



# Adlai E. Stevenson High School

One Stevenson Drive, Lincolnshire, Illinois 60069

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Dear Parent(s)/Guardian(s),

We are excited to inform you that our Spanish 2 classes will be using **Evidence-Based Reporting** this year. Please review the following information to familiarize yourself with this student performance structure.

## What is Evidence-Based Reporting?

The purpose of **Evidence-Based Reporting** is to ensure that a student's grade reflects 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.
4. Areas of success and areas for growth for each student.

Since **Evidence-Based Reporting** models use proficiency scales and not points, and 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 not on points or 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, recent research by our staff has discovered that a system of points and weighted categories forces teachers to consolidate diverse sources of evidence into a single symbol. This consolidation creates a final grade that is impossible to interpret and rarely presents a true picture of student learning.

In an **Evidence-Based Reporting** model percentages are replaced with teacher feedback based on the following levels of proficiency :

- “4” Exceeds Expectations of Mastery of Learning Target
- “3” Demonstrates Mastery of Learning Target
- “2” Approaching Mastery of Learning Target
- “1” Not yet making progress or making minimal progress toward Mastery of the Learning Target

At the end of the semester, the teacher reviews each student’s proficiency scores in each target and converts said evidence into a traditional letter grade.

**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 will not be used in this course.** Instead, a student’s grade will reflect their body of work for the entire semester.

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

In Spanish our three academic standards are:

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

Examples of Interpretive skills are reading a story, listening to a conversation, or using vocabulary and grammar appropriately. Presentational Communication includes oral presentations and written essays. Interpersonal Communication includes conversations and daily use of Spanish.

## **Re-Evaluation**

Re-evaluations or re-takes are an essential piece of an EBR class. In a traditional class, a poor performance on a quiz stays in the gradebook. There is no real motivation for a student to improve his or her understanding of the concept. In our EBR courses, for many assessments, students who score below target are given the chance to retake an alternate version of the assessment in order to demonstrate growth. Students complete an assigned list of remedial activities in order to fill in the gaps in their understanding. They also complete any missing homework. They then hand in these remedial activities and are given the opportunity to retake the assessment. This gives students the motivation and opportunity to go back and improve their understanding of the concepts, as opposed to simply scoring poorly and moving on.

## **How does Homework factor into the grade?**

Completion of homework is an important part of the learning process. It gives students the opportunity to practice and refine the skills they learn in class. However, since Evidence-Based Reporting measures *in-class performance* of a skill, homework **will not** factor into the final grade.

Homework will still be assigned regularly and will be reported in the Social-Emotional Learning Standard of Responsible Decision Making. This allows parents to see what their child is doing in terms of homework completion. In addition, students must have all homework

completed in order to retake an assessment. This motivates students to complete homework without allowing it to unfairly impact a student's grade.

## How do I know what my grade is at any given time during the semester?

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, evidence is collected for each learning target based on the following proficiency scale:

- "4" Exceeds Expectations of Mastery of Learning Target
- "3" Demonstrates Mastery of Learning Target
- "2" Mastery of Learning Target is In Progress
- "1" Not yet making progress or making minimal progress

The primary goal of this grading practice is to provide more information about student performance to teachers, parents, and students. However, we realize that this method of grading may be challenging to analyze for students and parents.

If you would like to review your student's current grade trajectory in a simple letter grade format visit the following website and use your school Gmail credentials to log in.

Go to:

[tableau.d125.org](http://tableau.d125.org)

Sign In

tableau

Enter your Windows username and password to sign in.

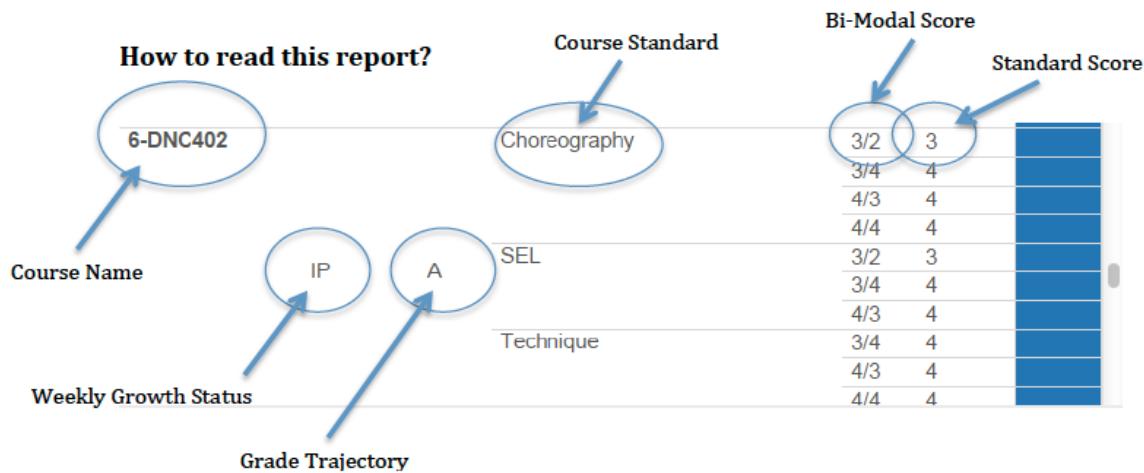
Username:

Password:

Remember me

Session timed out due to inactivity.

Sign In



## Descriptions

**Course Name:** The Infinite Campus Course Code

**Weekly Growth Status:** The *progress* that the student is making in the course material. Either IP (Adequate Progress), MP (Minimal Progress), F (Failing), I (Incomplete)

**Grade Trajectory:** The *learning trajectory* that a student is currently on. Please note that the letter grade listed here is not the grade that student has currently. It is the letter grade that the student is targeted to receive if the proficiency scores (4,3,2,1) continued with the same distribution.

**Standard:** The uppermost level of performance communication in the course. (*In this view there are three: Choreography, SEL, Technique*). All targets and their scores that relate to this standard are contained within this score.

**Bi-Modal Score:** The first and second most common *target* proficiency scores in the gradebook.

**Standard Score:** The proficiency score for the standard. This is based on the Bi-Modal score.

## What is the grade calculation formula?

While Tableau provides a quick overview of a student's projected grade, both students and parents may find it useful to understand how the grade is calculated. Grade Trajectories can be calculated manually at any point during the semester by a simple two-step process. Progress reports and term grades will only be scored as "in progress," "minimal progress", "incomplete", or "F." Both students and parents may 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.

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.

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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 - Spanish 2

Again, our three academic standards are:

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

- A: An overall score of "3" or "4" in each standard; every retakeable assessment must be at least a "3".
- 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".
- 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".
- D: A score of "1" in one or two standards with at least one score of "2" or above in the remaining standard.
- F: A score of "1" in all standards.

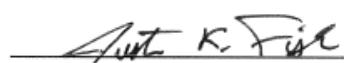
**Any missing assessments will result in an overall grade of "Incomplete" until they are resolved.**

We look forward to your student's Spanish experience this year. We are confident that the implementation of this grade reporting system will provide your student with the appropriate tools and feedback to find success. If you have questions regarding Evidence Based Reporting in general, please contact Mr. Anthony Reibel, Director of Assessment, Research and Evaluation ([areibel@d125.org](mailto:areibel@d125.org) / 847-415-4200). For any questions or concerns regarding your student's class, please contact his or her teacher directly.

Best regards,



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