
	I help the group work together better	I participate in the changes needed to help the group work better	suggestions to solve problems	participate in problem- solving and sometimes cause problems for the		

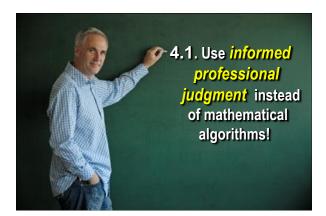
Manor New Te New Tech Net Project Contri	work	iors (Part A)	Evaluators:	
Driving Quest	ions:	What are the impacts depression?	that government can have on its people? What are poten	tial moral dilemmas created in response to global
Product Desc	ription	Students will create a reading of the Hunger engagement.	personal response essay detailing the decision their grou Games, knowledge of totalitarianism and global depressi	p made about a moral dilemma based on their ion, and their connection with global and community
Presentation Description:		Groups will present the on potential products to	eir decision about the moral dilemma. Class will act as to or Part B.	talitarian government and give Next Steps feedback
Before preser you must hav		A complete and profic	ent product. All team members professionally dressed an	nd present or accounted for.
Content Literacy	U	nsatisfactory	Proficient	Advanced
Descriptors	• E	content is not applained. Explain content, but ut of content, but ut of content, but accreedly. Explain content, but an oversimplified are, exceptible with no nalysis. Explain, but only in a	Explain content in the content of the productifurestration, presentation, presentation, and the content of eight and in detail. Explain content clearly, Explain in an analytical way. Support your explanation with reason and evidence, and the content in a way that shows confident knowledge of the content.	In addition to "proficient" descriptors, Explain content thereupily. Explain is a way that adds to be addeduced to be addeduced to be addeduced to the addeduced to the addeduced to addeduced to the addeduced to addeduced to the addeduced to addeduced to addeduced to addeduced to a way that shows fastability with new contents or applications of the content.



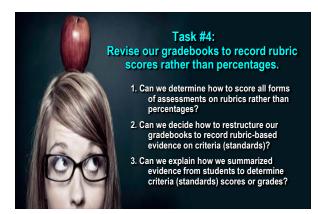


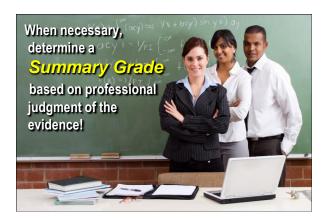
Example of a *mathematics problem* scored with a task-specific rubric (Brookhart, 2013) An amusement park has a total of 70 games, rides, and shows. There are 34 rides. There are two times as many games as shows. How many games are there? How may shows are there? Use numbers, words, or drawings to show how you got your answer. 2 3 24 games and 12 shows with correct explanation or work. Finds 36, and has ratio of 2:1 (but not 24:12) and sum of games and shows is less than 36. Has subtraction error but has games and shows in correct ratio (2:1) Has computation errors and/or incorrect ratio . Incorrect response. 70-34=36 shows and games. # of games is twice the # of shows; there must be 24 Has 36 games and 18 shows with or without work. Has 12 games and 24 with games and 12 shows. OR Has 24 games and 12 with no Shows a process that reflects understanding of the question, but does not find the correct ratio.









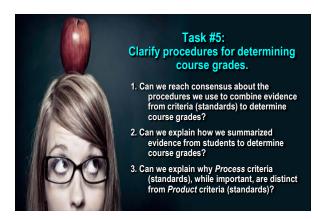


Arriving at Summary Grades in Courses

0. 1. 1	Course	•				Summary
Student	Std. #1	Std. #2	Std. #3	Std. #4	Std. #5	Summary Grade
Gertrude	2	(3)	(3)	(2)	4	3 or B

Guidelines:

- 1. Which standards are emphasized or most important?
- 2. What relative weight should be attached to each standard?
- 3. In most cases, the best summary is the median (middle score).
- 4. Cases when the median does not work:
 - a. Pattern of performance shows steady improvement.
 - b. Borderline patterns of performance.
- 5. Does this number/symbol best represent this student's achievement?







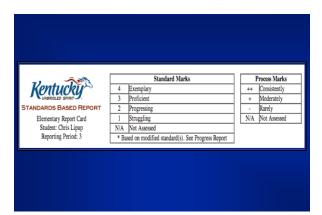


We Started with the Common Core:

Mathematics	
Operations and Algebraic Thinking	
Number and Operations – Base 10	
Number and Operations – Fractions	
Measurement and Data	
Geometry	
Mathematical Practices	

Lang	uage Arts	
	Foundational Skills	
p [Key Ideas and Details	
Reading	Craft and Structure	
œ	Integration of Knowledge and Ideas	
	Range of Reading and Level of Text Complexity	
	Text Types and Purposes	
Writing	Production and Distribution of Writing	
Wri	Research to Build and Present Knowledge	
	Range of Writing	
Speaking / Listening	Comprehension and Collaboration	
Spea	Presentation of Knowledge and Ideas	
<u>e</u>	Conventions of Standard English	
Language	Knowledge of Language	
Lan	Vocabulary Acquisition and Use	

LINE	tucky \	4 Exemplary		++ Cons	
LINE					steatly
STANDARD	NAME OF THE OWNER O	3 Proficient			rately
	S BASED REPORT	2 Progressing		- Rarel	
	tary Report Card	1 Struggling		N/A Not /	Assessed
Stude	nt: Chris Lipup rting Period: 3	N/A Not Assessed		_	
керс	rting Period: 3	* Based on modified standard(s)	i. See Progress Report		
Grade 2 Langu	sge Arts - Ms. Bausch				
	Reading		4	Process G	cals
	Writing		3	Preparation	
66567	Speaking		2	Participation	
	Listening		3	Honework	
			- 4	Cooperation	
sounds; identifyi antonyms; homo reading strategie Chris is improvi	en very busy during the 3rd ri ng syllables in words; stressed phones; synonyms, multiple ri s such as sequencing, cause an	eporting period working on the fol- and unstressed syllables; closed sy- nearing works; idioms; comprehen- d effect, and facts and opinions. Walties that we recently observed. We t marking period.	lowing topics: conson llables, vocabulary de sien skills; main ideas le also worked on how	evelopment; compoun and supporting detail to answer open-resp	r corres d words is; fluen onse que
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Process Goal	s
Preparation	+
Participation	++
Homework	+
Cooperation	+
Respect	++

Description / Comments:

Students have been very busy during the 3rd reporting period working on the following topics: consonants, vowels, and their corresponding sounds; identifying syllables in words; stressed and unstressed syllables; closed syllables, vocabulary development; compound words, anatopyms kompolones; synonyms, multiple meaning words; idioms; comprehension skills; main ideas and supporting details. (Puency; and reading strategies such as sequencing, cause and effect, and facts and opinions. We also worked on how to answer open-response questions

Chris is improving with the articulation difficulties that we recently observed. We are coordinating efforts with the speech therapist to continue the progress we've made into the next marking period.



nes - Mr. Reedy	
Operations and Algebraic Thinking	3
Number and Operations - Base Ten	3
Number and Operations - Fractions	2
Measurement and Data	2
Geometry	N/A
Asthematical Denations	2

Process Goals		
Preparation		
Participation	++	
Homework		
Cooperation	++	
Respect	+	

Description / Comments:

Over the past nine weeks students have been learning about measurement, probability, and data analysis. They explored their world with the concepts of measurement and used tools and units to measure objects in the classroom and at home. They learned that probability can be fun by using Skittles candles to predict the chance of an event. We also learned down numbers on a symmer and how to describe probability using words such as "impossible," "likely," and "not likely." Students learned when and why to use different types of graphs. They created graphs for specific instations and learned that graphs must have titles, tabels, x-axis, y-axis, and scale. We even made a classroom grid to identify ordered pairs.

Chris has had a pretty successful marking period, although homework and preparation continue to be issues. Most of the problems Chris is experiencing with measurement and fractions stem from not practicing enough to build a level of fluency. We will begin the next reporting period with supervised study to see if we can help Chris develop better out-of-class study habits.

STANDARDS BAS Binnestry Rig Reporting Po	port Card lindets risel: I	Arbieveneri Grafes A Susceptory B Professor C Progrousing D Strangting U Sussistances * Bland on residied state	4 East 3 Pro 2 Pro 1 Sav			Process M	y
A realization of Community	mic Achievement tions with real numbers equations and inequalities and functions oriside atic, exhic, and radical or matical reasoning and p	patien		2 2 1	8 0 2	Process Goal ticipation mercerii operation tokudity	**
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bersied bonding, and balance Earlier has done an outstande	ing chemical equations ng job this reporting per anderstanding it thorou	distions for understanding biology. ind. Independent work was very the ghty. I was very happy to see Tayle didge	rough and ormer	ely well-done.	Inkre	raego idom very quicki	
Done Done	nerodes understanding of es regularly in physical	neer skills and recorded patterns of necessary concepts, principles, of stirily is enhanced level of physical filters and social behavior that records of		2 2 2	160	Process Goal ticipation nervorit	



STANDARDS BASED REPORT

Elementary Report Card Student: T. Neduts Reporting Period: 1

	Achievement Grades		Standard Marks			Process Marks
A	Exemplary	4	Exemplary		++	Consistently
В	Proficient	3	Proficient		+	Moderately
С	Progressing	2	Progressing			Rarely
D	Struggling	1	Struggling		N/A	Not Assessed
Ü	Unsatisfactory	N/A	Not Assessed	Π,		
	* Based on modified standar	d(s). See	the Progress Report			

Algebra I - Mathematics 200: Mr. Parker



Academic Achievement	C
Operations with real numbers	4
Linear equations and inequalities	3
Relations and functions	2
Polynomials	2
Quadratic, cubic, and radical equations	1
Mathematical reasoning and problem solving	2

Process Goals		
Participation	++	
Homework		
Cooperation	++	
Punctuality	+	

Description (Comments:

This reporting prior to settlide probability, statistics, and the beginning units of Algebra I. We completed units on solving one-variable equations and applying one-variable equations. Our next major unt of study will be literar functions. We included the following mathematics standards: measures of central tentuctors, otherwise appropriate graphs, interpreting graphs, mischading satisfacts, polygons, lines and angles. We will conclude the geometry unit at the beginning of the next quarter. Tajor needs to work on frocus and attention during classes.

Taylor also had several low assessment scores but chose not to retake them. With improved attention and retaking low assessments, I am sure Taylor's grades will improve rapidly.

Biology I – Science 205: Mrs. Krall



Academic Achievement	A
Basis of scientific inquiry	4
Physical, chemical and cellular basis of life	3
Continuity of life and the changes of organisms over time	2
Unity and diversity of life	3
Ecological relationships among organisms	4

Process Goals	
Participation	+
Homework	++
Cooperation	+
Punctuality	

INVESTIGATION : COMMITTIES.

During this quarter worked on the chemistry foundations for understanding biology. This included the following standards: properties of matter, the Periodic Table, chemical bonding, and balancing chemical equations

Taylor has done an outstanding job this reporting period. Independent work was very thorough and extremely well done. Taylor grasps ideas very quickly and sometimes moves on without understanding it thoroughly. I was very happy to see Taylor break that habit and really keep on top of the material.

Physical Education - Team Sports 200: Mrs. Sandidge

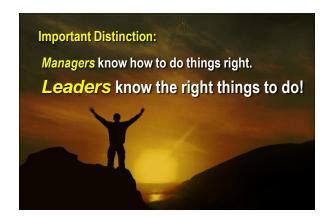


Academic Achievement	В
Demonstrates competency in motor skills and movement patterns	2
Demonstrates understanding of movement concepts, principles, strategies, and tactics	3
Engages regularly in physical activity	2
Achieves and maintains a health-enhancing level of physical fitness	2
Exhibits responsible personal and social behavior that respects self and others	3
Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction	3

Process Goals		
Participation	++	
Homework		
Cooperation	+	
Punctuality	+	

Development Assumbates.
In this reporting pend students were introduced to the basic skills and techniques of basketball. They practices dribbling, passing, shooting, footwork, rebounding, defense, and combining individual offensive and defensive techniques into play patterns.

Taylor excelled in footwork and defensive positioning, and foll much more comfortable playing defense. Offense was more of a struggle for Taylor, mostly because lack of confidence in individual to this handling skills. We will revisib be skelefull in the next reporting period. I have given Taylor a set of drills so help develop basic sorting moves that should be pelmater that of femilies confidence.



Fo	r help or additional information:
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