

# Progress Recording Tool



Evidence Based Reporting  
Spanish 2

Name: \_\_\_\_\_

## Targets

### Presentational Communication Targets

*The Presentational Mode offers students the opportunity to communicate both orally and in writing. This is one-sided communication; there is no opportunity for dialogue. Examples include: lists, sentences, paragraphs, essays, speeches, prepared projects, and prepared responses.*

#### 1A- I can create original meaning orally (Presentational Speaking)

- 4 - I can create an original oral message that is clear, organized and elaborates with advanced details and advanced language control.
- 3 - I can create an original oral message that is clear, organized and elaborates with supporting details and level-appropriate language control.
- 2 - I can create an original oral message that is mostly understood with few or simple supporting details and with inconsistent language control.
- 1 - I can create an original oral message that is partially understood with no supporting details and with inconsistent language control.

#### 1B - I can create original written meaning (Presentational Writing)

- 4 - I can create an original written message that is clear, organized and elaborates with advanced details and advanced language control.
- 3 - I can create an original written message that is clear, organized and elaborates with supporting details and level-appropriate language control.
- 2 - I can create an original written message that is mostly understood with few or simple supporting details and with inconsistent language control.
- 1 - I can create an original written message that is partially understood with no supporting details and with inconsistent language control..

#### 1C - I can create an original written message through a formal writing process. (Polished Writing)

##### Targets:

- 4 - I can create an original written message that is clear, organized and elaborates with advanced details and advanced language control..
- 3 - I can create an original written message that is clear, organized and elaborates with supporting details and level-appropriate language control.
- 2 - I can create an original written message that is mostly understood with few or simple supporting details and with inconsistent language control.
- 1 - I can create an original written message that is partially understood with no supporting details and with inconsistent language control.

### Interpersonal Communication Targets

*The Interpersonal Mode is characterized by the active negotiation of meaning among individuals through speaking and writing; this is two-way communication. Examples include: conversations with classmates or instructor, blogging, and texting.*

#### 2A - I can create meaning through conversation

- 4 - I can create meaning through conversations with consistent use of advanced communication strategies and advanced language control.
- 3 - I can create meaning through conversations with level-appropriate communication strategies and language control.
- 2 - I can create meaning through conversations with minimal communication strategies and with inconsistent language control.
- 1 - I can create basic meaning through conversations without communication strategies and with inconsistent language control.

**2B - I can maintain daily target language use to be an active participant in class**

- 4 - I maintain daily target language use consistently and encourage those around me to do so.
- 3 - I maintain daily target language use consistently.
- 2 - I maintain daily target language use inconsistently.
- 1 - I maintain daily target language use minimally and often resort to my native language.

**Interpretive Skills Targets**

*The Interpretive Mode allows students to interact with written and audio sources in order to demonstrate their understanding of the content. Examples include reading, listening, cultural information, grammar, and vocabulary.*

**3A - I can interpret an audio/visual source (listening)**

- 4 - I can describe and explain all key details of an audio/visual source.
- 3 - I can describe many key details of an audio/visual source.
- 2 - I can identify some key details of an audio/visual source.
- 1 - I can identify few/no key details of an audio/visual source.

**3B - I can interpret a written passage (reading)**

- 4 - I can describe and explain all key details of a written passage.
- 3 - I can describe many key details of a written passage.
- 2 - I can identify some key details of a written passage.
- 1 - I can identify few/no key details of a written passage.

**3C - I can interpret cultural information (culture)**

- 4 - I can identify cultural products, practices and perspectives from Spanish-speaking countries and connect them to my culture.
- 3 - I can identify cultural products, practices and perspectives from Spanish-speaking countries
- 2 - I can identify cultural products and practices from Spanish-speaking countries.
- 1 - I can identify cultural products and practices from Spanish-speaking countries with inaccuracy.

**3D - I can use vocabulary to make meaning (vocab)**

- 4 - I can create meaning using relevant vocabulary in an open-ended task.
- 3 - I can create meaning consistently using relevant vocabulary in a structured task.
- 2 - I can create meaning inconsistently using relevant vocabulary in a structured task.
- 1 - I can create minimal meaning using vocabulary in a structured task.

**3E - I can use grammar to make meaning (grammar)**

- 4 - I can create meaning using accurate grammar in an open-ended task.
- 3 - I can create meaning using mostly accurate grammar in a structured task.
- 2 - I can create meaning using grammar with inconsistent accuracy in a structured task.
- 1 - I can create minimal meaning in a structured task using elements of grammar.

español 2  
Evidence Based Grading (Semester 1)

Nombre \_\_\_\_\_

**Spanish 2 Learning Targets**

**Presentational Communication Targets**

<b>Learning Target 1A</b> I can create an original message orally.	<b>Score</b>	<b>Retake Score</b> (if applicable)
<b>Capítulo 1</b>		
<b>Capítulo 2</b>		
<b>Capítulo 3</b>		
<b>Capítulo 4</b>		
<b>Capítulo 5</b>		

<b>Learning Target 1B</b> I can create an original written response	<b>Score</b>	<b>Retake Score</b> (if applicable)
<b>Capítulo 1</b>		
<b>Capítulo 2</b>		
<b>Capítulo 3</b>		
<b>Capítulo 4</b>		
<b>Capítulo 5</b>		

<b>Learning Target 1C</b> I can create an original written message through a formal writing process.	<b>Score</b>	<b>Retake Score</b> (if applicable)
<b>Capítulo 1</b>		
<b>Capítulo 2</b>		
<b>Capítulo 3</b>		
<b>Capítulo 4</b>		
<b>Capítulo 5</b>		

**First Majority Score** \_\_\_\_\_

**Second Majority Score** \_\_\_\_\_

**Overall mastery score of standard** \_\_\_\_\_

**Interpersonal Communication Targets**

<b>Learning Target 2A</b> I can create meaning through conversation.	<b>Score</b>	<b>Retake Score</b> (if applicable)
<b>Capítulo 1</b>		
<b>Capítulo 2</b>		
<b>Capítulo 3</b>		
<b>Capítulo 4</b>		
<b>Capítulo 5</b>		

<b>Learning Target 2B</b> I can maintain daily target language use in class.	<b>Score</b>	<b>Retake Score</b> (if applicable)
<b>Capítulo 1</b>		
<b>Capítulo 2</b>		
<b>Capítulo 3</b>		
<b>Capítulo 4</b>		
<b>Capítulo 5</b>		

**First Majority Score**\_\_\_\_\_

**Second Majority Score**\_\_\_\_\_

**Overall mastery score of standard**\_\_\_\_\_

**Interpretive Skills Targets**

<b>Learning Target 3A</b> I can interpret an audio/visual source. (listening)	<b>Score</b>	<b>Retake Score</b> (if applicable)
<b>Capítulo 1</b>		
<b>Capítulo 2</b>		
<b>Capítulo 3</b>		
<b>Capítulo 4</b>		
<b>Capítulo 5</b>		

<b>Learning Target 3B</b> I can interpret a text. (reading)	<b>Score</b>	<b>Retake Score</b> (if applicable)
<b>Capítulo 1</b>		
<b>Capítulo 2</b>		
<b>Capítulo 3</b>		
<b>Capítulo 4</b>		
<b>Capítulo 5</b>		

<b>Learning Target 3C</b> I can use vocabulary to make meaning. (vocab)	<b>Score</b>	<b>Retake Score</b> (if applicable)
<b>Capítulo 1</b>		
<b>Capítulo 2</b>		
<b>Capítulo 3</b>		
<b>Capítulo 4</b>		
<b>Capítulo 5</b>		

<b>Learning Target 3D</b> I can use grammar to make meaning. (grammar)	<b>Score</b>	<b>Retake Score</b> (if applicable)
<b>Capítulo 1</b>		
<b>Capítulo 2</b>		
<b>Capítulo 3</b>		
<b>Capítulo 4</b>		
<b>Capítulo 5</b>		

<b>Learning Target 3E</b> I can interpret cultural information. (culture)	<b>Score</b>	<b>Retake Score</b> (if applicable)
<b>Capítulo 1</b>		
<b>Capítulo 2</b>		
<b>Capítulo 3</b>		
<b>Capítulo 4</b>		
<b>Capítulo 5</b>		

First Majority Score\_\_\_\_\_

Second Majority Score\_\_\_\_\_

Overall mastery score of standard\_\_\_\_\_

## What is Evidence-Based Reporting?

The purpose of **Evidence-Based Reporting** is to ensure that a student's grade is reflective of his or her *learning* based on our course's learning expectations.

While traditional grading systems attempt to fuse feedback, achievement results, and performance expectations into a single percentage, an Evidence-Based Reporting model *separately* communicates the following:

1. The learning goals/targets that each student is expected to learn.
2. Each student's level of proficiency in each target.
3. The progress each student is making toward proficiency in each target and standard.
4. Areas of success and areas for growth for each student.

Since **Evidence-Based Reporting** models use proficiency scales, and not points, collect accurate evidence of student performance and academic growth, students can reflect on and grow their knowledge and skills *throughout* the semester. At the end of the semester, the teacher reviews the evidence presented by each student, in each target, and converts said evidence into a traditional letter grade. In this model *student learning* is based on, not points nor weights, but what it should be...*professional interpretation of evidence*.

## Why use Evidence-Based Reporting?

At Stevenson High School we understand that a quality *grading system* communicates student proficiency, provides information for self-reflection, and evaluates effectiveness of instructional programs. However through current action research projects by our staff, we discovered that our current system of points and weighted categories forces teachers to consolidate diverse sources of evidence into a single symbol. This consolidation creates a final *mark* that is impossible to interpret and rarely presents a true picture of student learning.

Furthermore, in a traditional grading system, a student's choosing not to turn in a single assignment or failing to score high on an exam may be reflected in his or her grade for the remainder of the course. Though the student may demonstrate mastery later in the semester, the original score is still averaged into the final grade. We see this dilemma in the following example:

If a student were to receive assessment grades of 40%, 60%, 80%, 90%, 90% this would average to a 72%. In this case, the final grade is not truly reflective of what content or skills the student has mastered by the end of the semester.

In an **Evidence-Based Reporting** model percentages would be removed and replaced with teacher feedback based on the following gradation of proficiency :

- |     |  |
|-----|--|
| 4.0 | Exceeds Expectations of Mastery of Learning Target                                       |
| 3.0 | Demonstrates Mastery of Learning Target  |
| 2.0 | Mastery of Learning Target is In Progress  |
| 1.0 | Not yet making progress or making minimal progress toward Mastery of the Learning Target |

Therefore that same example above of 40%, 60%, 80%, 90%, 90% might look something like; 1.0, 1.0, 2.0, 3.0, 3.0

At the end of the semester, the teacher reviews the proficiency gradation presented by each student, in each target, and converts said evidence into a traditional letter grade. We will explore this conversion process throughout the rest of this letter.

## How is performance calculated with Evidence-Based Reporting?

In **Evidence-Based Reporting**, frequent on-going assessment of students' progress in the target language is essential. Formative assessments take place at regular intervals during the instructional stage to check for understanding and mastery of the course material. Throughout the semester, student performance is collected on each learning target based on the following proficiency scale:

- 4.0 Exceeds Expectations of Mastery of Learning Target
- 3.0 Demonstrates Mastery of Learning Target
- 2.0 Mastery of Learning Target is In Progress
- 1.0 Not yet making progress or making minimal progress toward Mastery of the Learning Target

In order to give students an opportunity to grow the entire semester, the traditional grade calculation of 25% for each term and 25% for the final exam in accordance with school policy will **not** be used in this course. Instead, students will have the opportunity to present evidence of their achievement toward each learning target *throughout* the semester. The final exam will still be a required portion of the course and will be a gauge of students' mastery for each of the academic standards.

## What does Evidence-Based Reporting look like in a Spanish 3 class?

In Spanish 3 our three academic standards are:

- 1) Interpretive Skills.
- 2) Presentational Communication.
- 3) Interpersonal Communication.

Interpretive skills encompass those competencies that form the underlying basis of language acquisition: interpretive reading, interpretive listening, cultural awareness, discrete grammar, and contextualized vocabulary. Both Presentational Communication and Interpersonal Communication represent the fundamental purpose of language learning: creation with the language and communicating with others. These standards reflect the communicative competencies that form the centerpiece of any modern world language course of study.

Additionally, feedback will be given for three Social-Emotional-Learning standards, although these will not be factored into the final grade. Final Grades can be calculated at any point during the semester by a simple two-step process.

Since progress reports and term grades will only be scored as "in progress," "incomplete, or "F," it is **essential** that both students and parents refer to the **Infinite Campus** program and consult the grading matrix (below) in order to have an accurate picture of a student's overall progress in the course and progress toward mastery for each standard.

### Step 1: Interpreting Evidence in Infinite Campus Gradebook

The students' final grade for each standard will be based on a "modal" interpretation of their proficiency scores (presented in the gradebook). The first *mode* is the score (4,3,2,1) that appears most often in a given standard. The second *mode* is the score that appears second most in frequency. For example, here is a snapshot of the proficiency ranking of a target in the gradebook:

By looking at the targets associated with each Standard, a student, a parent, and the teacher can assess the overall Standard rating by utilizing the double majority (mode) matrix below.

4	3	2	1
4-3	2-4	2-3	1-4
4-2	3-2	2-1	1-3
3-4	4-1	3-1	1-2

For example, if a student's most frequent score in Presentational Communication were a 3, and the second most frequent score were a 4, that student would have a "3-4," or an overall score of 4 in Presentational Communication.

Example: 4-3 (First Majority – Second Majority) = Final *Standard* Ranking of "4"

*Note: This same process must be done for EACH standard before moving on to Step 2.*

### Step 2: Converting Standard Proficiency to a Grade

Again, in Spanish 3 our three academic standards are:

- 1) Interpretive Skills.
- 2) Presentational Communication.
- 3) Interpersonal Communication.

- **To get an A:**
  - A score of "3" or "4" in each standard; every retakeable assessment must be at least a "3".
- **To get a B:**
  - A score of "2" in any one standard (with scores of "3" or "4" in remaining standards); every retakeable assessment must be at least a "2".
- **To get a C:**
  - A score of "2" in more than one standard (with no score of "1" in the remaining standard); every retakeable assessment must be at least a "2".
- **To get a D:**
  - A score of "1" in one or two standards with at least one score of "2" or above in the remaining standard.
- **To get an F:**
  - A score of "1" in all standards.

Any Incomplete Assessments not resolved by the end of the semester will result in an "INCOMPLETE" and must be resolved according to school policy (see Student Guidebook).