

ABSTRACT

Chena Williams Cayton, THE IMPACT OF THE USE OF PROFICIENCY-BASED RUBRICS ON STUDENT GRADING (Under the direction of Dr. William A. Rouse). Department of Educational Leadership, March 2015.

The purpose of this study is to determine impact of the proficiency-based rubric on student learning, the teacher's ability to provide consistency in student grading, and communication to parents regarding the child's academic achievement in kindergarten, first and second grade in one Local Education Agency (LEA) in eastern North Carolina.

Based on literature review, proficiency-based rubrics are an effective tool for teachers to use to help promote clarity and consistency in grading. Marzano (2000), Brookhart (2009), Guskey and Bailey (2001), and O'Connor (2002) are just a few of the researchers that provided examples of how rubrics assist teachers in effectively measuring student achievement.

Therefore, this research study examined whether proficiency-based rubrics were effective in: (1) producing consistency in grading, (2) equipping teachers with a tool to convey to parents their child's proficiency and (3) producing a positive impact on student achievement.

The data used for this research study were collected from one LEA in eastern North Carolina. Teacher and principal perception as to the impact of the use of the proficiency-based rubric was collected through survey and focus group interviews. To answer the research questions, data were analyzed from surveys and focus group interviews given to both principals and teachers within the Pitt County School District. In order to provide findings regarding the research questions, survey and interview questions were categorized under the classifications of impact, consistency or communication. The data from the surveys and focus group interviews were triangulated in order to effectively summarize the data that were collected.

The data from K-2 principals and teachers revealed that both participant groups perceived the proficiency-based rubrics had a positive impact on student grading. However, the data revealed a higher percentage of principals believed the use of the rubrics a more positive effect on student grading as compared to teachers' beliefs.

Based on the findings, consistent grading policies and procedures need to be established by the district as well as continuous professional development for principals and teachers. Additionally, teacher and principal preparation programs need to ensure pre-service candidates are exposed to, and know the value of proficiency-based rubrics on student learning.

THE IMPACT OF THE USE OF PROFICIENCY-BASED RUBRICS
ON STUDENT GRADING

A Dissertation

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the Faculty of the Department of Educational Leadership

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by

Chena Williams Cayton

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Chena Williams Cayton

THE IMPACT OF THE USE OF PROFICIENCY-BASED RUBRICS
ON STUDENT GRADING

by

Chena Williams Cayton

APPROVED BY:

DIRECTOR OF DISSERTATION: _____
William A. Rouse, Jr., EdD

COMMITTEE MEMBER: _____
James McDowelle, EdD

COMMITTEE MEMBER: _____
William Grobe, EdD

COMMITTEE MEMBER: _____
Delilah Jackson, EdD

CHAIR OF THE DEPARTMENT OF EDUCATIONAL LEADERSHIP:

William A. Rouse, Jr., EdD

DEAN OF THE GRADUATE SCHOOL:

Paul Gemperline, PhD

DEDICATION

I wish to dedicate this dissertation to my family. I would like to thank my parents for instilling in me confidence and determination. Both have always provided encouragement and told me that I could do anything that I set my mind to. Mom, I went “fer it.” Love you both!

I would like to thank my husband who has been with me throughout my entire educational career. From undergraduate to graduate to now doctorate, his has picked up my slack in our everyday lives while I was in class or working on my studies. He encouraged me when I doubted myself or when I was overwhelmed. This is not my doctorate. This is OUR doctorate! I love you, John (S.P.).

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CHAPTER ONE: INTRODUCTION

Of all the policies and practices affecting students, a school's approach to grading may have the greatest potential to affect students' futures, both within the school and beyond (Danielson, 2002). As reported by Lynn Olson, the use of grades is one of the most sacred traditions in American Education (Olson, 1995, p. 24). It has been documented by Kirschenbaum's 1971 study (as cited in Guskey & Guskey, 1994), the practice of assigning grades began in the late 1800s with the issuing of a narrative that listed the skills the student had mastered. Since that period of time, the method of communicating students' progress and achievement used today is reflected by a single grade for each subject area. Parents, students and community members have viewed these grades as a reliable measure of student achievement (Marzano, 2000). However, the calculation of a student's grade is the result of judgments by teachers who are, for the most part, subjective as opposed to objective (O'Connor, 2009). In addition, the methods in which grades are calculated are not consistent and may vary by school, subject, and teacher (Marzano, 2000). These inconsistencies in grading may result in diminishing the main purpose of grading, which is to clearly communicate to parents what the student understands, what he or she does not understand, and areas he or she may improve.

Inconsistency in grading may be attributed to the varying expectations that are considered when calculating a student's grade. These varying expectations include how: (a) teachers consider many factors other than academic achievement when he or she assign grades, (b) teachers assign point value systems to assessments differently, and (c) teachers misinterpret single scores on classroom assessments. Thus the hidden truth is that "grades are so imprecise that they are almost meaningless" (Marzano, 2000, p. 1).

According to Guskey and Bailey (2001), the controversy regarding grading consistency has been ongoing for more than a century (as cited in Reeves, 2011a). Students and parents talk amongst their peers and easily identify the obvious inconsistencies amongst teachers in their grading practices. This results in teachers being identified as being too *easy* or too *hard* (O'Connor, 2013). Grades should not reflect each teacher's personal ideals of what represents quality of work (O'Connor, 2013). Parents and students should be assured that an A from Ms. Jones means the same as an A from Mr. Smith. In other words, students who are achieving at the same level should receive the same grade teacher to teacher. O'Connor (2013) states that when a student's parent complains about grades to the school principal, the lack of consistency is usually the root of their concern. In addition, O'Connor (2013) states that most teachers have limited training on how to calculate grades and school districts may compose policies that are not effective in guiding teachers on how to assess and articulate a student's achievement level. Therefore, consistency in grading students' work is needed among teachers within the same school and school district.

Grade consistency within a school (or even a district), combined with the need for grades to reflect student learning in the curriculum, suggests that teachers determined collectively what the curriculum is and how to assess it (Danielson, 2002). In order to obtain grade consistency, it is essential to have clearly described performance standards that teachers interpret the same way (O'Connor, n.d.). Performance standards refer to how well teachers expect the content standard to be performed. As referenced by John Kendall and Robert Marzano (as cited by O'Connor, 2013), "Performance standards specify how good is good enough" (pp. 16-17). By outlining the performance standards, this allows for the removal of factors such as students' behavior and

attitude to be separated from a student's achievement. This, in turn, may allow grading of student work by teachers to be an effective measure of student achievement.

Problem of Practice

In the Pitt County School District there exists a need for consistency in how students enrolled in grades kindergarten through second are assigned grades. Pitt County Schools is comprised of twenty-two elementary (k-5) schools with students enrolled in kindergarten through second grade. Hence, at the elementary school level, there is a potential of sixty-six different grading methods to measure students' academic achievement within this Local Education Agency (LEA). These potential varying grading methods may lead to teacher inconsistencies in grading which may result in inequality amongst students as well as unclear communication of students' academic achievement across the LEA. According to a Pitt County Schools' data manager, many students in Pitt County transfer to more than one school within the same school year (J. Bueck, personal communication, May 8, 2014). Thus, parents who transfer their child from school to school within the LEA may have to interpret a different grading method. Therefore, consistency in grading student work within the LEA may afford parents of children who transfer from one school to another, to experience less confusion in regards to communication of their student's academic performance (Guskey & Bailey, 2001).

The LEA where this study will be conducted is comprised of thirty-five schools with a combined enrollment of 23,495 students. The LEA's student demographics consists of 47.8% African American, 37.8% white, 9.8 % Hispanic, 3% multi-racial, and 1.3% Asian students. Within this student population, 61% qualify for free and reduced lunch. Elementary students are assigned to two different grade configurations--K-5 and K-8. There are six K-8 schools and sixteen K-5 schools. 5661 are enrolled in kindergarten through second grade.

Diversity is prominent amongst the twenty-two schools that the kindergarten through second grade students attend. One major distinction is the neighborhoods in which each school is located. Within the county is a large hospital, a university, several industries and a vast amount of agricultural land. These geographical differences result in schools either located in small municipalities of less than 5,000 residents or larger areas of over 10,000.

In addition to the geographic differences, the socio-economic groups and level of parental education vary school to school. Due to the proximity of both a hospital and university, there are many professional parents within the LEA. These parents are often very involved in their children's education (Payne, 1996). For most of these parents, the students' placement in specific classes and programs is seen as a status symbol. They often communicate amongst themselves as to what teachers are regarded as the best. In addition, they are known to place pressure on their children to make good grades (K. Kirkland, personal communication, March 3, 2014). Students of these parents typically remain in the LEA assigned elementary to middle school to high school attendance zone. Conversely there are a large number of students who are considered within the poverty threshold in Pitt County. The 2010 US Census American Community Survey determined the poverty threshold, which ranked Pitt County fourth in the state with 21.5% living in poverty. Students who live in poverty often do not have parents who are as involved in their children's education (Payne, 1996). Typically these parents have dropped out of school due to a bad experience of their own. Students living in the poverty range are also typically considered transient. According to Dr. Delilah Jackson, Assistant Superintendent of Human Resources, (personal communication, June 23, 2014) transient students often transfer to different schools within an academic year due personal and/or family related issues. Consequently, teachers who teach and grade both socioeconomically advantaged

and/ or socioeconomically disadvantaged students experience similar levels of frustration when attempting to provide accurate and fair measure of students' academic achievement, hence a grade.

Students in kindergarten through second grade in the Pitt County School District receive a grade by a teacher for each 9-week grading period. The grade a student receives is of the following: Satisfactory (S), Improvement Needed (I) or Unsatisfactory (U) on his/her report card. Currently, there is not a consistent method for what each grade indicates as related to student learning. Teachers use his/her judgment to determine whether students should receive the grade of S, I or U in the areas of math, writing, and reading. The grade is then reported to parents via a 9-week report card without an explanation as to what the child actually learned during the grading period. The parents' interpretations of grades may cause confusion for parents because the grade may lack specificity as to what the child actually learned. With this, a need exists to provide a clear consistent grade of what students have and have not learned during each grading period. Therefore, a proficiency-based rubric may equip teachers with the ability to accurately reflect, via a grade, what students have and have not learned. The use of a proficiency-based rubric may help promote consistency in how student proficiency is calculated in the LEA. A proficiency-based rubric would detail the specific student requirements to receive the grade of S, I, or U. This approach to consistency may assist the teachers in determining the standards the students are able to perform which will allow the teachers to continue with the educational plan that is needed for each student to be proficient (Brookhart, 2013). In addition, a consistent proficiency-based rubric may provide set expectations for teachers and ensure consistency amongst schools (D. Jackson, personal communication, June 17, 2014). Consequently, the LEA did not have a proficiency-based rubric for which teachers may use in

grading kindergarten, first and second grade students. Thus, teachers, administrators and support staff within the LEA developed a proficiency-based rubric (see Appendix A). Therefore, this problem of practice will evaluate the proficiency-based rubric in regards to it's impact on student learning, the teacher's ability to provide consistency in student grading, and communication to parents regarding the child's academic achievement (see Appendix B).

Research Plan

The purpose of this study is to determine impact of the proficiency-based rubric on student learning, the teacher's ability to provide consistency in student grading, and communication to parents regarding the child's academic achievement in kindergarten, first and second grade in one LEA in eastern North Carolina. The researcher will evaluate the effectiveness of the proficiency-based rubric through surveys and focus group interviews of k-2 teachers and school principals. These data sources will include the 190 kindergarten, first and second grade teachers and twenty-two principals (see Table 1). An action research design was selected as the best methodology for this problem of practice because this study focuses on administrators and teachers collaborating to achieve the LEA's goal to improve consistency in grading practices. The continuous cycle of action research allows the researcher to plan, act, observe, reflect and replan to help improve the current grading methods in kindergarten, first and second grade. The researcher will survey all kindergarten, first and second grade teachers (see Appendix C) along with the school principals (see Appendix E). The researcher will establish a Google Document containing survey questions that will be sent to all kindergarten, first and second grade teachers and elementary school principals within the LEA. The teacher focus groups will consist of teachers who emailed suggestions of revisions in regards to the rubrics to the researcher throughout the creation of the rubrics. The researcher will use the focus group

Table 1

Participants

Title	Quantity Within Each Group
Principals	22
Teachers	190

questions for teachers to determine impact of the rubric (see Appendix D). Additionally, the researcher will establish a focus group of elementary school principals that consists of school principals who participated in the creation of the rubrics. The researcher will use the focus groups questions for principals to determine the impact of the rubric (see Appendix F). Through the use of Nvivo as well as the quantitative data, the researcher will ascertain the effectiveness of the proficiency-based rubrics on student assessment.

Research Questions

The study will examine five research questions. These research questions are as follows:

1. To what extent, if any, did teachers perceive the proficiency-based rubrics impact on student learning?
2. To what extent, if any, did principals perceive the proficiency-based rubrics impact on student learning?
3. To what extent, if any, did the proficiency-based rubrics impact the teacher's ability to provide consistency in grading the students' learning?
4. To what extent, if any, did the principals perceive that the proficiency-based rubrics impacted the teacher's ability to provide consistency in grading the students' learning?
5. To what extent, if any, did the teachers perceive that they were better equipped to convey to parents his/her child's academic performance through the use of the proficiency-based rubrics?

Definitions of Key Terminology

The following terms have been defined for clarification in understanding this study:

Data Manager-For the purpose of this study, a data manager is one who helps schools manage student registration and truancy, student performance, personalized learning, exam organization, and a range of other school activities (Employment, n.d.).

Grading policy-For the purpose of this study, grading policy is defined by a number, letter or symbol indicating a student's level of achievement (O'Connor, 2013).

mClass-For the purpose of this study, mClass is defined as an online program that determines students' Text Reading Comprehension by assessing components focus on early literacy skills such phonological awareness, alphabetic principle, fluency, vocabulary, and comprehension (Overview, n.d.).

Nonachievement factors-For the purpose of this study, nonachievement factors encompass the non-academic areas that affect student performance such as behavior, attendance, and attitude (Marzano, 2000).

Performance Standards-For the purpose of this study, performance standards are how well we expect the content standard to be performed (O'Connor, 2013).

Proficiency Based Rubric-For the purpose of this study, proficiency based rubrics document student performance in terms of proficiency level on a standard (Brookhart, 2013).

CHAPTER TWO: LITERATURE REVIEW

Introduction

It was Socrates who began assessing students to determine their level of achievement (Marzano, Waters, & McNulty, 2005). Socrates' assessment comprised of questions that would help him guide his students in their learning. It was this type of assessment that provided Socrates with the information for what his students needed to learn in order to become proficient at a specific skill. As education developed, teachers would use assessments to become aware of what a student knew and then assign a grade that accurately reflected his/her learning (Huhn, 2005). It has been documented by Winger's research (2009), somewhere along the educational path, the process of grading lost focus on what was really important. Winger discovered that his students were receiving so much credit for completing work, meeting deadlines, and following through with responsibilities (Winger, 2009). These factors were ultimately causing a student to obtain a higher grade, which was not indicative if the student had learned concepts that were being presented to him/her. In addition, students' grades were negatively affected by students' behavior, effort and attendance (Marzano, 2000). These factors caused students' grades to be lowered and incorrectly reflect student learning. In return, teachers' not only lost focus on accurately reporting student achievement but also lost consistency in how student achievement was measured (O'Connor, 2013). Thus, grades had become a commodity rather than reflection of learning (Winger, 2005).

Developments in Grading and Reporting

According to Guskey and Bailey (2001), there have been five recent developments in education that have brought grading and reporting to the attention of teachers, administrators, and parents. The first development is the growing emphasis on educational standards and

performance-based forms of assessment. The standards required of students today go beyond the basic skills that were expected of students in the past (Guskey & Bailey, 2001). Students are now expected to be authentic learners who engage in problem solving activities. Students are to demonstrate their learning through creating, constructing, analyzing, and integrating the skills that have been taught to them. Teachers recognize that their current method of grading does not measure the new skills that are expected of students today (Guskey & Bailey, 2001).

The second development in education is the increasing demands of parents and community members to be better informed and involved in students' progress (Guskey & Bailey, 2001). This is a result of reports that have been made regarding the United States' failing education system. Stakeholders want to know more about the education that is being provided to students to ensure they will be prepared for college and the workforce.

The third development in education regards advances in technology allowing for more efficient reporting of student learning (Guskey & Bailey, 2001). The advances in technology allow teachers to disseminate data that is pertinent to a specific student and assist in the creation of an individualized report. This individualized reporting shows what students are currently working on and what progress has been made on a daily basis.

The fourth development is the recognition that grading and reporting is one of an educator's most important responsibilities (Guskey & Bailey, 2001). Teachers are expected to use the data on a daily basis to influence his/her instruction in order to ensure students' academic needs are being met. The collection of this data is done both formally and informally. It is how teachers translate this data into grade form from the formal summative assessment that is important.

Finally, there is growing awareness of the gap between our knowledge of grading practices and the actual common grading practices that are used by teachers (Guskey & Bailey, 2001). Even though many studies have been conducted regarding grading systems, few teachers have received formal training on grading practices (Guskey & Bailey, 2001). Too often opinions get in the way of schools and districts developing a clear and consistent grading policy. Educators also prescribe to the mentality of the way we have always done things (Guskey & Bailey, 2001).

These developments in education cause educators to recognize the need to change the current grading system (Guskey & Bailey, 2001). The system that is currently being using in today's classroom is at least 100 years old and does not support the needs within the education system (Marzano, 2000). In order to understand the current grading system, the history of how the system was derived needs to be explored.

History

An emphasis on consistent grading has become a recent trend in education (Guskey & Guskey, 1994). However, student assessment has been part of teaching and learning for centuries. The ancient Greeks used assessment to gauge their students' learning (Guskey & Guskey, 1994). The assessment of their students' learning was done through demonstration and oral expression. This form of evaluation provided to the teachers a clear understanding of the areas in which their students demonstrated proficiency and which areas required additional learning (Guskey & Guskey, 1994).

In the United States, grading and reporting is not noted until the 1850s (Guskey & Bailey, 2001). Throughout the nineteenth century, students were placed in a one-room classroom with

students of different ages and abilities. Students' performance was reported orally to families when the teacher would make home visits (Guskey & Bailey, 2001).

It was not until the late 1800s that students were grouped based on their age and abilities (Guskey & Bailey, 2001). It was this time period that teachers wrote a narrative of the skills that a student could or could not perform. With this system of evaluation, students were not permitted to move to the next grade level until they had demonstrated proficiency in the grade specific skills.

The introduction of the compensatory attendance law at the elementary grade level (K-5) in the late nineteenth and early twentieth century increased the number of students who were entering the secondary school level. This law was based on the assumption that many students, because of their minority and poverty status and their low academic achievement, are disadvantaged and should be provided with extra help and programs to "compensate" for those disadvantages (Rossi & Montgomery, 1994). Thus, students were provided with more academic support and provided the opportunity to achieve a higher level of education. The late nineteenth and early twentieth century was also the time frame that the focus of instruction motivated by teachers at the secondary level began to focus on more specific subject areas. In addition, the grading system at the secondary level began to change to a percentage system that reflects the grading system that is used in the educational system today (Guskey & Bailey, 2001). The percentage system was found more often in the secondary school setting, while the elementary classrooms continued to report students' performance in a narrative form.

The shift to the percentage grading system was gradual and did not come under scrutiny until a study that challenged the validity and subjectivity of the system was published in 1912. The study by Starch and Elliot (1912) set out to determine the extent to which teachers' personal

values and expectations influenced their grading system. The study consisted of distributing two English papers that had been written by two students who had completed their first year of secondary school. The researchers sent these English papers to 200 teachers who taught English in high schools to discover if the teachers were consistent in their grading methods. One hundred forty-two returned the grading document (Guskey & Bailey, 2001). The study concluded that the factors that were considered in the scoring of the papers varied from teacher to teacher. Some factors that were calculated in the students' grades were the neatness and style of the paper. The findings from this research brought much criticism and a gradual move away from the percentage system (Guskey & Bailey, 2001).

In order to address teacher subjectivity that was being seen in grading practices, educators began to use grading on a curve. By using grading on a curve, the students were ranked according a particular measure of their performance. The top percentage of the students were assigned a grade of A, the next percentage group were assigned a grade of B and so on. This form of grading was seen as appropriate during the time because it was well known that students' intelligence tests demonstrated a curve. The grade system also relieved teachers of the stress that had been associated with giving grades to students (Guskey & Bailey, 2001). However, this form of grading caused students to see learning as a game of winners and losers (Guskey & Bailey, 2001). Students began to see that they were competing against one another and performing better than their classmates attained that excellence in performance. In addition, grading on a curve did not communicate about what a student had or had not learned.

As the years followed, the intensity over the grading system intensified (Guskey & Bailey, 2001). Schools did not have a uniform system in which they communicated students' proficiency. Some schools abolished grades while others were using narratives to describe

students' level of performance. There were also schools that used the pass/fail system, which stated if the student did or did not attain mastery of the material. Currently the most common grading practice in secondary schools is the use of letter grades (A, B, C, D, F). However, varying procedures occur at the elementary level. Reporting students' progress can be found in the form of a number system (1,2,3,or 4) or can be seen as using descriptive words such as Beginning, Developing, Proficient, or Distinguished. Some elementary schools have implemented standard-based report forms that note the students' learning progress on specific standards.

Purpose of Grades

There are many opinions as to the purpose of grading. According to Gronlund and Linn (1990), there are four general uses for grading:

- Instructional uses-To clarify learning goals, indicate students' strengths and weaknesses, inform about students' personal-social development, and contribute to student motivation
- Communicative uses-To inform parent/guardians about the learning program of the school and how well their children are achieving the intended learning goals
- Administrative uses-To include promotion and graduation, award honors, and determine athletic eligibility
- Guidance uses-To help students make their education and vocational plan realistically.

While Guskey (1996) states that the purposes of assigning grades are to:

- Communicate the achievement status of students to parents and others.
- Provide information that students can use for self-evaluation.

- Select, identify, or group students for certain educational paths or programs.
- Provide incentives to learn.
- Evaluate the effectiveness of instructional programs (p. 17).

These purposes stated by Guskey, Gronlund and Linn demonstrate that grades serve a variety of functions. One letter grade reflects many types of information making it difficult to understand what the grade truly means (Marzano, 2000). In order to demonstrate that there is a need to provide clarity to the purpose of grading, Brookhart (2004) states, “The primary purpose for grading...should be to communicate with students and parents about their achievement of learning goals” (p. 5). It is because of the momentous effects that can be attributed to grades, that a fair and consistent grading policy may be needed in the educational system. These effects as referenced in research conducted by Fairfax County Public Schools in 2008, resulted in eighty-nine percent of the responding colleges stating that they use grades to compare applicants (Reeves, 2011b). Thus, input from high school teachers on students’ grades has a tremendous impact on the students’ future opportunities. The effect of grades is not only the sole responsibility of high school teachers but middle and elementary teachers as well. Grades earned in middle school determine the opportunities for which courses students are eligible to participate in high school. This is also true of grades that are earned in elementary school. These grades determine which students qualify for the most advanced courses in middle school (Reeves, 2011b). Therefore, the repercussions of grades warrant consistent and fair procedures that will allow equal accessibility to the opportunities that can be afforded to a student (Godfrey, 2011).

Problems with Grading System

Several studies (Cureton 1971; Ebel & Frisbie, 1986; Hopkins, Stanley, & Hopkins, 1990) suggest that grading systems have been highly controversial since the turn of the century. While there is no consensus about how to develop a grading system that would accurately measure student achievement, there is agreement as to what is wrong with the current grading system. These problems include:

- teachers consider nonachievement factors when assigning grades,
- teachers use different mathematical methods to calculate grades, and
- teachers misinterpret single scores on classroom assessments (Marzano, 2000).

Nonachievement Factors

O'Connor considered grades to be broken when they do not accurately communicate student achievement (O'Connor, 2011). According to research conducted by Bursuck, grades are often based on facts that are indirectly related to student performance including effort, behavior and attendance (Bursuck, Polloway, Plante, Epstein, Jayanthis, & McConegy, 1996). Often grades measure students' willingness to cooperate and work hard as opposed to measuring their ability to learn and use the knowledge that has been taught to them (Winger, 2005). Students quickly realize that they can earn a good grade through actions outside of their actual performance (Guskey & Bailey, 2001). Their behavior in class, their effort to perform well and their politeness can influence their goal of earning a good grade. These nonachievement factors measure performance that is more a matter of student choice rather than the assessment of student knowledge or skill.

Effort is a nonachievement factor that can be identified through components that may include time on task, participation and work completion. Students are graded on participation in

classroom discussions and engagement in classroom activities. Work completion is generally measured by the time frame or other conventions that the student has adhered. Most students view high grades as a positive recognition of their hard work and academic success. However, some students also work hard to not experience the negative consequences that come with low grades (Feldmesser, 1971). It is the hope that by punishing the student with low grades, it will motivate the student to put forth more effort (Guskey & Bailey, 2001). However, there are no studies that support the use of low grades to increase a student's effort and motivation (Guskey & Guskey, 1994). Low grades usually cause a student to become withdrawn from learning. Teachers can have a bigger impact on a student by requiring them to put forth additional effort by reworking an assignment (Guskey & Guskey, 1994).

Behavior is another nonachievement factor that is often calculated in students' grades (Marzano, 2000). Behavior can be defined as both following the rules and teamwork. It can be found that teachers may use grades to promote positive behaviors. This is often true of teachers who teach in low-income schools. As concluded by researchers Howley, Kusimo, and Parrot (2000), "In troubled schools good behavior may, in fact, replace achievement as the desired response of students" (p. 240). Students with behavior problems seldom receive a good grade because their behavior infractions overshadow their academic performance (Guskey & Bailey, 2001). In addition, to following the rules, students are expected to work cooperatively as a team. Students, who are not active participants in teamwork often see their grades drop. Exhibiting proper behavior on a given day is more of a function of whether the student chooses to follow school or classroom rules as opposed to whether or not the student possesses the knowledge or skill to follow them.

Attendance may also affect students' grades. Students who are absent frequently miss valuable instructional information. Teachers often do not have the time to review material that was covered during a student's absence. In addition, tardies can affect the loss of student instructional time as well as create a hindrance for the teachers. Teachers may often become irritated with a student who is often late to class, which in turn affects the student's grade.

The consideration of nonachievement factors in grading produces inconsistency in grading which cause stress, a diminished interest in learning, preference for the easiest task, and a reduction in the student's thinking (Kohn, 2011). Students begin to diminish their interest in learning when they realize that a grade will be given for the assignment. Students begin to see the learning activity as a chore when they are told that they need to know something for a test or that a particular assignment will be assigned a grade (Kohn, 2011). Students no longer look at the learning but instead on what needs to be done in order to achieve a good grade. Secondly, preference for the easiest task may seem as the lazy way out, but in fact to students it is the smartest (Kohn, 2011). Students realize that grades are tied to their future goals. Students want to ensure that they are capable of earning the highest grade possible. Often students may resort to completing tasks that are easiest so they can be guaranteed a good grade. Finally, grading can result in a reduction in a student's thinking (Kohn, 2011). When a teacher states that a particular topic will be included on a test, students often get caught up in memorizing every detail related to the topic. Students will often apply this newly gained information to their short-term memory instead of learning how to apply it and assign it to long-term memory. In one experiment conducted by Grolnick and Ryan (1987), students were told that they would be graded on how well they learned a social studies lesson. The students had trouble with the main idea of the lesson than others who did not know they would receive a grade for the activity (Grolnick &

Ryan, 1987). Therefore, it can be concluded through Grolnick and Ryan's (1987) research that giving grades to students often results in memorization as opposed to applied learning that is sustainable.

Mathematical Methods

In addition to the fact that teachers consider factors other than academic achievement when calculating a student's grade, teachers also use different methods in which they calculate students' grades. Weighted assessment is one method used by teachers. Weighted assessments are assigning different point values to different assignments based on what a teacher deems as most important. In a study conducted by Mid-continent Research for Education and Learning (McRel), two teachers were asked to assign a final grade to students based on grades that were exactly the same for homework, quizzes and tests. In this study it was agreed that the teachers would not consider any nonachievement skills when calculating the final grade. It was discovered that the two teachers calculated the same final grade for only 15 out of the 26 students (Marzano, 2000). Upon examination, it was determined that the two teachers assigned different weights of points to the assignments. The way in which teachers assign weighted systems should be consistent with the emphasis on the learning goal in mind (O'Connor, 2009).

Another method used in calculating students' grades is the use of averaging. Calculating a student's grade based on averaging fails to provide an accurate description of what students have learned. According to Canady (1993):

"Grades based on averaging have meaning only when averaging repeated measures of similar content. Teachers averages marks on fractions, word problems, geometry, and addition with marks for attendance, homework, and notebooks-and call it mathematics.

In mathematics we teach that you cannot average apples, oranges, and bananas, but we do it in our grade books!”

The inaccuracy happens when scores from past assessments are averaged with measures from current performance, which does not allow teachers to obtain a true reflection of student achievement. Learning is a progressive process. By using the average of grades, teachers are acknowledging that the learning trails that it took for a student to master the goal are equally important to achieving the desired learning (Guskey & Bailey, 2001). It is unethical and inaccurate to include a grade during the learning process, when a grade is supposed to reflect the student’s mastery at the end of that process (O’Connor & Wormeli, 2011). By continuing to rely on past assessment data, the grades can be misleading about student’s learning (Stiggins, 1994). Another factor that is important to averaging is motivation. When a student does not perform well on two major assessments early in the school year, they may become discouraged when they determine that they have no mathematical chance of recouping from the low grade. Even if the student performs at the highest level for the remainder of the school year, they may have little chance of attaining a high grade.

Finally, the assigning of zeros to tasks that have not been completed is a mathematical method used to calculate students’ grades. According to Wormeli (2006), “Mathematically and ethically this is unacceptable” (p. 138). Teachers assign zeros to students’ work for a myriad of reasons. Zeros are given for not submitting an assignment, academic dishonesty, lack of proficiency, and inappropriate behavior. However, according to O’Connor (2009) a number of serious problems arise with the use of zeros:

- The effect of such extreme scores, especially when coupled with the practice of averaging

- The lack of proportionality between 0 and 50-70 percent as the passing score compared with the much smaller differentials between the other score points in the grading scale
- The inaccurate communication that results from the use of zeros
- The ineffectiveness of zeros as responsibility-creating mechanisms

Aside from the problems that occur with assigning zeros, the biggest issue is whether teachers are teaching the curriculum or just presenting the curriculum and documenting students' deficiencies with it (O'Connor & Wormeli, 2011). In addition, assigning of zeros does not provide a clear description of learning that has occurred.

Regardless of the method used, grading and reporting remain inherently subjective. Even in schools with specific grading policies, teachers still have discretion in how each component will be scored, how the component will be weighted, and how they will be combined to determine the student's grade. Teachers also have the discretion to determine the rigor of the assignment as well as the expectation for each grade (Guskey & Bailey, 2001).

Misinterpretation of a Single Grade

The misinterpretation of a single grade also causes dissension in the current grading system. This occurs when teachers use a single score to represent students' performance on a variety of skills and abilities (Marzano, 2000). As referenced by Marzano (2000), "The misinterpretation of single scores is probably the most insidious of the three problems because it is the least obvious and is built into the system teachers currently use to score classroom assessments" (p. 6). Students receive the same score on a quiz but have not demonstrated proficiency in the same skills. This can be seen when a teacher assigns different point values for different sections of a quiz. For example, a teacher can have an assignment that is contains two

parts. Part I would include computation of mathematical problems where part II of the assignment would include problem solving. Each part of the assignment would be worth 10 points. This assignment can allow students to receive the same percent score and same grade but demonstrate different understandings and proficiency on the skills (see Table 2). Using a single score to represent multiple skills and abilities does not allow a teacher to communicate to parents what the student does or does not know nor what they can do in order to improve.

These problems within the grading system cause students to receive inaccurate grades. Due to the important decisions being made about students and by students based on grades, it is very important for grades to accurately measure student achievement (O'Connor, 2013). In order for grades to measure student achievement correctly, nonachievement factors and ineffective mathematical methods need to be removed.

Consistency

The decision as to what grading method is the most beneficial for students continues to be a topic of dissention (Reeves, 2001b). However, according to researchers such as Guskey, O'Connor and Marzano communication is the main purpose for grading. Grades are meant to report students' progress towards learning goals along with provide useful information to teachers, families and students on adjustments that may be needed in order to achieve these goals (Varlas, 2013). In order for student proficiency to be clearly communicated, there must be consistency in the format in which grades are assigned across grades levels and from building to building within a district (Guskey & Bailey, 2001). It is essential that all teachers within the same school and across the same district assign grades to students based on the same criteria (O'Connor, 2011). Consistency will allow for fairness and equity in respect to manner in which student proficiency is measured (O'Connor, 2013). In addition, consistency within the school

Table 2

Misrepresentation of Single Score

Students	Computation	Problem Solving	Score
Joe	10 points	4 points	14 points
Sam	4 points	10 points	14 points
Pam	7 points	7 points	14 points

district allows for parents of students who transfer from one school to another to experience less confusion in regards to communication of their student's academic proficiency (Guskey & Bailey, 2001).

In order to ensure consistency occurs requires a district to develop policies and procedures. As stated by O'Connor (2013), "Grading is not-and should never have been- a private practice. Teachers are not independent contractors" (p. 61). Therefore, it is essential for districts to have grading policies and procedures that are required for all teachers to follow. These policies and procedures serve as guidelines to provide clear guidance for teachers that may lead to consistency across the district (O'Connor, 2013).

Based on literature review, there is limited research on consistency. Each researcher has their strategies as to the grading methods that should be used in order to achieve consistency.

Rubrics

According to research by Marzano (2000) and O'Connor (2009), rubrics can be effective in providing consistency in assessing standards. This grading method provides a guide that lists specific criteria for grading (Brookhart, 2013). Through the use of rubrics, teachers are easily able to identify the level at which the students are proficient (O'Connor, 2009). Rubrics indicate the expected learning outcome by listing what a student should do, make, say or write. In addition, a rubric provides transparency as to the expectations for each proficiency level (Dougherty, 2012).

The specific purpose of rubric is the most important factor to consider when designing a rubric as opposed to the many formats and forms that can be used (Dougherty, 2012). Once a teacher decides upon the reason for using a rubric, they can choose from three different types of rubrics to assist them in achieving their goal. One type of rubric that can be used is a general

rubric. General rubrics use criteria and descriptions that generalize across different tasks with the purpose of learning and grading (Brookhart, 2013). Teachers can use general rubrics when assessing writing or mathematical problem solving. With these two tasks, the teacher would be focusing on the learning outcome as opposed to one specific task. According to Brookhart (2013), there are five advantages to using general rubrics. General rubrics

- Can be shared with students at the beginning of an assignment, to help them plan and monitor their own work.
- Can be used with many different tasks, focusing the students on the knowledge and skills they are developing over time.
- Describe student performance in terms that all for many different paths to success.
- Focus the teacher on developing students' learning of skills instead of task completion.
- Do not need to be rewritten for every assignment.

However, general rubrics require the teacher to have more practice in how to apply it, which may lead to lower result reliability (Brookhart, 2013).

Task-specific is another type of rubric that teachers can use to assess students. With task-specific rubrics, the teacher is assessing specific content of a particular task with the sole purpose of grading (Brookhart, 2103). According the Brookhart (2013), task-specific rubrics are easier to score and require less time to achieve reliability. However, these rubrics cannot be shared with students and need to be rewritten for each task.

The final rubric that can be used by a teacher is a proficiency-based rubric. Proficiency based-rubrics are aligned with standards-based grading where progress is described in terms of achievement of a standard (Brookhart, 2013). These rubrics provide definitions of various

proficiency levels for each standard, which allows the teacher to document student proficiency on a standard. As stated by Brookhart (2013), proficiency-based rubrics simplify a teacher's evaluation of student progress and achievement.

In conclusion, rubrics can help a teacher achieve various goals. Rubrics can help teachers teach, they can help coordinate instruction and assessment and they can help students learn (Brookhart, 2013). More importantly, as stated by O'Connor (2009), rubrics can provide can provide clarity and consistency in grading student proficiency.

CHAPTER THREE: RESEARCH METHODOLOGY

As indicated in Chapter One, the purpose of this study is to examine the impact of the proficiency-based rubric on student learning, teacher's ability to provide consistency in student grading and communication to parents regarding student's academic achievement. This chapter describes the research design, selection of a focus, clarification of theories, identification of research questions, collection of data, analyzing of data, reporting of results, taking informed action and participants.

Statement of the Problem

Even though there continues to be disagreement as to what assessment system is most beneficial to students, consistency has been agreed upon by researchers such as O'Connor (n.d.), Guskey and Bailey (2001) as an important element of grading. One way to obtain consistency is through the use of a rubric. According to research by Marzano (2000) and O'Connor (2009), rubrics can be effective in providing consistency in assessing standards.

The current report card used within the Pitt County School District focuses on standards within Common Core (see Appendix G). The researcher sought out a rubric that would provide definitions of various proficiency levels for each standard allowing the teacher to document student proficiency on a standard. Therefore, a proficiency-based rubric was created that outlined the specific standards that a student in grades kindergarten, first and second grade should achieve during each grading period to help achieve consistency. Thus, the rubric may ensure that all teachers and schools within the LEA are using a consistent grading scale when determining student proficiency as a means to provide continuing instruction. The rubric may also provide clarity to teachers about what areas of their instruction may need modification to help improve student proficiency (Tomlinson & McTighe, 2006). In addition, it would provide

teachers a tool to communicate to parents the specific skills in which a student does or not show proficiency. Furthermore, the rubric may ensure that all stakeholders would know the meaning of each grade and the skill level at each grade level. Therefore, the researcher would evaluate the proficiency-based to determine its impact on student grading. Specifically the researcher would examine whether proficiency-based rubrics were effective in: (1) producing consistency in grading, (2) equipping teachers with a tool to convey to parents their child's proficiency and (3) producing a positive impact on student achievement.

Research Design

Sagor (2000) stated that the purposes of action research are to: (1) build the reflective practitioner, (2) make progress on school wide priorities and (3) to build professional cultures. The Institute for the Study of Inquiry in Education defines action research (as cited by Sagor, 2000) as: "a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the person in improving and/or refining his or her actions" (p. 3). Action research as it applies to the classroom is an approach to improve education through change (McNiff, 2002). Therefore, an action research design was selected as the best methodology for this problem of practice because this study focuses on administrators and teachers collaborating to achieve the LEA's goal to improve consistency in grading practice. Thus, this results in consistency in the grading practices, which will help teachers provide a continuum of student learning as they move throughout the LEA.

The action research process involves seven steps. These seven steps are an continuous cycle which includes: (1) Selecting a focus, (2) Clarifying theories, (3) Identifying research questions, (4) Collecting data, (5) Analyzing Data, (6) Reporting results and (7) Taking informed

action (Sagor, 2000). This cycle allows for self-reflection of planning, acting, observing, reflecting and replanning to help improve the current educational practice (McNiff, 2002).

Selection of a Focus

The selection of a focus (Step One) for this action research began with A Professional Learning Community (PLC) among elementary principals in the Pitt County School District. Within this PLC, administrators were discussing grading practices that were being used within the county. Principals noted that there were several interpretations of how to assign grades to students using the current kindergarten, first and second grade report card. Principals agreed that there needed to be a rubric created for the report card which would allow for consistency in how students in kindergarten, first and second grade were assigned grades. The district superintendent supported this focus and asked for a team of stakeholders to “develop a rubric to accompany the current K-2 report card that would be specific as to how to assign the grades of Satisfactory (S), Improvement Needed (I) and Unsatisfactory (S)” (E. Lenker, personal communication, December 2, 2013) (see Appendix H).

Clarify Theories

In order to clarify theories (Step Two), the researcher began with exploratory research to understand why inconsistencies in grading were occurring along with how to achieve consistency in grading practices. The literature used to guide this research clearly revealed that consistency is an important factor to an effective student grading system. Therefore, a plan was derived as “the how” to solve the issue of inconsistent grading practices within the Pitt County School District. A team of stakeholders which consisted of principals from the twenty-two school elementary schools, K-12 Math Curriculum Resource Specialist, K-5 English Language Arts Curriculum Resource Specialist, Race to the Top Coordinator, and K-8 Director was established

to create a proficiency-based rubric for the current kindergarten, first and second grade report cards. These stakeholders were selected due to their involvement in the creation of the current report card as well as their involvement in the development of the current pacing guide that the LEA use to guide their instruction. The goal of the committee was to create a rubric that would outline the skills a student would need to achieve in order to receive the assessment of Satisfactory, Improvement Needed or Unsatisfactory for each nine weeks with the school year. The committee used Common Core Standards along with the LEA's pacing guide as a reference for creating the scoring rubric. This step allowed for the stakeholders to identify proficiency levels in the age/grade appropriate area of reading, writing and math that a student would need to achieve. Once the proficiency-based rubric was created, the researcher was prompted to "evaluate if the rubrics were effective in achieving the goal of consistency in grading." (E. Lenker, personal communication, December 16, 2014) (see Appendix B).

Identifying Research Questions

The researcher then composed meaningful research questions (Step Three) to guide the inquiry. The research questions to be examined during the action research were:

1. To what extent, if any, did teachers perceive the proficiency-based rubrics impact on student learning?
2. To what extent, if any, did principals perceive the proficiency-based rubrics impact on student learning?
3. To what extent, if any, did the proficiency-based rubrics impact the teacher's ability to provide consistency in grading the students' learning?

4. To what extent, if any, did the principals perceive that the proficiency-based rubrics impacted the teacher's ability to provide consistency in grading the students' learning?
5. To what extent, if any, did the teachers perceive that they were better equipped to convey to parents his/her child's academic performance through the use of the proficiency-based rubrics?

Collecting Data

In order to ensure validity and reliability, the researcher will collect (Step Four) from a variety of data sources. These data sources will include the 190 kindergarten through second grade teachers and twenty-two principals. The goal of the data collection is for the researcher to determine the effectiveness of the rubrics in achieving the goal of consistency in grading. The researcher plans to survey all kindergarten, first and second grade teachers using the teacher survey (see Appendix C). The researcher will establish a Google Document containing survey questions that will be sent to all kindergarten, first and second grade teachers within the LEA. However, due to low response rate and the inability to investigate the effectiveness of the rubrics at a great depth, the researcher will also establish a focus group. The focus group will consist of teachers who emailed suggestions of revisions in regards to the rubrics to the researcher throughout the creation of the rubrics. During the focus group the researcher will be able to interact directly with the teachers that will allow for clarification, follow-up questioning and probing using the discussion questions (see Appendix D). In addition, the researcher will be able to gain information from non-verbal responses that will support or even contradict the teachers' verbal responses. The researcher will be able to draw upon the teacher attitudes and feelings, which will not be attained through the use of surveys alone. The researcher plans to survey all

principals using the principal survey (see Appendix E). The researcher will establish a Google Document containing survey questions which will be sent to all principals of schools have kindergarten, first and second grade within the LEA. Additionally, the researcher will establish a focus group of principals that consists of principals who participated in the creation of the rubrics. This focus group will allow the researcher to probe deeper in regards to his/her perception on how the rubrics provided consistency in assessing student learning within their school building using the discussion questions (see Appendix F). In addition, the researcher will be able to gain the principals' perception of the rubrics impact on student learning. The researcher will be able to gain information that will not be obtained through surveys alone.

The use of surveys and focus groups will allow the researcher to ensure validity and reliability through the process of triangulation. Triangulation will provide for the use of multiple independent data sources to corroborate the findings. The researcher will then be able to determine if the rubrics helped achieved consistency in grading practices in kindergarten, first and second grade.

Survey. The survey and focus group questions were constructed and sent to an expert panel to establish validity.

Participants. The participants in the study will be from an LEA in eastern North Carolina. The participants are 22 principals from the elementary schools and 190 K-2 teachers. The elementary principals were chosen as participants for this study due to their extensive knowledge of curriculum as well as their ability to ensure that the teachers within the LEA were referring to the rubrics when assigning grades to students. The K-2 teachers were selected for this study due to being the participants who implemented the rubrics within their classrooms. The teachers would be able to provide the researcher with input as to how easily they were able

to use the rubric as well as provide input regarding the proficiency levels that should be achieved by students during each nine weeks.

Confidentiality of participants. The data collection will be conducted through surveys and focus group interviews of principals and teachers within the Pitt County School District. There will be no identifying questions on the survey that will lead to the identification of the responder. Therefore, all responders are anonymous. The researcher and dissertation chair will only know the identification of the members of the focus groups. The data will be collected through the researcher's flash drive that will only be available to the researcher and the dissertation chair.

Analyzing Data

Action Research is not a single method of collecting and analyzing data, rather a holistic approach to solving a problem. Hence, this process allows for various methods of analyses of data to include keeping a research journal, surveys, participant observations, and interviews, just to recognize a few tools. However, for this study, the data to be analyzed will be the focus group interviews and the survey data. The two data points will be analyzed collectively to determine if themes exist among and/or between the two data sets. Additionally, the software program Nvivo will be used to code the interviews to assist with the themes within this data. The coding of this data will enable the researcher to sort, organize and categorize accumulated data. According to Sagor (2000) the sorting and categorizing of the data will allow the researcher to answer two questions:

1. What is the story told by this data?
2. Why did the story play itself out this way?

Reporting Results

Upon completion of the study, the researcher will share the results of the research with the superintendent, which will also be open to collegial dialogue. This collegial dialogue will help lead to collective autonomy and a shared vision of the informed action that will need to occur in order for consistency in grading to occur within the Pitt County School District.

Taking Informed Action

Action will be taken based on the results of the research. If the proficiency-based rubrics impacted the teachers' ability to provide consistency in assessing student learning, then the researcher will present this information to the superintendent and LEA's board of education in anticipation for the rubric to be added as a grading procedure.

Conclusion

Action research is a method of study that is always relevant to its participants (Sagor, 2000). The continuous process of action research will allow for the researcher to evaluate the proficiency-based rubric to determine its effectiveness in assisting with consistency in grading. Based on the data received, the researcher can begin the process of action research again in quest of resolving the focus of how to allow for consistency in grading. Thus, allowing for the researcher to be a reflective practitioner.

CHAPTER FOUR: RESULTS OF THE STUDY

As stated in Chapter One, the purpose of this study was to examine the impact of a proficiency-based rubric on student learning, teacher's ability to provide consistency in student grading and communication to parents regarding student academic achievement. In seeking these answers, the perceptions of principals and teachers in regards to these objectives were examined via surveys and focus group interviews. This chapter provides an analysis of data obtained for this study and the findings related to the five research questions that encompass the objectives of this study.

Research Questions

This study sought to answer the following research questions:

1. To what extent, if any, did teachers perceive the proficiency-based rubrics impact on student learning?
2. To what extent, if any, did principals perceive the proficiency-based rubrics on impact student learning?
3. To what extent, if any, did the proficiency-based rubrics impact the teacher's ability to provide consistency in grading the students' learning?
4. To what extent, if any, did the principals perceive that the proficiency-based rubrics impacted the teacher's ability to provide consistency in grading the students' learning?
5. To what extent, if any, did the teachers perceive that they were better equipped to convey to parents his/her child's academic performance through the use of the proficiency-based rubrics?

Description of Participants

As discussed in chapter 3, the participants in the study were from one LEA in eastern North Carolina. The participants in this study included 22 elementary school principals and 190 K-2 teachers. The elementary principals were chosen as participants for this study due to their extensive knowledge of curriculum as well as their ability to ensure that the teachers within the LEA were referring to the rubrics when assigning grades to students. The K-2 teachers were selected for this study due to being the participants who implemented the rubrics within their classrooms. Survey responses were obtained from 108 teachers along with 20 principals in regards to their perceptions of the proficiency-based rubric. Survey responses from teachers concluded that of the 108 teachers who responded to the survey, 73 were currently using the proficiency-based rubric. In addition, survey responses from principals resulted in the 20 principals who responded to the survey, 17 were currently using the proficiency-based rubric at their school. In addition to the surveys, data were collected from focus group interviews that included 7 teachers and 5 principals from the original participant group mentioned above.

Analysis of Data

The survey and focus group questions were separated into three categories: impact, consistency and communication (see Tables 3-6). The impact category provided data to the following research questions:

1. To what extent, if any, did teachers perceive the proficiency-based rubrics impact on student learning?
2. To what extent, if any, did principals perceive the proficiency-based rubrics impact on student learning?

Table 3

Categorization of Principal Survey Questions

Survey Question	Impact	Consistency	Communication
1. Have the rubrics been beneficial or harmful to students' academic success?	X		
2. In what ways have rubrics offered a better understanding for how to assign the grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card?	X		
3. In what ways have the rubrics created more confusion for the teachers in regards to how grades are determined?	X		
4. Do you feel that the rubrics have brought about consistency in how students are assigned the grades of Satisfactory, Improvement Needed and Unsatisfactory on the report card within your school?		X	
5. Do you feel that the rubrics have provided for fairness and equity in how the grades of Satisfactory, Improvement Needed and Unsatisfactory are assigned to the students in k-2 at your school?		X	
6. Do the rubrics provide you and your parents a better understanding of what standards a student is or is not proficient?			X
7. Describe your overall satisfaction level with the report card rubrics.	X		
8. Have the rubrics provided your teachers as to what areas of their instruction that may need modification to help improve student proficiency?	X		
9. Do you feel that the report card rubric will bring about consistency in how students receive the grades of Satisfactory, Improvement Needed and Unsatisfactory within district?		X	

Table 4

Categorization of Teacher Survey Questions

Survey Question	Impact	Consistency	Communication
1. Have the rubrics been beneficial or harmful to students' academic success?	X		
2. In what ways have rubrics offered a better understanding for how to assign the grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card?	X		
3. In what ways have the rubrics created more confusion for the teachers in regards to how grades are determined?	X		
4. Do you feel that the rubrics have brought about consistency in how students are assigned the grades of Satisfactory, Improvement Needed and Unsatisfactory on the report card within your grade level?		X	
5. Do you feel that the rubrics have provided for fairness and equity in how the grades of Satisfactory, Improvement Needed and Unsatisfactory are assigned to the students within your grade level?		X	
6. Do the rubrics provide you and your parents a better understanding of what standards a student is or is not proficient?			X
7. Describe your overall satisfaction level with the report card rubrics.	X		
8. Have the rubrics provided you as to what areas of your instruction that may need modification to help improve student proficiency?	X		
9. Do you feel that the report card rubric will bring about consistency in how students receive the grades of Satisfactory, Improvement Needed and Unsatisfactory within district?		X	

Table 5

Categorization of Principal Focus Group Questions

Focus Group Question	Impact	Consistency	Communication
1. Can you tell me why your school did or did not choose to use the rubrics?	X		
2. Can you tell me why you feel that the rubrics have or have not been beneficial to students' academic success?	X		
3. Can you tell me how the rubrics have offered a better understanding for how to assign grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card?	X		
4. Can you tell me how the rubrics may have created more confusion for the teachers within your building in regards to how grades are determined?	X		
5. Can you tell me how you feel why rubrics have/have not brought about consistency in how students are assigned the grades of Satisfactory, Improvement Needed and Unsatisfactory on the report card within your school?		X	
6. Can you tell me why you feel that the rubrics have/have not provided for fairness and equity in how the grades of Satisfactory, Improvement Needed and Unsatisfactory are assigned to the students in K-2 at your school?		X	
7. Can you tell me why you feel that the rubrics do/do not provide the teachers and parents with a better understanding of what standards a student is or is not proficient?			X
8. Can you tell me why you were/were not satisfied with the report card rubrics?	X		
9. Can you tell me how the rubrics have/have not provided your teachers with information as to what areas of their instruction they may need to modify in order to improve student proficiency?	X		

Table 5 (continued)

Focus Group Question	Impact	Consistency	Communication
10. Can you tell why you do/ do not feel that the report card rubric will bring about consistency in how students receive the grades of Satisfactory, Improvement Needed and Unsatisfactory within the district?			X

Table 6

Categorization of Teacher Focus Group Questions

Focus Group Questions	Impact	Consistency	Communication
1. Can you tell me why your grade level did or did not choose to use the rubrics?	X		
2. Can you tell me why you feel that the rubrics have or have not been beneficial to students' academic success?	X		
3. Can you tell me how the rubrics have offered you a better understanding for how to assign grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card?	X		
4. Can you tell me how the rubrics may have created more confusion for you in regards to how grades are determined?	X		
5. Can you tell me how you feel why rubrics have/have not brought about consistency in how students are assigned the grades of Satisfactory, Improvement Needed and Unsatisfactory on the report card within your grade level?		X	
6. Can you tell me why you feel that the rubrics have/have not provided for fairness and equity in how the grades of Satisfactory, Improvement Needed and Unsatisfactory are assigned to the students in K-2 at your school?		X	
7. Can you tell me why you feel that the rubrics do/do not provide you and your parents with a better understanding of what standards a student is or is not proficient?			X

Table 6 (continued)

Focus Group Questions	Impact	Consistency	Communication
8. Can you tell me how the rubrics have/have not provided you with information as to what areas you may need to modify in order to improve student proficiency?	X		
9. Can you tell why you do/ do not feel that the report card rubric will bring about consistency in how students receive the grades of Satisfactory, Improvement Needed and Unsatisfactory within the district?		X	

The consistency category provided data to the following research questions:

1. To what extent, if any, did the proficiency-based rubrics impact the teacher's ability to provide consistency in grading the students' learning?
2. To what extent, if any, did the principals perceive that the proficiency-based rubrics impacted the teacher's ability to provide consistency in grading the students' learning?

The communication category provided data to the following research question:

1. To what extent, if any, did the teachers perceive that they were better equipped to convey to parents his/her child's academic performance through the use of the proficiency-based rubrics?

Research Question 1

To what extent, if any, did teachers perceive the proficiency-based rubrics impact on student learning?

Data collected from survey and focus group questions were used to determine teachers' perceptions regarding the impact of the proficiency-based rubric on student learning. The survey provided the participants with the option of selecting A, B or C as an answer choice. An answer of A indicated a positive response, B indicated a negative response, and C indicated a neutral response to the researcher. Questions numbered 2, 3, 4, 8 and 9 have been listed under the impact category correlating to research question 1 (see Table 4). Question 3 had the highest positive response (see Table 7). This question asked the teachers' perceptions as to whether the rubrics did or did not offer a better understanding of how to assign grades to students. With a positive response rating of 73%, the data reveals that the teachers felt the rubric was useful in

Table 7

Responses to Teacher Survey

Survey Question #	Answer Choice A	Answer Choice B	Answer Choice C
1	49%	7%	44%
2	73%	11%	16%
3	59%	22%	19%
4	65%	12%	23%
5	71%	6%	23%
6	59%	15%	26%
7	56%	14%	30%
8	63%	19%	18%
9	68%	19%	13%

helping guide them in assigning grades. The following quote summarizes a teacher's perception as to how the rubric provide her with a better understanding of how to assign grades to students:

The rubric helped teachers to understand how to give a grade because it was based on a number score. It made it easy to see if students were an S, I, or U because each skill used multiple indicators to see if a student met a goal or not. Furthermore, it provided me with information I can use to address areas of my instruction where I need to work harder or spend more time covering. I am able to see patterns of where students are weak which helps me to guide my instruction.

Question 4 had the lowest positive response rating of 49%. However, it did not have the highest negative response. The data revealed that 44% of the teachers observed that the proficiency-based rubric was neither beneficial nor harmful to students' academic success. In addition, question 4 had the highest negative response of 22%. This question asked teachers if they perceived the rubrics had created more confusion in regards to how grades are determined. Despite the negative response, the focus group interview did not generate any negative responses in reference to confusion that may have been created. One teacher affirmed:

I don't think the rubrics created any confusion. They were very easy to understand.

When teachers within the focus groups were asked questions regarding the impact of the proficiency-based rubrics on student learning, there was a consensus amongst the 7 teachers that resulted in the rubrics generating a positive impact. The following quote summarizes the overall teacher's perception as to the impact of the proficiency-based rubric:

I would say that they are very beneficial because if all teachers are using that rubric then when they travel from one teacher to another they are going to be held to the same standards and the teacher can interpret and know where that child already is.

An additional teacher participant provided the following response:

As a Beginning Teacher it gives you goals and structure. It helps you to also break it down to your students as to why they may be struggling with certain areas.

An additional teacher indicated:

The grades that are S, I and U can be a very gray area and is open to subjective teacher's feelings about a student. This makes it easier if you have a question about whether it is Needs Improvement or Unsatisfactory, you can go to the rubric and it will help you make that decision for the student who may be on the borderline.

Therefore, the results indicated that teachers perceived the proficiency-based rubric yielded a positive impact on student learning.

Research Question 2

To what extent, if any, did principals perceive the proficiency-based rubrics impact on student learning?

Data collected from survey and focus group questions were used to determine principals' perceptions regarding the impact of the proficiency-based rubric on student learning. The survey provided the participants with the option of selecting A, B or C as an answer choice. An answer of A indicated a positive response, B indicated a negative response, and C indicated a neutral response. Questions numbered 1,2,3,7 and 8 have been listed under the impact category correlating to research question 2 (see Table 3). Questions 2 and 3 had the highest positive responses (see Table 8). Question 2 asked the principals' perceptions as to whether the rubrics did or did not offer a better understanding of how to assign grades to students. With a positive response rating of 100%, the data reveal that the principals felt the rubric was useful in helping guide teachers with assigning grades to students. The following quote summarizes the overall

Table 8

Responses to Principal Survey

Survey Question #	Answer Choice A	Answer Choice B	Answer Choice C
1	82%	0%	18%
2	100%	0%	0%
3	100%	0%	0%
4	88%	0%	12%
5	88%	0%	12%
6	71%	0%	29%
7	94%	0%	6%
8	65%	6%	29%
9	88%	6%	6%

principal participant's perception as to why they felt proficiency-based rubrics provided a better understanding of how to assign grades:

The rubrics were very detailed and specifically aligned with the standards and objectives that the students are expected to master in each of the respective grade levels (k-2).

Question 3 also had a positive response rating of 100%. This survey question asked principals if they perceived the rubrics created more confusion for the teachers in regards to how grades are determined. One principal stated:

I do not think the rubric did not create any confusion. It was pretty cut and dry.

Question 8 had the lowest positive response rating of 65%. However, it only had a negative response rating of 6%. In addition, the data revealed that 29% of the principals reported that they were not sure if the rubrics provided their teachers guidance in areas their instruction that may need modification to help improve student proficiency.

When principals within the focus groups were asked questions regarding the impact of the proficiency-based rubrics on student learning, there was a consensus among the 5 principals that the use of rubrics had a positive impact on student learning. The following quote summarizes the overall principal's perception as to the impact of the proficiency-based rubric:

The way the rubric is set up it forces the teacher to complete formative and summative assessments because the rubric is skill based. It allows the rubric to be an instructional tool.

Another principal stated:

Teachers have to have a way to document performance and the current report card simply does not give enough information as to whether the student is proficient. The

rubric takes out the guesswork as to whether a student is proficient or not. It takes the subjectivity out of grading which I believe is the most beneficial part of the rubric.

Therefore, the data indicated that principals perceived the proficiency-based rubric yielded a positive impact on student learning.

Research Question 3

To what extent, if any, did the proficiency-based rubrics impact the teacher's ability to provide consistency in grading the students' learning?

Data collected from survey and focus group questions were used to determine teachers' perceptions as to whether the proficiency-based rubric produced consistency in student grading. The survey provided the participants with the option of selecting A, B or C as an answer choice. An answer of A indicated a positive response, B indicated a negative response, and C indicated a neutral response to the researcher. Questions numbered 5, 6 and 10 have been listed under the consistency category correlating to research question 3 (see Table 4). Question 6 asked the teachers as to whether they perceived the rubric provided for fairness and equity in how grades were assigned to students. With the highest positive response rating of 71%, the data revealed that they teachers felt the use of the rubrics helped them to be fair and equal when assigning grades (see Table 7). These results showed that teachers felt that the use of the rubrics provided them a better understanding for how to assign grades to students in a more faire and equitable manner. The following quote encapsulates a teacher's perception as to why the proficiency-based rubric helps to be fair and equal when assigning grades:

I think they are very fair because the expectation is there. If they need to know 10 core words then that is what they need to know. If they know 9 then they are not there. If they

know 11 then they are there. I think its very fair and we are all looking at the same numbers and expectations for each student.

Question 5 had the lowest positive response of 65%. Question 5 asked the teachers' perceptions as to whether they felt the rubrics have brought about consistency in how students are assigned grades on the report card within their report card. However, it only had negative response rating of 12%, which was not the ranked, the highest. The data revealed that 23% of the teachers have a neutral opinion as to whether the rubric has brought about consistency within their grade level.

When teachers within the focus groups were asked questions concerning their perception as to whether or not the use of the proficiency-based rubrics produced consistency in student grading, there was a consensus amongst the 7 teachers that the use of the rubrics did produce consistency in student grading. One teacher affirmed:

The rubrics have helped to create consistency in how we all grade at the end of each quarter. By stating what students must be able to know to get a satisfactory score, we are able to hold all students in all classrooms to the same standard.

An additional teacher stated:

If everyone is using the rubric then it helps to keep the consistency. The rubric is an easy way for new teacher as well as veteran teachers to keep that consistency.

Another teacher revealed:

I think the rubric is very fair because the expectation is there. If they need to know 10 core words then that is what they need to know. If they know 9 then they are not there. If they know 11 then they are there. I think its very fair and we are all looking at the same numbers in the expectations.

Therefore, the data indicated that teachers perceived the proficiency-based rubric did help with consistency in student grading.

Research Question 4

To what extent, if any, did the principals perceive that the proficiency-based rubrics impacted the teacher's ability to provide consistency in grading the students' learning?

Data collected from survey and focus group questions were used to determine principals' perceptions as to whether the proficiency-based rubric produced consistency in student grading. The survey provided the participants with the option of selecting A, B or C as an answer choice. An answer of A indicated a positive response, B indicated a negative response, and C indicated a neutral response to the researcher. Questions numbered 4, 5 and 9 have been listed under the consistency category correlating to research question 4 (see Table 3). Each of these questions received a positive rating of 88% (see Table 8). However, the response to question 8 revealed the highest negative rating amongst the three questions. 6% of the principals felt that the proficiency-based rubrics would not bring about consistency in how students receive the grades of Satisfactory, Improvement Needed and Unsatisfactory within the district.

When principals within the focus groups were asked questions concerning their perception as to whether or not the use of the proficiency-based rubrics produced consistency in student grading, there was a consensus among the 5 principals who indicated the use of the rubrics did produce consistency in student grading. One principal best summarizes the effectiveness of the rubric to produce consistency in student grading:

Teachers have a tendency to give students what they don't deserve. They give them the benefit of the doubt. The rubric takes away the subjectivity. This (the rubric) needs to be

mandated. This is good teaching. This is rooted in what is good teaching in order to get results.

Another principal added:

The rubric has definitely created consistency. It ensures that each child is graded on the same standard and same skill. The enables the teacher to make a fair judgment as to the grade a student is given.

Therefore, the data indicated that principals perceived the proficiency-based rubric did help produce consistency in student grading.

Research Question 5

To what extent, if any, did the teachers perceive that they were better equipped to convey to parents his/her child's academic performance through the use of the proficiency-based rubrics?

Data collected from survey and focus group questions were used to determine teachers' and principals' perceptions as to whether the proficiency-based rubric better equipped teacher to convey to parents his/her child's academic performance. The survey provided the participants with the option of selecting A, B or C as an answer choice. An answer of A indicated a positive response, B indicated a negative response, and C indicated a neutral response to the researcher. Question number 6 on the principal survey has been listed under the communication category correlating to research question 5 (see Table 3). Question number 7 on the teacher survey has been listed under the communication category as related to research question 5. These surveys revealed a 71% positive rating for principals and s 59% positive rating for teachers, indicating the use of the rubric provided the teachers and parents a better understanding of what standards a student is or is not proficient (see Table 7 and 8).

When teachers within the focus groups were asked questions concerning their perception of the use of the rubric equipping teacher with a tool to better convey students' performance to parents, there was a consensus among the 7 teachers. One teacher stated:

I think the rubric is very clear to the parent because we can show them exactly what the expectation was and where their child falls in correlation those expectations. It does not lead to error. This is what your child needs to do in order to have a grade of Satisfactory.

Another teacher added:

I like it because when you are meeting with parents and they looked at that rubric and they read counting and cardinality and they see a grade of Unsatisfactory, they do not necessary understand what that means. Parents only see counting and they say oh well my child can count but when you look and break in down into subheadings of that category and why that child got that it is very helpful to that parent to see how they can help them at home too.

An additional teacher stated:

I think the rubric helps parents to understand where their child struggles in the classroom. They are able to have a clear explanation of why their child got a particular grade. If they have any concerns about the grade, parents are more informed going into a conversation with the teacher.

A principal revealed:

If the parent has a copy of the rubric then it is very self-explanatory as to what a child needs in order to be proficient.

Therefore, the data indicated that both principals and teachers perceived the use of the proficiency-based rubric did help equip teachers with the ability to convey to parents their child's academic performance.

Summary

Through surveys of teachers and principals, the data revealed that the use of proficiency based-rubrics were a method that school districts may use to help promote consistency in how student proficiency is determined. This tool not only allowed for consistent student grading but it also provided teachers with a tool to use when conferencing with parents about a students' present level of academic performance. Additionally, the use of the proficiency-based rubric guided teachers in their instruction based on the data that was revealed through the use of the rubric. One teacher best summarized the effectiveness of the proficiency-based rubric:

I feel the rubric will bring about consistency in how student receive their grades because everyone is using the same indicators for grades. By using the same tool, every student is graded in a fair and consistent way.

CHAPTER 5: DISCUSSIONS AND CONCLUSIONS

The purpose of this study was to determine, in this Local Education Agency (LEA), the impact of the use of proficiency-based rubrics on student grading. Based on literature review, proficiency-based rubrics are an effective tool for teachers to use to help promote clarity and consistency in grading. Marzano (2000), Brookhart (2009), Guskey and Bailey (2001), and O'Connor (2002) are just a few of the researchers that provided examples of how rubrics assist teachers in effectively measuring student achievement. Therefore, this research study examined whether proficiency-based rubrics were effective in: (1) producing consistency in grading, (2) equipping teachers with a tool to convey to parents their child's proficiency and (3) producing a positive impact on student achievement. The data used for this research study were collected from teacher and principal who worked in one LEA in eastern North Carolina. Teacher and principal perception data as to the impact of the use of the proficiency-based rubric were collected through survey and focus group interviews. Chapter 4 presented the results of the study in relation to the research questions. This chapter includes the summary, conclusions, and recommendations for further practice and research.

Summary

The summary section of this study provides a brief overview of information contained in Chapters 1, 2, and 3. The summary includes the historical perspective review of related literature, statement of the problem, research design, participants, research question and analysis of data.

Historical Perspective

An emphasis on consistent grading has become a recent trend in education (Guskey & Guskey, 1994). However, student assessment has been part of teaching and learning for

centuries. It was Socrates who began assessing students to determine their level of achievement (Marzano, Waters, & McNulty, 2005). Socrates' assessment comprised of questions that would help him guide his students in their learning. It was this type of assessment that provided Socrates with the information for what his students needed to learn in order to become proficient at a specific skill.

In the United States, grading and reporting is not noted until the 1850s (Guskey & Bailey, 2001). Throughout the nineteenth century, students were placed in a one-room classroom with students of different ages and abilities. Students would not often attend formal schooling beyond elementary education, which in today's terms would represent the 6th grade. Their teachers would be reported orally to families the student's academic performance during the teachers' regular home visits (Guskey & Bailey, 2001).

In the late 1800s, the number of students attending school began to increase. It was at this time that students were grouped based on their age and abilities (Guskey & Bailey, 2001). During this time period, teachers would write a narrative of the skills that a student had mastered and the skills that they had not shown mastery. This narrative was for done primarily for the benefit of the students, since they were not permitted to move to the next grade level until they had demonstrated mastery in the grade specific skills (Guskey & Bailey, 2001). The writing of skills that each student had mastered was the earliest example of a narrative report card (Guskey & Bailey, 2001). This narrative served as the assessment of the student's achievement at this time.

It has been documented by Gutek's research (1986), that between 1870 and 1910, the number of public high schools in the United States increased from 500 to 10,000. This increase in the number of students who were entering the secondary level was a result of the introduction

of the compensatory attendance law at the elementary grade level (K-5) in the late nineteenth and early twentieth century. This law was based on the assumption that many students, because of their minority and poverty status and their low academic achievement, are disadvantaged and should be provided with extra help and programs to "compensate" for those disadvantages (Rossi & Montgomery, 1994). Thus, students were provided with more academic support and provided the opportunity to achieve a higher level of education. The late nineteenth and early twentieth century was also the time frame that the focus of instruction motivated by teachers at the secondary level began to focus on more specific subject areas. In addition, the grading system at the secondary level began to change to a percentage system that reflects the grading system that is used in the educational system today (Guskey & Bailey, 2001). The percentage system was found more often in the secondary school setting, while the elementary classrooms continued to report students' performance in a narrative form.

The shift to the percentage grading system was gradual and did not come under scrutiny until a study that challenged the validity and subjectivity of the system was published in 1912. The study by Starch and Elliot (1912) set out to determine the extent to which teachers' personal values and expectations influenced their grading system. The study concluded that the factors that were considered in the scoring of the papers varied from teacher to teacher. Some factors that were calculated in the students' grades were the neatness and style of the paper. The findings from this research brought much criticism and a gradual move away from the percentage system (Guskey & Bailey, 2001).

In order to address teacher subjectivity that was being seen in grading practices, educators began to use grading on a curve. By using grading on a curve, the students were ranked according a particular measure of their performance. The grade system also relieved

teachers of the stress that had been associated with giving grades to students (Guskey & Bailey, 2001). However, this form of grading caused students to see learning as a game of winners and losers (Guskey & Bailey, 2001). Students began to see that they were competing against one another and performing better than their classmates attained that excellence in performance. In addition, grading on a curve did not communicate about what a student had or had not learned.

As the years followed, the intensity over the grading system intensified (Guskey & Bailey, 2001). Schools did not have a uniform system in which they communicated students' proficiency. Some schools abolished grades while others were using narratives to describe students' level of performance. There were also schools that used the pass/fail system, which stated if the student did or did not attain mastery of the material. Currently the most common grading practice in secondary schools is the use of letter grades (A, B, C, D, F). However, varying procedures occur at the elementary level. Reporting students' progress can be found in the form of a number system (1,2,3,or 4) or can be seen as using descriptive words such as Beginning, Developing, Proficient, or Distinguished. Some elementary schools have implemented standard-based report forms that note the students' learning progress on specific standards.

The Literature

The decision as to what grading method is the most beneficial for students continues to be a topic of dissention (Reeves, 2001b). However, according to researchers such as Guskey, O'Connor and Marzano communication is the main purpose for grading. Grades are meant to report students' progress towards learning goals along with provide useful information to teachers, families and students on adjustments that may be needed in order to achieve these goals (Varlas, 2013). In order for student proficiency to be clearly communicated, there must be

consistency in the format in which grades are assigned across grades levels and from building to building within a district (Guskey & Bailey, 2001).

According to research by Marzano (2000) and O'Connor (2009), rubrics can be effective in providing consistency in assessing standards. This grading method provides a guide that lists specific standards for students' work that includes descriptions of performance levels for the standards (Brookhart, 2013). These descriptions enable teachers to describe students' performance that can be used for feedback as to what is needed in order for students to demonstrate mastery (Brookhart, 2013). In addition, the teacher is able to determine what their next steps should be in order to help their students demonstrate mastery.

The specific purpose of rubric is the most important factor to consider when designing a rubric as opposed to the many formats and forms that can be used (Dougherty, 2012). Once a teacher decides upon the reason for using a rubric, they can choose from three different types of rubrics to assist them in achieving their goal. One type of rubric that can be used is a general rubric. General rubrics use criteria and descriptions that generalize across different tasks with the purpose of learning and grading (Brookhart, 2013). Teachers can use general rubrics when assessing writing or mathematical problem solving. With these two tasks, the teacher would be focusing on the learning outcome as opposed to one specific task. However, general rubrics require the teacher to have more practice in how to apply it, which may lead to lower result reliability (Brookhart, 2013).

Task-specific is another type of rubric that teachers can use to assess students. With task-specific rubrics, the teacher is assessing specific content of a particular task with the sole purpose of grading (Brookhart, 2103). According the Brookhart (2013), task-specific rubrics are easier to

score and require less time to achieve reliability. However, these rubrics cannot be shared with students and need to be rewritten for each task.

The final rubric that can be used by a teacher is a proficiency-based rubric. Proficiency based-rubrics are aligned with standards-based grading where progress is described in terms of achievement of a standard (Brookhart, 2013). These rubrics provide definitions of various proficiency levels for each standard, which allows the teacher to document student proficiency on a standard. As stated by Brookhart (2013), proficiency-based rubrics simplify a teacher's evaluation of student progress and achievement.

Statement of Problem

In the Pitt County School District there exists a need for consistency in how students enrolled in grades kindergarten through second are assigned grades due to transient students within the elementary schools. Pitt County School District is comprised of twenty-two elementary (k-5) schools with students enrolled in kindergarten through second grade. Hence, at the elementary school level, there is a potential of sixty-six different grading methods to measure students' academic achievement within this LEA. These potential varying grading methods may lead to teacher inconsistencies in grading which may result in inequality amongst students as well as unclear communication of students' academic achievement across the LEA.

Students in kindergarten through second grade in the Pitt County School District receive a grade by a teacher for each 9-week grading period. The grade a student receives is of the following: Satisfactory (S), Improvement Needed (I) or Unsatisfactory (U) on his/her report card. Currently, there is not a consistent method for what each grade indicates as related to student learning. Teachers use his/her judgment to determine whether students should receive the grade of S, I or U in the areas of math, writing, and reading. The grade is then reported to

parents via a 9-week report card without an explanation as to what the child actually learned during the grading period. The parents' interpretations of grades may cause confusion for parents because the grade may lack specificity as to what the child actually learned. With this, a need exists to provide a clear consistent grade of what students have and have not learned during each grading period. Therefore, a proficiency-based rubric may equip teachers with the ability to accurately reflect, via a grade, what students have and have not learned.

Research Design

An action research design was selected as the best methodology for this problem of practice. Action research as it applies to the classroom is an approach to improve education through change (McNiff, 2002). Hence, this study focused on administrators and teachers collaborating to achieve the LEA's goal to improve consistency in grading practice. In addition, action research is not a single method of collecting and analyzing data, rather a holistic approach to solving a problem. For this study, the data were analyzed from focus group interviews and survey data. The two data points were analyzed collectively to determine if themes existed among and/or between the two data sets.

Participants

The participants in the study were from one LEA in eastern North Carolina. The participants in this study included 22 elementary school principals and 190 K-2 teachers. The elementary principals were chosen as participants for this study due to their extensive knowledge of curriculum as well as their ability to ensure that the teachers within the LEA were referring to the rubrics when assigning grades to students. The K-2 teachers were selected for this study due to being the participants who implemented the rubrics within their classrooms. Survey responses were obtained from 108 teachers along with 20 principals in regards to their perceptions of the

proficiency-based rubric. Survey responses from teachers concluded that of the 108 teachers who responded to the survey, 73 were currently using the proficiency-based rubric. In addition, survey responses from principals resulted in the 20 principals who responded to the survey, 17 were currently using the proficiency-based rubric at their school. In addition to the surveys, data were collected from focus group interviews that included 7 teachers and 5 principals from the original participant group mentioned above.

The researcher categorized the survey and focus group questions to correspond with the research questions that were presented. The data from the surveys and focus group interviews were triangulated in order to effectively summarize the data that were collected.

Research Questions

The research questions addressed by this study were as follows:

1. To what extent, if any, did teachers perceive the proficiency-based rubrics impact on student learning?
2. To what extent, if any, did principals perceive the proficiency-based rubrics on impact student learning?
3. To what extent, if any, did the proficiency-based rubrics impact the teacher's ability to provide consistency in grading the students' learning?
4. To what extent, if any, did the principals perceive that the proficiency-based rubrics impacted the teacher's ability to provide consistency in grading the students' learning?
5. To what extent, if any, did the teachers perceive that they were better equipped to convey to parents his/her child's academic performance through the use of the proficiency-based rubrics?

Analysis of Data

The survey and focus group questions were separated into three categories: impact, consistency and communication (see Tables 3-6). The impact category provided data to the following research questions:

1. To what extent, if any, did teachers perceive the proficiency-based rubrics impact on student learning?
2. To what extent, if any, did principals perceive the proficiency-based rubrics impact on student learning?

The consistency category provided data to the following research questions:

3. To what extent, if any, did the proficiency-based rubrics impact the teacher's ability to provide consistency in grading the students' learning?
4. To what extent, if any, did the principals perceive that the proficiency-based rubrics impacted the teacher's ability to provide consistency in grading the students' learning?

The communication category provided data to the following research question:

5. To what extent, if any, did the teachers perceive that they were better equipped to convey to parents his/her child's academic performance through the use of the proficiency-based rubrics?

Summary of Findings

To answer the research questions, data were analyzed from surveys and focus group interviews of both principals and teachers within the Pitt County School District. In order to provide findings regarding the research questions, survey and interview questions were categorized under the classifications of impact, consistency or communication. The data from

the surveys and focus group interviews were triangulated in order to effectively summarize the data that were collected. The following sections discuss the findings of this study.

Research Question 1

To what extent, if any, did teachers perceive the proficiency-based rubrics impact on student learning? Survey data collected from teachers regarding their perception regarding the impact of the proficiency-based rubric on student learning generated an overall positive result. Results from the survey of teachers ranged from 49% to 73%. Therefore, teachers perceived the proficiency-based rubrics had a positive impact on student learning. Conversely, 7%-22% of teachers perceived that the proficiency-based rubrics had a negative impact on learning. Data collected from the focus group interviews indicated positive impacts on student learning included providing teachers with information to guide their instruction as well multiple indicators to determine if a student did or did not demonstrate proficiency. Hence, overall teachers perceived the proficiency-based rubric had a positive impact on student learning.

Research Question 2

To what extent, if any, did principals perceive the proficiency-based rubrics impact on student learning? Survey data collected from principals regarding their perception regarding the impact of the proficiency-based rubric on student learning generated an overall positive result. Results from the survey of principals ranged from 65% to 100%. Therefore, principals perceived the proficiency-based rubrics had a positive impact on student learning. Conversely, 0%-6% of principals perceived that the proficiency-based rubrics had a negative impact on learning. Principals stated positive impacts on student learning included providing the teachers with an instructional tool to guide their instruction. In addition, the proficiency-based rubrics obligated teachers to use summative and formative assessments to collect and analyze student data. Hence,

overall principals perceived the proficiency-based rubric had a positive impact on student learning.

Research Question 3

To what extent, if any, did the proficiency-based rubrics impact the teacher's ability to provide consistency in grading the students' learning? Survey data collected from teachers regarding their perception regarding the proficiency-based rubric's impact on the teacher's ability to provide consistency in grading produced an overall positive result. Results from the survey of teachers ranged from 65% to 71%. Therefore, teachers perceived the proficiency-based rubrics were an effective tool in producing consistency in grading. Conversely, 6%-19% of teachers perceived that the proficiency-based rubrics were not an effective tool for providing consistency in grading. Teachers stated positive impacts, regarding consistency, included the proficiency-based rubric's ability to help ensure transient students were provided a fair and consistent manner in which grades were assigned across the county. In addition, the rubrics took away subjectivity in grading by listing specific expectations for each standard. Hence, overall teachers perceived the proficiency-based rubric provided consistency in grading.

Research Question 4

To what extent, if any, did the principals perceive that the proficiency-based rubrics impacted the teacher's ability to provide consistency in grading the students' learning? Survey data collected from principals regarding their perception regarding the proficiency-based rubric's impact to provide consistency in grading produced an overall positive result. Results from the survey of principals concluded that 88% of principals perceived that the proficiency-based rubrics were an effective tool in producing consistency in grading. Conversely, 0%-6% of principals perceived that the proficiency-based rubrics were not an effective tool for providing

consistency in grading. Principals identified positive impacts, in regards to consistency, the proficiency-based rubric's ability to promote fairness and equity by determining student proficiency on the same standards and the same skills. In addition, the principals agreed that there was also a need for a systematic way of deciding whether a student had mastered the objectives listed within the rubric, which would enhance the goal of achieving consistency in grading. Hence, overall principals perceived the proficiency-based rubric provided consistency in grading.

Research Question 5

To what extent, if any, did the teachers perceive that they were better equipped to convey to parents his/her child's academic performance through the use of the proficiency-based rubrics? Survey data collected from teachers regarding their perception regarding the proficiency-based rubric's impact to better equip them to convey to parents his/her child's academic performance produced an overall positive result. Results from the survey of teachers verified that 59% of teachers perceived that the proficiency-based rubrics were an effective tool to use to convey to parents their child's academic performance. Conversely, 15% of teachers perceived that the proficiency-based rubrics were not an effective tool to use to convey to parents their child's academic performance. Teachers stated that positive impacts, in regards to communication, included it's ability to provide to parents a clear explanation of why their child received a particular grade. Survey data collected from principals regarding their perception regarding the proficiency-based rubric's impact to better equip them to convey to parents his/her child's academic performance produced an overall positive result. Results from the survey confirmed that 71% of principals perceived that the proficiency-based rubrics were an effective tool to use to convey to parents their child's academic performance. None of the principals

perceived that the proficiency-based rubrics were not an effective tool to use to convey to parents their child's academic performance. Principals affirmed that positive impacts, in regards to communication, included the rubrics' ability to provide parents with specific areas that a student may or may not have demonstrated mastery. The rubric not only provides the parents with a grade of Improvement Needed or Unsatisfactory, but also provides them with the particulars as to why their child did not demonstrate mastery. Hence, overall teachers and principals perceived the proficiency-based rubric better equipped them to convey a child's academic performance to his/her parent.

Conclusions

A cumulative review of data from K-2 principals and teachers revealed that proficiency-based rubrics had a positive impact on student grading. The data revealed a higher percentage of principals felt the use of the rubrics a more positive effect on student grading as compared to teachers. The average percentage of teachers who agreed that the rubric had a positive impact on student learning was 60%. However, 94% of principals agreed that the proficiency-based rubric had a positive impact on student grading. In regards to communication, the average parentage of teachers who agreed that the proficiency-based rubric was an effective tool for conveying student proficiency to parents was 59%. The average percentage of principals was 71%. The final data point of consistency revealed that an average of 68% of teachers perceived that the proficiency-based rubrics helped achieve consistency in grading, where as 88% principals agreed the rubrics helped produce consistency.

Given the data displayed, principals perceived that the proficiency-based rubrics demonstrated a greater impact on student grading as opposed to teachers. This conclusion leads to the question of whether principals have a better understanding of student grading. As

referenced by O'Connor (2013), teachers have limited training on how to calculate grades. It may also be concluded that teachers may not have an understanding of how to use the rubric effectively nor the goal for the use of the rubric.

In conclusion, the data revealed that both the principals and teachers felt that the proficiency-based rubric had a positive impact on student grading. Therefore, the Pitt County School District needs to implement a grading policy that would produce consistency in grading, equip teaching with a tool to convey to parent their child's proficiency while producing a positive impact on student achievement.

Recommendations

Based upon the findings and conclusions of this study, the following recommendations are indicated. The recommendations are presented in two sections: (a) Practice, and (b) Research.

Practice

Higher education preparation programs.

Principal preparation programs. Principal preparation programs may need to examine how their respective programs prepare pre-service principals with the knowledge of how grading may impact student achievement. A preparatory program should train principals on how to look critically at grading and assessment procedures of schools and districts. Principals have a critical role in guiding teachers to have procedures that have been agreed-upon and shared among teachers (O'Connor 2013). Therefore, principals need to be familiar with research on grading of students and what works best for students so they can propose more meaningful policies and practices that supports student learning (Guskey, 2011). In order to ensure pre-service principals understand the impact of student achievement, leadership preparation programs should offer a

learning project in regards to grading practices. These projects may include having the principals calculate grades for one student using different grading methods such as averaging, bell curve and weighted assignments. Pre-service principals may then be able to discern how the different grading methods communicate a different grade for the same student. In addition, the learning project may also include calculating grades with zeros and extra credit to determine if the grades provide a true reflection of student performance. Once principals have gained knowledge of grading practices, they can then provide ongoing professional development to the teachers in their school to ensure grades are supporting student learning.

Teacher preparation program. Given the data displayed, principals perceived that the proficiency-based rubrics demonstrated a greater impact on student grading as opposed to teachers, the question posed is to whether principals have a better understanding of student grading. As referenced by O'Connor (2011), most teachers have had little training in how to grade, so grading has developed into a teacher's interpretation of how to calculate student performance. As a result, teachers often grade students as they were graded as students or as they way they were mentored early in their careers. Therefore, teacher preparatory programs need to ensure that they are providing pre-service teachers with learning activities as to the purpose of grading, effective grading practices and how to effectively use data to drive instruction. In order to ensure pre-service teachers are able to demonstrate a better understanding of student grading, teacher preparatory programs may provide a learning project for teachers to complete during their internships. This learning project may include having the pre-service teacher derive grading procedures that are consistent with the district policy that have been set. The teachers may also participate in learning activities that allow them to calculate grades for one student using the different grading methods such as averaging, curve and

weighted assignments. Pre-service teachers may then be able to see how these different methods communicate a different grade for the same student. In addition, the learning project may include calculating grades with zeros and extra credit to determine if the grades provide a true reflection of student performance. Having the pre-service teacher analyze data from formative assessments that they would use to create lesson plans, units and plans for intervention could extend the learning project. This may allow the pre-service teacher to demonstrate his/her understanding of how to use data to drive instruction.

District Level. Two recommendations were made:

1. Grading may have the greatest potential to affect students' futures, both within the school and beyond. In order to provide accurate and fair measure of students' academic achievement, a consistency policy for grading of students is needed in the Pitt County School District.

As referenced in the LEA Board Policy, "Grading should be based on the progress the individual student has made toward accomplishing the goals and objectives set for him/her by the teacher in cooperation with the student and parent (Pitt County Board of Education, 1998). The current policy may allow teachers to derive their own interpretation of how a student's grade should be calculated. This problem of practice revealed through interviews of both principals and teachers their desire to have the district mandate the use of the proficiency-based rubric within all k-2 schools. A revised policy may include the mandate of the proficiency-based rubric. The proficiency-based rubric may ensure that all students are held to the same standards and are provided with fair and consistent grading by taking away teacher interpretation. Thus, as transient students moved throughout the district, students would be held to the same achievement factors regardless of the school they attend.

In order for district leaders to compose a district policy that would increase the consistency in student grading for the LEA, they must first agree upon two questions. These two questions are, as stated by Brookhart (2011):

“What do we want our grades to convey? and Who is (are) the primary intended audience(s) for this message?” (p. 12). Once these two questions are agreed upon, then districts should ensure that grading is consistent within their LEA by developing grading practices and procedures. Therefore, the Pitt County School District should develop a task force committee that would be comprised of various stakeholders such as teachers, parents and administrators. The first goal of the task force committee would be to focus on answering what we want our grades to convey and who is the intended audience for this message. The second goal of the committee would be to compose a consistent policy for grading of students.

2. Ongoing professional development needs to occur to ensure that both principals and teachers understand the district grading policy.

Continuous professional development should occur at the district level to ensure both teachers and principals understand how to successfully implement the district grading policy. Professional development should include the need for the policy as well as how to implement the policy in the school building and classroom. This professional development will enable everyone within the district to understand the policy, which will take out individual interpretation. Furthermore, the district should publish the rubric on the district website. The publishing of the proficiency-based rubric would allow for transparent communication, as related to student proficiency, to be reported to all stakeholders. In addition to publishing the

proficiency-based rubric, the district should mandate for the teachers to use the rubrics as a communication tool when conferencing with parents regarding student proficiency.

School level. Three recommendations were made:

1. Principals should development grading practices and procedures that correlate with district policy.

Principals should collaborate with their teachers to development grading practices and procedures that correlate with the district policy that has been created. These grading practices should be agreed-upon and practiced by all teachers within the school or district building. Once grading practices have been established for the school building, the principal should ensure that these grading practices have been communicated to parents. Principals should monitor teacher communication that is usually done at the beginning of the school year to ensure that teachers are providing parents with information as to how their students will be graded within the classroom. Furthermore, the principals should make sure that the grading practices and procedures for the school building are transparent by posting them on the school's website.

2. Principals should assist teachers analyze their student data.

Principals should continue to work with teachers analyzing data and ensuring decisions are being made based on the student needs that are revealed through data. Principals should continuously monitor that appropriate instructional decisions are being made by assuring students are mastering the standards as they progress through the curriculum. The monitoring method would be for principals to meet with teachers during the middle of each nine weeks to review progress reports and the end each nine weeks to review their report cards. The principal should assist the teachers in developing an intervention plan as well as ensuring teachers are

using the proficiency-based rubric to ensure that students are proficient. Thus, principals should be monitoring grading practices on a continuous basis to ensure compliance.

3. Principal should provide continuous professional development.

Principals should also have a plan for continuous professional development. Each school year principals hire new teachers due to retirements and resignations. Principals need to ensure newly hired teachers understand and are able to successfully implement the grading procedures that have been created for the school building.

Research

Two research recommendations are made:

1. A replication of this study needs to occur in another LEA.

This study needs to be replicated in another LEA. The study should consist of one school using the proficiency-based rubric and one not using the proficiency-based rubric. The study may result in finding if students within these two schools demonstrated different levels of proficiency amongst the schools. In addition, the study could be expanded by surveying parents to determine if they had a better understanding as to their child's proficiency levels based on the use of the proficiency-based rubric. Furthermore, the study could interview parents to determine if they were able better equipped with information as to objectives their child did not master and what their child needed to master in order to demonstrate proficiency.

2. A longitudinal study needs to occur that consists of tracking a cohort of students from kindergarten through third grade.

A longitudinal study should consist of one elementary school using the proficiency-based rubric. The proposed study would track a cohort of students from kindergarten through third grade to determine if students had positive academic results. The study could reveal that

students that were graded using the proficiency-based rubrics experienced higher academic results on the third grade End of Course test.

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APPENDIX A: DEVELOPMENT OF RUBRICS

The development of the proficiency-based rubric was derived as a result of a principals' Professional Learning Community. Through conversations regarding report cards, principals discovered there were inconsistencies in grading student academic achievement. At the request of the superintendent of Pitt County Schools, the researcher formed a committee to compose a proficiency-based rubric for the kindergarten, first and second grade report card. The committee, was comprised of principals from the elementary schools, K-12 Math Curriculum Resource Specialist, K-5 English Language Arts Curriculum Resource Specialist, Race to the Top Coordinator, and K-8 Director within the Pitt County School District. The goal of this committee was to meet each nine weeks to compose proficiency-based rubrics using the Common Core standards and the LEA pacing guide. Due to the size of the LEA, the K-2 teachers were not invited to the meetings in which the rubrics were initially created. However, the researcher would solicit the input of the teachers by sending the proposed rubrics to elementary principals who would then distribute to their school's kindergarten, first and second grade teachers. The teachers were asked to apply the rubrics to determine if additional revisions were needed to the rubrics. The teachers emailed their input regarding the rubrics and areas of suggestions to the researcher. In addition, the teachers provided feedback as to the effectiveness of the rubric as it related to the consistency in assigning student grades during each grading period. This process was repeated for the remaining three grading period throughout the 2013-2014 school year.

The committee assembled for the first time on Sept 25, 2013. Even though the invitation was extended to all elementary principals, only two principals attended. In addition to the two principals, the K-12 Math Curriculum Resource Specialist, K-5 English Language Arts

Curriculum Resource Specialist, and K-8 Director attended as a representation of the district level leadership. These LEA level leaders expressed concern that the LEA wanted to ensure the rubrics were not dependent upon one form of assessment for the language arts standards. This concern was brought to the attention of the committee due to the LEA's recent implementation of an online program, mClass, which determines students' Text Reading Comprehension by assessing components focus on early literacy skills such phonological awareness, alphabetic principle, fluency, vocabulary, and comprehension. The LEA's apprehension was towards the possibility of rubrics using the levels that mClass had determined a student should demonstrate in order to be proficient instead of using the Common Core Standards. The committee agreed to have the K-5 English Language Arts Curriculum Resource Specialist to work on the cut off points for language arts which was to be reviewed at a later time. The K-12 Math Curriculum Resource Specialist worked with the committee and developed a rubric for the first nine weeks.

The K-5 English Language Arts Curriculum Resource Specialist returned a proposed rubric to the committee on October 2, 2013 that outlined the standards in which a proficient student would demonstrate by the end of the school year. The K-5 English Language Art Curriculum Resource Specialist charged the committee to comprise proficiency or "cut off" goals for each marking period. She acknowledged that she was to be a resource to ensure that the Common Core Standards were reflected as well as make sure that all the standards that needed to be assessed were listed within the rubrics. The researcher sought out the support of principals to determine the proficiency goals for the first nine weeks. Newly proposed rubrics were sent to the LEA leaders on October 15, 2013, however no input was provided by the LEA leaders on the proposed proficiency goals. The rubrics for the first nine weeks were sent to elementary principals on October 21, 2013. The principals were not mandated to use the rubrics

within their school due to the fact that the rubrics had not been adopted by the LEA's board of education. However, those who elected to use the rubrics within their school were asked to inform their teachers to email the researcher with input regarding suggestions of revisions that may need to be made.

The researcher scheduled a meeting for December 18, 2013 for the committee to create a rubric for the second nine weeks. LEA level leaders expressed that they were comfortable with the direction that the committee was going and elected not to attend. Four elementary principals attended this committee meeting. Rubrics were created that reflected proficiency goals for the second nine weeks. These rubrics were then sent to all elementary principals on January 6, 2014. The principals were not mandated to use the rubrics within their school due to the fact that the rubrics had not been adopted by the LEA's board of education. However, those who elected to use the rubrics within their school were asked to inform their teachers to email the researcher with input regarding suggestions of revisions that may need to be made. Two teachers from different elementary schools emailed the researcher with suggestions of revisions.

The researcher scheduled a meeting for February 27, 2014 for the committee to create a rubric for the third nine weeks. Five elementary principals attended this committee meeting. Rubrics were created that reflected proficiency goals for the third nine weeks. These rubrics were then sent to all elementary principals on March 14, 2014. The principals were not mandated to use the rubrics within their school due to the fact that the rubrics had not been adopted by the LEA's board of education. However, those who elected to use the rubrics within their school were asked to inform their teachers to email the researcher with input regarding suggestions of revisions that may need to be made. One teacher emailed the researcher with suggestions of revisions.

The researcher attempted to schedule a committee meeting to composed rubrics for the fourth nine weeks. However, principals expressed that due to end of year responsibilities that they would not be able to attend the meeting. The principals asked for the researcher to meet with the teachers and instructional coach within her building to derive a rubric for the last nine weeks of the school year. The rubric was created and sent to principals on May 27, 2014. The principals were not mandated to use the rubrics within their school due to the fact that the rubrics had not been adopted by the LEA's board of education. However, those who elected to use the rubrics within their school were asked to inform their teachers to email the researcher with input regarding suggestions of revisions that may need to be made. No suggestions of revisions were sent to the researcher. The proficiency-based rubrics were sent to all K-2 schools for teachers to use as a guide in determining students' grades on report cards.

Report Card Rubric
Kindergarten: 1st Nine Weeks

Reading:

Use anecdotal notes during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Demonstrates basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant: <i>Students can produce 10 letter sounds.</i> • Read common high-frequency words by sight: <i>Students can read 4 high frequency words.</i> • Recognize and name all upper and lower case letters of the alphabet. <i>Students can name and recognize 10 letters of the alphabet.</i> <p><i>Satisfactory: masters all skills</i> <i>Improvement Needed: masters 2 out of the 3 skills</i> <i>Unsatisfactory: masters 1 out of the 3 skills</i></p>	<ul style="list-style-type: none"> • Reading on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Answers questions accurately during small group instruction and whole group read aloud <p><i>Satisfactory: masters all skills</i> <i>Improvement Needed: masters 1 out of the 2 skills</i> <i>Unsatisfactory: masters none of the skills</i></p>

Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

<ul style="list-style-type: none"> • Print many upper- and lowercase letters: <i>Students can write 10 letters.</i> • Capitalize the first word in a sentence and the pronoun <i>I</i>. <i>Students can capitalize the word I.</i> • Recognize and name end punctuation: <i>Students can recognize and name a period.</i> • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic: <i>Student can draw a picture about something they know.</i> <p><i>Satisfactory: masters 3 out of the 4 skills</i> <i>Improvement Needed: masters 2 out of the 4 skills</i> <i>Unsatisfactory: masters less than 2 skills</i></p>

Math:

<i>Counting and Cardinality</i>	<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>
<ul style="list-style-type: none"> • Count to 100 by ones and by tens: <i>Student can rote count to 25.</i> • Understand the relationship between numbers and quantities; connect counting to cardinality: <i>Student can count the number of objects in a set up to 5.</i> • Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects): <i>Student can write numbers 0-5.</i> <p><i>Satisfactory:</i> masters all skills <i>Improvement Needed:</i> does not master one skill <i>Unsatisfactory:</i> does not master more than one skill</p>	<p>Not on first marking period</p>	<p>Not on first marking period</p>
<i>Measurement and Data</i>		<i>Geometry</i>
<ul style="list-style-type: none"> • Classify objects into given categories; count the numbers of objects in each category and sort the categories by count: <i>Student can match objects in a set up to 5.</i> <p><i>Satisfactory:</i> masters skill all the time <i>Improvement Needed:</i> master skill some of the time <i>Unsatisfactory:</i> does not master skill</p>	<ul style="list-style-type: none"> • Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to: <i>Student will use positional words to describe location of shapes. (in front of, on top of, below, and under)</i> • Correctly name shapes regardless of their orientations or overall size: <i>Student can identify shapes. (circle, triangle, rectangle)</i> <p><i>Satisfactory:</i> masters all skills <i>Improvement Needed:</i> does not master one skill <i>Unsatisfactory:</i> does not master both skills</p>	

Report Card Rubric
First Grade: 1st Nine Weeks

Reading:

Use running records and anecdotal notes taken during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Demonstrate understanding of the organization and basic features of print: <i>Students can recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can decode regularly spelled one-syllable words.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can recognize and read grade-appropriate irregularly spelled words.</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i> <p><i>Satisfactory: masters 4 out of 5 skills</i> <i>Improvement Needed: masters 3 out of the 5 skills</i> <i>Unsatisfactory: masters less than 3 of the skills</i></p>	<ul style="list-style-type: none"> • Reading on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Ask and answer questions about key details in a text: <i>Student can ask and answers questions accurately during small group instruction and whole group read aloud.</i> • <i>Student can retell stories, including key details, and demonstrate understanding of their central message or lesson.</i> • <i>Student can describe characters, settings, and major events in a story, using key details.</i> • <i>Student can use illustrations and details in a story to describe its characters, setting, or events.</i> • <i>Student can identify the reasons an author gives to support points in a text.</i> • <i>Student can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</i> <p><i>Satisfactory: masters 5 out of the 7</i> <i>Improvement Needed: masters 3-4 out of 7 skills</i> <i>Unsatisfactory: masters less than 3 skills</i></p>

Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

<p>Uses the writing process to compose fiction and non-fiction writing pieces</p> <p><i>Satisfactory: 6-7/20 or above on Write From the Beginning Explain Why rubric</i> <i>Improvement Needed: 5/20 on Write from the Beginning Explain Why rubric</i> <i>Unsatisfactory: below 4 and below/20 on Write from the Beginning Explain Why rubric</i></p>
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Math:

<p style="text-align: center;"><i>Operations and Algebraic Thinking</i></p> <ul style="list-style-type: none"> • Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem: <i>Student can draw a picture, write a number sentence or use objects to solve a mathematical problem.</i> • Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem: <i>Student can count all the objects in an addition and subtraction problem.</i> <p><i>Satisfactory:</i> masters 2 skills <i>Improvement Needed:</i> masters 1 skill <i>Unsatisfactory:</i> masters 0 skills</p>	<p style="text-align: center;"><i>Number and Operations in Base Ten</i></p> <ul style="list-style-type: none"> • Understand that the two digits of a two-digit number represent amounts of tens and ones: <i>Student can read, write and represent numbers 1-30.</i> <p><i>Satisfactory:</i> masters skill <i>Improvement Needed:</i> partially masters skill <i>Unsatisfactory:</i> does not master skill</p>
<p style="text-align: center;"><i>Measurement and Data</i></p> <ul style="list-style-type: none"> • Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another: <i>Student can interpret data.</i> <p><i>Satisfactory:</i> masters skill all the time <i>Improvement Needed:</i> master skill some of the time <i>Unsatisfactory:</i> does not master skill</p>	<p style="text-align: center;"><i>Geometry</i></p> <ul style="list-style-type: none"> • Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes: <i>Students will identify, build and draw shapes according to their attributes.</i> <p><i>Satisfactory:</i> masters skill all the time <i>Improvement Needed:</i> master skill some of the time <i>Unsatisfactory:</i> does not master skill</p>

Report Card Rubric
Second Grade: 1st Nine Weeks

Reading:

Use anecdotal notes during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can distinguish long and short vowels when reading regularly spelled one-syllable words.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student knows spelling-sound correspondences for additional common vowel teams.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can decode regularly spelled two-syllable words with long vowels.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can decode words with common prefixes and suffixes.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can recognize and read grade-appropriate irregularly spelled words.</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can read on grade level text with purpose and understanding (fluency).</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can read on grade level text orally with accuracy, appropriate rate, and expression (fluency).</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can use context to confirm or self-correct words, rereading as necessary.</i> <p><i>Satisfactory: masters 6 out of the 8 skills</i> <i>Improvement Needed: masters 4-5 out of the 8 skills</i> <i>Unsatisfactory: masters less than 4 of the skills</i></p>	<ul style="list-style-type: none"> • Reading on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Answering higher order questions accurately • <i>Student can ask and answer who, what, where, when, why and how questions to demonstrate key details from text</i> • Retells using key details from text (NF) • Retells using key details of central meaning of the story (F) • Makes text-text, text-self and text-world connections • Acknowledge differences in the points of view of characters • Compare and contrast two or more versions of the same story (e.g. Cinderella, Goldilocks and the Three Bears) by different authors or from different cultures • Knows and uses various text features (NF) • Written responses to text from guided writing, work stations, read aloud and shared reading <p><i>Satisfactory: masters 5/10</i> <i>Improvement Needed: masters 3-4/10</i> <i>Unsatisfactory: masters less than 3/10</i></p>

Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

Uses the writing process to compose fiction and non-fiction writing pieces

Satisfactory: masters 16/20 or above on Write From the Beginning Explain rubric

Improvement Needed: masters 10-15/20 on Write from the Beginning Explain rubric

Unsatisfactory: masters less than 10/20 on Write from the Beginning Explain rubric

Math:

<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>
<ul style="list-style-type: none"> <i>Student can add and subtract one and two-step word problems.</i> <i>Student can fluently add and subtract numbers.</i> <i>Student can determine whether a group of objects is even or odd.</i> <p><i>Satisfactory: masters 3 skills</i> <i>Improvement Needed: masters 2 skills</i> <i>Unsatisfactory: masters 1 skill or less</i></p>	<ul style="list-style-type: none"> <i>Student can understand that each digit in a three-digit number represents ones, tens or hundreds.</i> <i>Student can read and write numbers to 1,000 and write them in expanded form.</i> <i>Student can skip count by fives, tens and hundreds within 1,000.</i> <i>Student can compare two and three digit numbers using greater than, less than and equal to symbols.</i> <p><i>Satisfactory: masters 3-4 skills</i> <i>Improvement Needed: masters 2 skills</i> <i>Unsatisfactory: masters 1 skill or less</i></p>
<i>Measurement and Data</i>	<i>Geometry</i>
<ul style="list-style-type: none"> <i>Student can use a number line to represent whole number sums and differences within 100.</i> <i>Student can recognize coins and their values.</i> <p><i>Satisfactory: masters 2 skills</i> <i>Improvement Needed: masters 1 skills</i> <i>Unsatisfactory: does not master any skills</i></p>	

**Report Card Rubric
Kindergarten: 2nd Nine Weeks**

Reading:

Use anecdotal notes during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Demonstrates basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant: <i>Students can produce 25 letter sounds</i> • Recognize and name all upper- and lowercase letters of the alphabet: <i>Students can recognize and name 27 letters of the alphabet.</i> • Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does): <i>Students can read 10 high frequency words.</i> <p><i>Satisfactory: masters all skills</i> <i>Improvement Needed: masters 2 out of the 3 skills</i> <i>Unsatisfactory: masters 1 out of the 3 skills</i></p>	<ul style="list-style-type: none"> • Reading on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Answers questions accurately during small group instruction and whole group read aloud • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story: <i>Students can name the author and illustrator in a story.</i> • Actively engages in whole group and small group reading activities <p><i>Satisfactory: masters 3 out of 4 skills</i> <i>Improvement Needed: masters 2 out of 4 skills</i> <i>Unsatisfactory: masters less than 2 skills</i></p>

Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio.

<p>Uses a combination of drawing, dictating and writing to compose a variety of written pieces</p> <ul style="list-style-type: none"> • Print many upper- and lowercase letters: <i>Students can write 27 letters of the alphabet.</i> • Capitalize the first word in a sentence and the pronoun I: <i>Students can capitalize the word I and the first word of a sentence.</i> • Recognize and name end punctuation: <i>Students can recognize and name a period and a question mark.</i> • Write a letter or letters for most consonant and short-vowel sounds (phonemes) and Spell simple words phonetically, drawing on knowledge of sound-letter relationships: <i>Students can use letter sounds to spell words.</i> • Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic: <i>Students can write and draw a picture about something I know.</i> <p><i>Satisfactory: masters 4 out of the 5 skills</i> <i>Improvement Needed: masters 2-3 out of 5 skills</i> <i>Unsatisfactory: masters less than 2 skills out of 5 skills</i></p>
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Math:

<i>Counting and Cardinality</i>	<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>
<ul style="list-style-type: none"> • Count to 100 by ones and by tens: <i>Students can rote count to 50.</i> • Understand the relationship between numbers and quantities; connect counting to cardinality: <i>Students can count the number of objects in a set up to 20.</i> • Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects): <i>Student can write numbers 0-10.</i> • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies: <i>Students can compare whether sets are greater than, less than or equal up to 10.</i> • Count forward beginning from a given number within the known sequence (instead of having to begin at 1): <i>Students can begin counting from a given number to 25.</i> <p><i>Satisfactory: masters 4 out of the 5 skills</i> <i>Improvement Needed: masters 2-3 skills out of 5 skills</i> <i>Unsatisfactory: masters less than 2 skills</i></p>	<p>Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations: <i>Students can represent addition and subtraction with objects to 5.</i></p> <p><i>Satisfactory: misses 0-1 problem</i> <i>Improvement Needed: misses 2 problems</i> <i>Unsatisfactory: misses 3 or more</i> (Out of 6 problems: 3 addition and 3 subtraction)</p>	<p>Not on second marking period</p>

<i>Measurement and Data</i>	<i>Geometry</i>
<ul style="list-style-type: none"> • Classify objects by: <ol style="list-style-type: none"> 1. given categories (color, shape, size) 2. count the numbers of objects in each category 3. sort the categories by count: <i>Student can match objects in a set up to 10.</i> <p><i>Satisfactory:</i> masters all 3 skills <i>Improvement Needed:</i> masters 2 skills <i>Unsatisfactory:</i> masters 0-1 skill</p>	<ul style="list-style-type: none"> • Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to: I can use positional words to describe location of shapes. (in front of, on top of, below, above, beside, next to, between and under) <p><i>Satisfactory:</i> masters 6-8 skills <i>Improvement Needed:</i> masters 4-5 skills <i>Unsatisfactory:</i> masters 3 or less skills</p>

Report Card Rubric
First Grade: 2nd Nine Weeks

Reading:

Use running records and anecdotal notes taken during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Knows spelling-sound correspondences for common consonant-digraphs: <i>Student can use phonics strategies to read and decode words.</i> • Decodes regularly spelled one-syllable words: <i>Student can use phonics strategies to read and decode words.</i> • Know final -e and common vowel team conventions for representing long vowel sounds: <i>Student can use phonics strategies to read and decode words.</i> • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word: <i>Student can use phonics strategies to read and decode words.</i> • Decode two-syllable words following basic patterns by breaking the words into syllables: <i>Student can use phonics strategies to read and decode words.</i> • Recognize and read grade-appropriate irregularly spelled words: <i>Student can use phonics strategies to read and decode words.</i> • Reads on grade level text with purpose and understanding (fluency): <i>Student can read accurately and fluently.</i> • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings: <i>Student can read accurately and fluently.</i> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary: <i>Student can read accurately and fluently.</i> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation): <i>Student can</i> 	<ul style="list-style-type: none"> • Reading on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Ask and answer questions about key details in a text: <i>Student can ask and answer questions about key details. (NF)</i> • Ask and answer questions about key details in a text: <i>Student can ask and answer questions about key details. (F)</i> • Retell stories, including key details, and demonstrate understanding of their central message or lesson: <i>Student can use story elements to retell the story. Student can identify the message or lesson of a text.</i> • Describe characters, settings, and major events in a story, using key details: <i>Student can describe story elements using details.</i> • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types: <i>Student can notice how and why texts are written.</i> • Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text: <i>Student can use text features to gain information.</i> <p><i>Satisfactory: masters 5 out of 7 skills</i> <i>Improvement Needed: masters 3-4 out of 7 skills</i> <i>Unsatisfactory: masters less than 3 skills</i></p>

<p><i>understand the organization and basic features of print.</i></p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken single-syllable words: <i>Students can hear and manipulate sounds in words.</i> • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends: <i>Students can hear and manipulate sounds in words.</i> • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words: <i>Students can hear and manipulate sounds in words.</i> • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes): <i>Students can hear and manipulate sounds in words.</i> <p><i>Satisfactory:</i> masters 10 out of the 14 skills <i>Improvement Needed:</i> masters 7-9 out of the 14 skills <i>Unsatisfactory:</i> masters less than 6 out of the 14 skills</p>	
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Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

<p>Uses the writing process to compose fiction and non-fiction writing pieces <i>Satisfactory:</i> masters 12/20 or above on Write From the Beginning Explain rubric <i>Improvement Needed:</i> masters 8-11/20 on Write from the Beginning Explain rubric <i>Unsatisfactory:</i> masters less than 8/20 on Write from the Beginning Explain rubric</p>

Math:

<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>	<i>Measurement and Data</i>
<ul style="list-style-type: none"> • Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, 	<ul style="list-style-type: none"> • Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral: <i>Student can count, read, write, and represent numbers 31-60.</i> 	<ul style="list-style-type: none"> • Tell and write time in hours and half-hours using analog and digital clocks: <i>Student can tell and record time.</i> • Organize, represent, and interpret data with up to three categories; ask and answer questions about the

<p>drawings, and equations with a symbol for the unknown number to represent the problem: <i>Student can draw a picture, write a number sentence or use objects to solve a mathematical problem.</i></p> <ul style="list-style-type: none"> • Relate counting to addition and subtraction (e.g., by counting on 2 to add 2): <i>Student can count all the objects in an addition and subtraction problem.</i> • Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, and $4 + 1 = 5 + 2$: <i>Student can will solve both sides of the number sentence and identify if a number sentence is true or false.</i> <p><i>Satisfactory: masters 2 out of the 3 skills</i> <i>Improvement Needed: masters 1 out of the 3 skills</i> <i>Unsatisfactory: masters less than 1 skill</i></p>	<ul style="list-style-type: none"> • Understand that the two digits of a two-digit number represent amounts of tens and ones: <i>Student can count, read, write, and represent numbers 31-60.</i> • Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$: <i>Student can count, read, write, and represent numbers 31-60</i> <p><i>Satisfactory: masters 2 out of the 3 skills</i> <i>Improvement Needed: masters 1 out of the 3 skills</i> <i>Unsatisfactory: masters less than 1 skill</i></p>	<p>total number of data points, how many in each category, and how many more or less are in one category than in another: <i>Student can represent and interpret data.</i></p> <p><i>Satisfactory: masters skill all the time</i> <i>Improvement Needed: masters skill some of the time</i> <i>Unsatisfactory: does not master skill</i></p>
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<i>Geometry</i>	
<ul style="list-style-type: none"> • Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape: <i>Student can compose a two or three-dimensional shape to create a new shape.</i> 	

Satisfactory: masters **8** out of **10** shapes
Improvement Needed: masters **6-7** shapes
Unsatisfactory: masters **less than 6** shapes

Report Card Rubric
Second Grade: 2nd Nine Weeks

Reading:

Use anecdotal notes during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can distinguish long and short vowels when reading regularly spelled one-syllable words.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student knows spelling-sound correspondences for additional common vowel teams.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can decode regularly spelled two-syllable words with long vowels.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can decode words with common prefixes and suffixes.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can recognize and read grade-appropriate irregularly spelled words.</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can read on grade level text with purpose and understanding (fluency).</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can reads on grade level text orally with accuracy, appropriate rate, and expression (fluency)</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can use context to confirm or self-correct words, rereading as necessary.</i> 	<ul style="list-style-type: none"> • Student can read on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Student can ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. • Student can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Student can describe how characters in a story respond to major events and challenges. • Student can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • Student can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • Student can acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Student can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • Student can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

<p><i>Satisfactory:</i> masters 6 out of the 8 skills <i>Improvement Needed:</i> masters 4-5 out of the 8 skills <i>Unsatisfactory:</i> masters less than 4 out of the 8 skills</p>	<p><i>Satisfactory:</i> masters 7 out of 9 skills <i>Improvement Needed:</i> masters 5-6 out of the 9 skills <i>Unsatisfactory:</i> masters less than 5 out of the 9 skills</p>
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Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

Uses the writing process to compose fiction and non-fiction writing pieces

Satisfactory: masters **14/20 or above** on Write From the Beginning Explain rubric
Improvement Needed: masters **11-13/20** on Write from the Beginning Explain rubric
Unsatisfactory: masters **less than 11/20** on Write from the Beginning Explain rubric

Math:

<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>
<ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem: <i>Student can add and subtract one and two step word problems.</i> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers: <i>Student can fluently add and subtract numbers.</i> <p><i>Satisfactory:</i> masters 2 skills <i>Improvement Needed:</i> masters 1 skills <i>Unsatisfactory:</i> does not master any skills</p>	<ul style="list-style-type: none"> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction: <i>Student can fluently add and subtract numbers within 100 using various strategies.</i> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900: <i>Student can add and subtract 10 or 100 to a given number using mental math strategies.</i> Add up to four two-digit numbers using strategies based on place value and properties of operations. <i>Student can add up to four two-digit numbers using various strategies.</i> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <i>Student can</i>

	<p><i>fluently add and subtract numbers within 1,000 using concrete models and various strategies.</i></p> <ul style="list-style-type: none"> • Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Student can explain why addition and subtraction strategies work.</i> <p><i>Satisfactory: masters 3 out of the 5 skills</i> <i>Improvement Needed: masters 1-2 out of the 5 skills</i> <i>Unsatisfactory: masters less than 1 skill</i></p>
<i>Operations and Algebraic Thinking</i>	
<ul style="list-style-type: none"> • Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram: <i>Student can use a number line to represent whole number sums and differences within 100.</i> • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?: <i>Student can solve word problems using money.</i> <p><i>Satisfactory: masters 2 skills</i> <i>Improvement Needed: masters 1 skill</i> <i>Unsatisfactory: does not master any skills</i></p>	

Report Card Rubric
Kindergarten: 3rd Nine Weeks

Reading:

Use anecdotal notes during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Recognize and name all upper- and lowercase letters of the alphabet: <i>Students can recognize and name 40 letters of the alphabet (includes upper and lower case)</i> • Demonstrates basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant: <i>Students can produce 26 letter sounds</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can read 18 high frequency words</i> <p><i>Satisfactory: masters all skills</i> <i>Improvement Needed: masters 2 out of the 3 skills</i> <i>Unsatisfactory: masters 1 out of the 3 skills</i></p>	<ul style="list-style-type: none"> • Reading on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Answers questions accurately during small group instruction and whole group read aloud • With prompting and support, retell familiar stories, including key details: <i>Student can retell a story with details.</i> • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story: <i>Students can name the author and illustrator in a story.</i> • Actively engages in whole group and small group reading activities <p><i>Satisfactory: masters 4 out of 5skills</i> <i>Improvement Needed: masters 3 out of 5 skills</i> <i>Unsatisfactory: masters less than 3 skills</i></p>

Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

<p>Uses a combination of drawing, dictating and writing to compose a variety of written pieces</p> <ul style="list-style-type: none"> • Print many upper- and lowercase letters: <i>Students can write 40 letters of the alphabet.</i> • Capitalize the first word in a sentence and the pronoun I: <i>Student can capitalize the word I and the first word of a sentence.</i> • Recognize and name end punctuation: <i>Students can recognize and name a period, a question mark and exclamation point.</i> • Write a letter or letters for most consonant and short-vowel sounds (phonemes) and spell simple words phonetically, drawing on knowledge of sound-letter relationships: <i>Students can use letter sounds to spell words.</i> • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>): <i>Student can I</i>

can write the title, illustrate and write about my favorite part.

Satisfactory: masters 4 out of the 5 skills

Improvement Needed: masters 2-3 out of 5 skills

Unsatisfactory: masters less than 2 skills out of 5 skills

Math:

<i>Counting and Cardinality</i>	<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>
<ul style="list-style-type: none"> • Count to 100 by ones and by tens: <i>Students can rote count to 80.</i> • Understand the relationship between numbers and quantities; connect counting to cardinality: <i>Students can count the number of objects in a set up to 20.</i> • Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects): <i>Student can write numbers 0-20.</i> • Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies: <i>Students can compare whether sets are greater than, less than or equal up to 10.</i> • Compare two numbers between 1 and 10 presented as written numerals. <i>Students can compare two numbers 1-10.</i> 	<p>Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations: <i>Students can represent addition and subtraction with objects to 5.</i></p> <p><i>*** Not in 3rd MP pacing guide but continue skill from 2nd for completion by 4th***</i></p>	<p>Not on third marking period</p>

<p><i>Satisfactory:</i> masters 4 out of the 5 skills <i>Improvement Needed:</i> masters 2-3 skills out of 5 skills <i>Unsatisfactory:</i> masters less than 2 skills</p>	<p><i>Satisfactory:</i> misses 0-1 problem <i>Improvement Needed:</i> misses 2 problems <i>Unsatisfactory:</i> misses 3 or more (Out of 6 problems: 3 addition and 3 subtraction)</p>	
<i>Measurement and Data</i>		<i>Geometry</i>
<ul style="list-style-type: none"> • Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object: <i>Student can measure the length of an object.</i> • Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter: <i>Student can compare the length of two objects.</i> <p><i>Satisfactory:</i> masters all 2 skills <i>Improvement Needed:</i> masters 1 skill <i>Unsatisfactory:</i> masters 0 skills</p>	<ul style="list-style-type: none"> • Correctly name shapes regardless of their orientations or overall size: <i>Students can name three-dimensional shapes. (sphere, cone, cube, and cylinder).</i> • Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”): <i>Students can identify shapes as two or three-dimensional.</i> • Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length): <i>Students can identify differences and similarities in shapes.</i> • Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes: <i>Students can build shapes.</i> • Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”: <i>Students can make larger shapes using smaller shapes.</i> <p><i>Satisfactory:</i> masters 4 out of the 5 skills <i>Improvement Needed:</i> masters 2-3 skills out of the 5 <i>Unsatisfactory:</i> masters 2 or less skills</p>	

Report Card Rubric
First Grade: 3rd Nine Weeks

Reading:

Use running records and anecdotal notes taken during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Knows spelling-sound correspondences for common consonant-diagraphs: <i>Student can use phonics strategies to read and decode words.</i> • Decodes regularly spelled one-syllable words: <i>Student can use phonics strategies to read and decode words.</i> • Know final -e and common vowel team conventions for representing long vowel sounds: <i>Student can use phonics strategies to read and decode words.</i> • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word: <i>Student can use phonics strategies to read and decode words.</i> • Decode two-syllable words following basic patterns by breaking the words into syllables: <i>Student can use phonics strategies to read and decode words.</i> • Recognize and read grade-appropriate irregularly spelled words: <i>Student can use phonics strategies to read and decode words.</i> • Reads on grade level text with purpose and understanding (fluency): <i>Student can read accurately and fluently.</i> • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings: <i>Student can read accurately and fluently.</i> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary: <i>Student can read accurately and fluently.</i> • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation): <i>Student can</i> 	<ul style="list-style-type: none"> • Reading on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Ask and answer questions about key details in a text: <i>Student can ask and answer questions about key details. (NF)</i> • Ask and answer questions about key details in a text: <i>Student can ask and answer questions about key details. (F)</i> • Retell stories, including key details, and demonstrate understanding of their central message or lesson: <i>Student can use story elements to retell the story. Student can identify the message or lesson of a text.</i> • Describe characters, settings, and major events in a story, using key details: <i>Student can describe story elements using details.</i> • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types: <i>Student can notice how and why texts are written.</i> • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures): <i>Students can compare and contrast text.</i> • Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text: <i>Student can use text features to gain information.</i> <p><i>Satisfactory: masters 6 out of 8 skills</i> <i>Improvement Needed: masters 4-5 out of 8 skills</i> <i>Unsatisfactory: masters less than 3 skills</i></p>

<p><i>understand the organization and basic features of print.</i></p> <ul style="list-style-type: none"> • Distinguish long from short vowel sounds in spoken single-syllable words: <i>Students can hear and manipulate sounds in words.</i> • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends: <i>Students can hear and manipulate sounds in words.</i> • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words: <i>Students can hear and manipulate sounds in words.</i> • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes): <i>Students can hear and manipulate sounds in words.</i> <p><i>Satisfactory:</i> masters 10 out of the 14 skills <i>Improvement Needed:</i> masters 7-9 out of the 14 skills <i>Unsatisfactory:</i> masters less than 6 out of the 14 skills</p>	
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Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

<p>Uses the writing process to compose fiction and non-fiction writing pieces <i>Satisfactory:</i> masters 14/20 or above on Write From the Beginning Explain rubric <i>Improvement Needed:</i> masters 10-13/20 on Write from the Beginning Explain rubric <i>Unsatisfactory:</i> masters less than 10/20 on Write from the Beginning Explain rubric</p>

Math:

<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>	<i>Measurement and Data</i>
<ul style="list-style-type: none"> • Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, 	<ul style="list-style-type: none"> • Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral: <i>Student can count, read, write, and represent numbers 61-90.</i> 	<ul style="list-style-type: none"> • Tell and write time in hours and half-hours using analog and digital clocks: <i>Student can tell and record time.</i> • Organize, represent, and interpret data with up to three categories; ask and answer questions about the

<p>drawings, and equations with a symbol for the unknown number to represent the problem: <i>Student can draw a picture, write a number sentence or use objects to solve a mathematical problem.</i></p> <ul style="list-style-type: none"> • Relate counting to addition and subtraction (e.g., by counting on 2 to add 2): <i>Student can count all the objects in an addition and subtraction problem.</i> • Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, and $4 + 1 = 5 + 2$: <i>Student can will solve both sides of the number sentence and identify if a number sentence is true or false.</i> • Apply properties of operations as strategies to add and subtract and understand subtraction as an unknown-addend problem. <i>Student can analyze the relationship between addition and subtraction.</i> 	<ul style="list-style-type: none"> • Understand that the two digits of a two-digit number represent amounts of tens and ones: <i>Student can count, read, write, and represent numbers 61-90.</i> • Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$: <i>Student can count, read, write, and represent numbers 61-90.</i> • Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten: <i>Student can use place value to show the relationship between addition and subtraction.</i> • Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. <i>Student can justify my strategy for adding and</i> 	<p>total number of data points, how many in each category, and how many more or less are in one category than in another: <i>Student can represent and interpret data.</i></p> <ul style="list-style-type: none"> • Order three objects by length; compare the lengths of two objects indirectly by using a third object: <i>Student can compare and order objects of different lengths.</i> • Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps: <i>Student can measure objects using non-standard units of measurement.</i>
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	<i>subtracting 10 more or 10 less.</i>	
<p><i>Satisfactory:</i> masters 3 out of the 4 skills</p> <p><i>Improvement Needed:</i> masters 2-3 out of the 4 skills</p> <p><i>Unsatisfactory:</i> masters less than 1 skill</p>	<p><i>Satisfactory:</i> masters 4 out of the 5 skills</p> <p><i>Improvement Needed:</i> masters 2-3 out of 5 skills</p> <p><i>Unsatisfactory:</i> masters less than 2 skills out of 5 skills</p>	<p><i>Satisfactory:</i> masters 3 out of 4 skills</p> <p><i>Improvement Needed:</i> masters 2 out of 4 skills</p> <p><i>Unsatisfactory:</i> masters less than 2 skills</p>

<i>Geometry</i>
<ul style="list-style-type: none"> • Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape: <i>Student can compose a two or three-dimensional shape to create a new shape.</i> • Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares: <i>Student can divide shapes into halves and fourths.</i> <p><i>Satisfactory:</i> masters 13 of the 18 tasks</p> <p><i>Improvement Needed:</i> masters 9-12 of the tasks</p> <p><i>Unsatisfactory:</i> masters less than 9 of the tasks</p> <p>**Tasks would include: composing a rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles, cubes, right rectangular prisms, right circular cones, and right circular cylinders, partitioning circle in halves, partitioning circle in fourths, partitioning rectangles in halves, and partitioning rectangles in fourths.</p>

Report Card Rubric
Second Grade: 3rd Nine Weeks

Reading:

Use anecdotal notes during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can distinguish long and short vowels when reading regularly spelled one-syllable words.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student knows spelling-sound correspondences for additional common vowel teams.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can decode regularly spelled two-syllable words with long vowels.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can decode words with common prefixes and suffixes.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can recognize and read grade-appropriate irregularly spelled words.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can identify words with inconsistent but common spelling-sound correspondences</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can read on grade level text with purpose and understanding (fluency).</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can reads on grade level text orally with accuracy, appropriate rate, and expression (fluency)</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can use</i> 	<ul style="list-style-type: none"> • Student can read on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Student can ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. • Student can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Student can describe how characters in a story respond to major events and challenges. • Student can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • Student can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • Student can acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Student can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • Student can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. • Student knows and uses various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic

<p><i>context to confirm or self-correct words, rereading as necessary.</i></p> <p><i>Satisfactory: masters 7 out of 9 skills</i> <i>Improvement Needed: masters 5-6 out of the 9 skills</i> <i>Unsatisfactory: masters less than 5 out of the 9 skills</i></p>	<p>menus, icons) to locate key facts or information in a text efficiently.</p> <p><i>Satisfactory: masters 8 out of 10 skills</i> <i>Improvement Needed: masters 6-7 out of the 10 skills</i> <i>Unsatisfactory: masters less than 6 out of the 10 skills</i></p>
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Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

<p>Uses the writing process to compose fiction and non-fiction writing pieces</p> <p><i>Satisfactory: masters 15/20 or above on Write From the Beginning Explain rubric</i> <i>Improvement Needed: masters 12-14/20 on Write from the Beginning Explain rubric</i> <i>Unsatisfactory: masters less than 12/20 on Write from the Beginning Explain rubric</i></p>
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Math:

<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>
<ul style="list-style-type: none"> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem: <i>Student can add and subtract one and two step word problems.</i> Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers: <i>Student can fluently add and subtract numbers.</i> 	<ul style="list-style-type: none"> Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction: <i>Student can fluently add and subtract numbers within 100 using various strategies.</i> Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900: <i>Student can add and subtract 10 or 100 to a given number using mental math strategies.</i> Add up to four two-digit numbers using strategies based on place value and properties of operations. <i>Student can add up to four two-digit numbers using various strategies.</i> Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy

<p><i>Satisfactory:</i> masters 2 skills <i>Improvement Needed:</i> masters 1 skills <i>Unsatisfactory:</i> does not master any skills</p>	<p>to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <i>Student can fluently add and subtract numbers within 1,000 using concrete models and various strategies.</i></p> <ul style="list-style-type: none"> • Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Student can explain why addition and subtraction strategies work.</i> <p><i>Satisfactory:</i> masters 3 out of the 5 skills <i>Improvement Needed:</i> masters 1-2 out of the 5 skills <i>Unsatisfactory:</i> masters less than 1 skill</p>
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Measurement and Data

- Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram: *Student can use a number line to represent whole number sums and differences within 100.*
- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes: *Student can measure the length of an object using appropriate measuring tools.*
- Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen: *Student can compare and contrast the measurement of an object using two different units of measurement*
- Estimate lengths using units of inches, feet, centimeters, and meters: *Student can estimate the length of an object using inches, feet, centimeters and meters.*
- Measure to determine how much longer

one object is than another, expressing the length difference in terms of a standard length unit: *Student can find the difference between the length of two objects.*

- Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem: *Student can use addition and subtraction within 100 to solve word problems involving lengths.*
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.: *Student can tell and write time to the nearest five minutes, using am and pm.*
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?: *Student can solve word problems using money.*
- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units: *Student can create a line plot to display the measurements of several objects.*

Satisfactory: masters **7** out of **9** skills

Improvement Needed: masters **5-6** out of the **9** skills

Unsatisfactory: masters less than **5** out of the **9** skills

Report Card Rubric
Kindergarten: 4th Nine Weeks

Reading:

Use anecdotal notes during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Recognize and name all upper- and lowercase letters of the alphabet: <i>Students can recognize and name 55 letters of the alphabet (includes upper and lower case: Total numbers of letters includes 26 Uppercase Letters, 26 Lowercase Letters, and Book a, g, t)</i> • <i>Demonstrates basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant: Students can produce 26 letter sounds</i> **This standard was listed in 3rd nine weeks and is not listed in 4th nine weeks pacing guide** • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can read 24 high frequency words</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can identify beginning, middle and ending sounds that are different in words. (cat, cap, hit, hat)</i> <p><i>Satisfactory: masters 3 out of the 4 skills</i> <i>Improvement Needed: masters 2 out of the 4 skills</i> <i>Unsatisfactory: masters 1 out of the 4 skills</i></p>	<ul style="list-style-type: none"> • Reading on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Answers questions accurately during small group instruction and whole group read aloud • With prompting and support, retell familiar stories, including key details: <i>Student can retell a story with details.</i> • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story: <i>Students can name the author and illustrator in a story.</i> • Actively engages in whole group and small group reading activities <p><i>Satisfactory: masters 5 out of 5 skills</i> <i>Improvement Needed: masters 4 out of 5 skills</i> <i>Unsatisfactory: masters less than 3 skills</i></p>

Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

<p>Uses a combination of drawing, dictating and writing to compose a variety of written pieces</p> <ul style="list-style-type: none"> • Print many upper- and lowercase letters: <i>Students can write 52 letters of the alphabet.</i> • Capitalize the first word in a sentence and the pronoun I: <i>Student can capitalize the word</i>

I and the first word of a sentence.

- Recognize and name end punctuation: *Students can recognize and name a period, a question mark and exclamation point.*
- Write a letter or letters for most consonant and short-vowel sounds (phonemes) and spell simple words phonetically, drawing on knowledge of sound-letter relationships: *Students can use letter sounds to spell words.*
- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*): *Student can I can write the title, illustrate and write about my favorite part and tell why.*

Satisfactory: masters **4** out of the **5** skills

Improvement Needed: masters **2-3** out of **5** skills

Unsatisfactory: masters **less than 2** skills out of **5** skills

Math:

<i>Counting and Cardinality</i>	<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>
<ul style="list-style-type: none"> • Count to 100 by ones and by tens: <i>Students can rote count to 100.</i> • Understand the relationship between numbers and quantities; connect counting to cardinality: <i>Students can count the number of objects in a set up to 20.</i> *** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th*** • Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects): <i>Student can write numbers 0-20.</i> *** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th*** • Identify whether the number of objects in one group is greater than, less than, or equal to the 	<ul style="list-style-type: none"> • Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem: <i>Student can solve addition/subtraction word problems.</i> • Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation: <i>Student can draw an equation.</i> • For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation: <i>Student can make sums of 10.</i> 	<ul style="list-style-type: none"> • Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones: <i>Student can add/subtract numbers 11-19.</i>

<p>number of objects in another group, e.g., by using matching and counting strategies: <i>Students can compare whether sets are greater than, less than or equal up to 10.</i></p> <p>*** <i>Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Compare two numbers between 1 and 10 presented as written numerals: <i>Students can compare two numbers 1-10.</i> <p>*** <i>Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Count forward beginning from a given number within the known sequence: <i>Student can begin counting from a given number to 100.</i> <p><i>Satisfactory: masters 5 out of the 6 skills</i> <i>Improvement Needed: masters 3-4 skills out of 6 skills</i> <i>Unsatisfactory: masters less than 2 skills</i></p>	<ul style="list-style-type: none"> • Fluently add and subtract within 5: <i>Student can add and subtract to 5</i> <p><i>Satisfactory: masters 3 out of the 4 skills</i> <i>Improvement Needed: masters 2 out of the 4 skills</i> <i>Unsatisfactory: masters 1 out of the 4 skills</i></p>	
<i>Measurement and Data</i>	<i>Geometry</i>	
<ul style="list-style-type: none"> • Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object: <i>Student can measure the length of an object.</i> <p>*** <i>Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of 	<ul style="list-style-type: none"> • Correctly name shapes regardless of their orientations or overall size: <i>Students can name three-dimensional shapes. (sphere, cone, cube, and cylinder).</i> <p>*** <i>Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”): <i>Students can identify shapes as two or three-dimensional.</i> <p>*** <i>Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p>	

<p>two children and describe one child as taller/shorter: <i>Student can compare the length of two objects.</i></p> <p><i>*** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <p><i>Satisfactory: masters all 2 skills</i> <i>Improvement Needed: masters 1 skill</i> <i>Unsatisfactory: masters 0 skills</i></p>	<ul style="list-style-type: none"> • Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length): <i>Students can identify differences and similarities in shapes.</i> <p><i>*** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes: <i>Students can build shapes.</i> <p><i>*** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”: Students can make larger shapes using smaller shapes.</i> <p><i>*** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <p><i>Satisfactory: masters 4 out of the 5 skills</i> <i>Improvement Needed: masters 2-3 skills out of the 5</i> <i>Unsatisfactory: masters 2 or less skills</i></p>
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Report Card Rubric
First Grade: 4th Nine Weeks

Reading:

Use running records and anecdotal notes taken during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Knows spelling-sound correspondences for common consonant-digraphs: <i>Student can use phonics strategies to read and decode words.</i> • Decodes regularly spelled one-syllable words: <i>Student can use phonics strategies to read and decode words.</i> • Know final -e and common vowel team conventions for representing long vowel sounds: <i>Student can use phonics strategies to read and decode words.</i> • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word: <i>Student can use phonics strategies to read and decode words.</i> • Decode two-syllable words following basic patterns by breaking the words into syllables: <i>Student can use phonics strategies to read and decode words.</i> • Read words with inflectional endings: <i>Student can use phonics strategies to read and decode words.</i> • Recognize and read grade-appropriate irregularly spelled words: <i>Student can use phonics strategies to read and decode words.</i> • Reads on grade level text with purpose and understanding (fluency): <i>Student can read accurately and fluently.</i> • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings: <i>Student can read accurately and fluently.</i> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary: <i>Student can read accurately and fluently.</i> 	<ul style="list-style-type: none"> • Reading on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Ask and answer questions about key details in a text: <i>Student can ask and answer questions about key details. (NF)</i> • Ask and answer questions about key details in a text: <i>Student can ask and answer questions about key details. (F)</i> • Retell stories, including key details, and demonstrate understanding of their central message or lesson: <i>Student can use story elements to retell the story. Student can identify the message or lesson of a text.</i> • Describe characters, settings, and major events in a story, using key details: <i>Student can describe story elements using details.</i> • Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types: <i>Student can notice how and why texts are written.</i> • Identify who is telling the story at various points in a text: <i>Student can notice how and why texts are written.</i> • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures): <i>Student can compare and contrast text.</i> • With prompting and support, read prose and poetry of appropriate complexity for grade 1: <i>Student can read a variety of grade level material with support.</i> • Identify the reasons an author gives to support points in a text: <i>Student can use key ideas and details from text and</i>

<ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation): <i>Student can understand the organization and basic features of print.</i> Distinguish long from short vowel sounds in spoken single-syllable words: <i>Student can hear and manipulate sounds in words.</i> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends: <i>Student can hear and manipulate sounds in words.</i> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words: <i>Student can hear and manipulate sounds in words.</i> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes): <i>Student can hear and manipulate sounds in words.</i> <p><i>Satisfactory:</i> masters 11 out of the 15 skills <i>Improvement Needed:</i> masters 8-10 out of the 15 skills <i>Unsatisfactory:</i> masters 7 or less out of the 15 skills</p>	<p><i>compare it with other texts.</i></p> <ul style="list-style-type: none"> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text: <i>Student can use text features to gain information.</i> With prompting and support, read informational texts appropriately complex for grade 1: <i>Student can read a variety of grade level material with support.</i> <p><i>Satisfactory:</i> masters 9 out of 12 skills <i>Improvement Needed:</i> masters 7-8 out of 12 skills <i>Unsatisfactory:</i> masters less than 7 skills</p>
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Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

<p>Uses the writing process to compose fiction and non-fiction writing pieces <i>Satisfactory:</i> masters 16/20 or above on Write From the Beginning Explain rubric <i>Improvement Needed:</i> masters 12-15/20 on Write from the Beginning Explain rubric <i>Unsatisfactory:</i> masters less than 12/20 on Write from the Beginning Explain rubric</p>

Math:

<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>	<i>Measurement and Data</i>
<ul style="list-style-type: none"> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking 	<ul style="list-style-type: none"> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written 	<ul style="list-style-type: none"> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each

<p>apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem: <i>Student can draw a picture, write a number sentence or use objects to solve a mathematical problem.</i></p> <ul style="list-style-type: none"> • Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. Understand and apply properties of operations and the relationship between addition and subtraction: <i>Student can represent and solve problems involving addition and subtraction.</i> • Understand subtraction as an unknown-addend problem. For example, subtract 10-8 by finding the number that makes 10 when added to 8: <i>Student can understand and apply properties of operations and the relationship between addition and subtraction.</i> • Add and subtract within 20. Demonstrating fluency for addition and subtraction within 10: <i>Student can represent and solve problems involving</i> 	<p>numeral: <i>Student can count, read, write, and represent numbers 61-90.</i> *** <i>Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Understand that the two digits of a two-digit number represent amounts of tens and ones: <i>Student can count, read, write, and represent numbers 61-90.</i> *** <i>Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i> • Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$: <i>Student can count, read, write, and represent numbers 61-90.</i> *** <i>Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i> • Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it 	<p>category, and how many more or less are in one category than in another: <i>Student can represent and interpret data.</i></p> <ul style="list-style-type: none"> • Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps: <i>Student can measure objects using non-standard units of measurement.</i> <p><i>Satisfactory: masters both</i></p>
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<p><i>addition and subtraction.</i></p> <ul style="list-style-type: none"> • Relate counting to addition and subtraction (e.g., by counting on 2 to add 2): <i>Student can count all the objects in an addition and subtraction problem.</i> • Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, and $4 + 1 = 5 + 2$: <i>Student can will solve both sides of the number sentence and identify if a number sentence is true or false.</i> • Apply properties of operations as strategies to add and subtract and understand subtraction as an unknown-addend problem. <i>Student can analyze the relationship between addition and subtraction.</i> • Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \heartsuit - 3$, $6 + 6 =$ \heartsuit: <i>Student can represent and solve problems involving addition and subtraction.</i> 	<p>is necessary to compose a ten: <i>Student can use place value to show the relationship between addition and subtraction.</i></p> <p>*** <i>Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. <i>Student can justify my strategy for adding and subtracting 10 more or 10 less.</i> <p>*** <i>Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. <i>Student can use place value to understand addition and subtraction.</i> 	<p>skills</p> <p><i>Improvement Needed:</i> masters 1 of the 2 skills</p> <p><i>Unsatisfactory:</i> masters none of the skills</p>
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<p><i>Satisfactory:</i> masters 6 out of the 8 skills <i>Improvement Needed:</i> masters 4-5 out of the 4 skills <i>Unsatisfactory:</i> masters less than 4 skills</p>	<p><i>Satisfactory:</i> masters 5 out of the 6 skills <i>Improvement Needed:</i> masters 3-4 out of 5 skills <i>Unsatisfactory:</i> masters less than 3 skills out of 5 skills</p>	
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<i>Geometry</i>
<ul style="list-style-type: none"> • Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape: <i>Student can compose a two or three-dimensional shape to create a new shape.</i> • Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares: <i>Student can divide shapes into halves and fourths.</i> <p><i>Satisfactory:</i> masters 13 of the 18 tasks <i>Improvement Needed:</i> masters 9-12 of the tasks <i>Unsatisfactory:</i> masters less than 9 of the tasks</p> <p>**Tasks would include: composing a rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles, cubes, right rectangular prisms, right circular cones, and right circular cylinders, partitioning circle in halves, partitioning circle in fourths, partitioning rectangles in halves, and partitioning rectangles in fourths.</p>

Report Card Rubric
Second Grade: 4th Nine Weeks

Reading:

Use anecdotal notes during whole group and small group reading instruction and the rubrics in WFTBB Response to Literature as a guide for collecting data

<i>Decoding/Fluency</i>	<i>Comprehension</i>
<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can distinguish long and short vowels when reading regularly spelled one-syllable words.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student knows spelling-sound correspondences for additional common vowel teams.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can decode regularly spelled two-syllable words with long vowels.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can decode words with common prefixes and suffixes.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can recognize and read grade-appropriate irregularly spelled words.</i> • Know and apply grade-level phonics and word analysis skills in decoding words: <i>Student can identify words with inconsistent but common spelling-sound correspondences</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can read on grade level text with purpose and understanding (fluency).</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can reads on grade level text orally with accuracy, appropriate rate, and expression (fluency)</i> • Read with sufficient accuracy and fluency to support comprehension: <i>Student can use</i> 	<ul style="list-style-type: none"> • Student can read on grade level as determined by observations/anecdotal notes from guided reading, TRC cold reads, running records, speaking/listening skills • Student can ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. • Student can recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Student can describe how characters in a story respond to major events and challenges. • Student can describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. • Student can describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • Student can acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. • Student can use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • Student can compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. • By the end of the year, read and comprehend literature, including stories and poetry, in the grade 2-3 text

<p><i>context to confirm or self-correct words, rereading as necessary.</i></p> <p><i>Satisfactory: masters 7 out of 9 skills</i> <i>Improvement Needed: masters 5-6 out of the 9 skills</i> <i>Unsatisfactory: masters less than 5 out of the 9 skills</i></p>	<p>complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><i>Satisfactory: masters 8 out of 10 skills</i> <i>Improvement Needed: masters 6-7 out of the 10 skills</i> <i>Unsatisfactory: masters less than 6 out of the 10 skills</i></p>
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Writing:

Use a combination of drawing, dictating and writing to compose a variety of pieces. Observations gained from artifacts from Writing Portfolio. (Use the WFTBB rubrics)

<p>Uses the writing process to compose fiction and non-fiction writing pieces</p> <p><i>Satisfactory: masters 16/20 or above on Write From the Beginning Explain rubric</i> <i>Improvement Needed: masters 14-5/20 on Write from the Beginning Explain rubric</i> <i>Unsatisfactory: masters less than 14/20 on Write from the Beginning Explain rubric</i></p>

Math:

<i>Operations and Algebraic Thinking</i>	<i>Number and Operations in Base Ten</i>
<ul style="list-style-type: none"> • Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem: <i>Student can add and subtract one and two step word problems.</i> • Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers: <i>Student can fluently add and subtract numbers.</i> <p><i>*** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p>	<ul style="list-style-type: none"> • Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction: <i>Student can fluently add and subtract numbers within 100 using various strategies.</i> <p><i>*** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900: <i>Student can add and subtract 10 or 100 to a given number using mental math strategies.</i> <p><i>*** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Add up to four two-digit numbers using strategies based on place value and properties of operations. <i>Student can add up to four two-digit numbers using various strategies.</i> <p><i>*** Not in 4th MP pacing guide but continue</i></p>

<p><i>Satisfactory:</i> masters 2 skills <i>Improvement Needed:</i> masters 1 skills <i>Unsatisfactory:</i> does not master any skills</p>	<p><i>skill from 3rd for completion by 4th***</i></p> <ul style="list-style-type: none"> • Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <i>Student can fluently add and subtract numbers within 1,000 using concrete models and various strategies.</i> • Explain why addition and subtraction strategies work, using place value and the properties of operations. <i>Student can explain why addition and subtraction strategies work.</i> <p><i>*** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th***</i></p> <p><i>Satisfactory:</i> masters 3 out of the 5 skills <i>Improvement Needed:</i> masters 1-2 out of the 5 skills <i>Unsatisfactory:</i> masters less than 1 skill</p>
Measurement and Data	
<ul style="list-style-type: none"> • Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram: <i>Student can use a number line to represent whole number sums and differences within 100.</i> • Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes: <i>Student can measure the length of an object using appropriate measuring tools.</i> • Measure the length of an object twice, using length units of different lengths for 	

the two measurements; describe how the two measurements relate to the size of the unit chosen: *Student can compare and contrast the measurement of an object.*

using two different units of measurement

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.: *Student can tell and write time to the nearest five minutes, using am and pm.*
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?: *Student can solve word problems using money.*

**** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th****

- Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units: *Student can create a line plot to display the measurements of several objects.*

**** Not in 4th MP pacing guide but continue skill from 3rd for completion by 4th****

- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems 4 using information presented in a bar graph.

Satisfactory: masters 5 out of 7 skills

Improvement Needed: masters 3-4 out of the 7 skills

Unsatisfactory: masters less than 3 out of the 7 skills

APPENDIX B: LETTER OF SUPPORT TO EVALUATE RUBRIC



Dr. Ethan Lenker, Ed.D., Superintendent

1717 West Fifth Street
Greenville, North Carolina 27834
<http://www.pitt.k12.nc.us>

December 16, 2014

Ms. Chena Cayton
Wahl-Coates
2200 E. 5th Street
Greenville, NC 27858

Dear Chena:

Since your committee's recent development of the proficiency-based rubrics, I would like for you to evaluate if the rubrics were effective in achieving the goal of consistency in grading. Once you have obtained this data, I would like for you to review with me to decide our next steps.

Sincerely,

A handwritten signature in blue ink that reads 'Ethan Lenker'.

Ethan Lenker
Superintendent

Cc:

APPENDIX C: TEACHER SURVEY

What grade level do you teach?

1. Kindergarten
2. First
3. Second

1. Are you using the report card rubrics?

- A. Yes
- B. No

2. Have the rubrics been beneficial or harmful to students' academic success?

- A. The rubrics have been beneficial to students' academic success.
- B. The rubrics have been harmful to students' academic success.
- C. The rubrics have been neither beneficial nor harmful to students' academic success.

3. In what ways have rubrics offered a better understanding for how to assign the grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card?

- A. There has been a better understanding /positive of how to assign the appropriate grades.
- B. There has been a worse understanding/negative of how to assign the appropriate grades.
- C. There has been no change in my understanding of how to assign the appropriate grades.

4. In what ways have the rubrics created more confusion for the teachers in regards to how grades are determined?

- A. The rubrics have created less confusion in how to assign the appropriate grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card.
 - B. The rubrics created more confusion as to how to assign the appropriate grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card.
 - C. The rubrics created no change in understanding of how to assign the appropriate grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card.
5. Do you feel that the rubrics have brought about consistency in how students are assigned the grades of Satisfactory, Improvement Needed and Unsatisfactory on the report card within your grade level?
- A. The rubrics have brought about consistency within my grade level.
 - B. The rubrics have not brought about consistency within my grade level.
 - C. I have a neutral opinion as to whether the rubric has brought about consistency within my grade level.
6. Do you feel that the rubrics have provided for fairness and equity in how the grades of Satisfactory, Improvement Needed and Unsatisfactory are assigned to the students within your grade level?
- A. The rubric provides for fairness and equity.
 - B. The rubric does not provide for fairness and equity.
 - C. I have a neutral opinion as to whether the rubric provides for fairness and equity.

7. Do the rubrics provide you and your parents a better understanding of what standards a student is or is not proficient?
- A. The rubrics do provide parents and me with a better understanding of what standards a student is or is not proficient.
 - B. The rubrics do not provide parents and me with a better understanding of what standards a student is or is not proficient.
 - C. I have a neutral opinion as to whether the rubrics provide a better understanding of what standards a student is or is not proficient?
8. Describe your overall satisfaction level with the report card rubrics.
- A. A positive satisfaction level/positive
 - B. A negative satisfaction level/negative
 - C. A neutral satisfaction level/neutral
9. Have the rubrics provided you information as to what areas of your instruction that may need modification to help improve student proficiency?
- A. Yes
 - B. No
 - C. Not sure
10. Do you feel that the report card rubric will bring about consistency in how students receive the grades of Satisfactory, Improvement Needed and Unsatisfactory within the district?
- A. Yes
 - B. No
 - C. No opinion

APPENDIX D: FOCUS GROUP QUESTIONS FOR TEACHERS

1. Can you tell me why your grade did or did not choose to use the rubrics?
2. Can you tell me why you felt that the rubrics were either beneficial or harmful to students' academic success?
3. Can you tell me how the rubrics have offered a better understanding for how to assign grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card?
4. Can you tell me how the rubrics may have created more confusion for you in regards to how grades are determined?
5. Can you tell me why you feel the rubrics have/have not brought about consistency in how students are assigned grades of Satisfactory, Improvement Needed and Unsatisfactory on the report card within in your grade level?
6. Can you tell me why you feel the rubrics have/have not provided for fairness and equity in how the grades of Satisfactory, Improvement Needed and Unsatisfactory are assigned to the students in K-2?
7. Can you tell me why you feel the rubrics do/do not provide you and your parents with understanding of what standards a student is or is not proficient?
8. Can you tell me how the rubrics have provided you information as to the areas of your instruction that may need modification to help improve student proficiency?
9. Can you tell me why you feel that the report card rubric will/will not bring about consistency in how students receive the grades of Satisfactory, Improvement Needed and Unsatisfactory within the district

APPENDIX E: PRINCIPAL SURVEY

Are kindergarten, first and second grade teachers at your school using the report card rubrics?

A. Yes

B. No

1. Have the rubrics been beneficial or harmful to students' academic success?
 - A. The rubrics have been beneficial to students' academic success.
 - B. The rubrics have been harmful to students' academic success.
 - C. The rubrics have been neither beneficial nor harmful to students' academic success.

2. In what ways have rubrics offered a better understanding for how to assign the grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card?
 - A. There has been a better understanding /positive of how to assign the appropriate grades.
 - B. There has been a worse understanding/negative of how to assign the appropriate grades.
 - C. There has been no change in my understanding of how to assign the appropriate grades.

3. In what ways have the rubrics created more confusion for the teachers in regards to how grades are determined?
 - A. The rubrics have created less confusion in how to assign the appropriate grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card.

- B. The rubrics created more confusion as to how to assign the appropriate grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card.
 - C. The rubrics created no change in understanding of how to assign the appropriate grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card.
4. Do you feel that the rubrics have brought about consistency in how students are assigned the grades of Satisfactory, Improvement Needed and Unsatisfactory on the report card within your school?
- A. The rubrics have brought about consistency within my grade level.
 - B. The rubrics have not brought about consistency within my grade level.
 - C. I have a neutral opinion as to whether the rubric has brought about consistency within my grade level.
5. Do you feel the rubrics have provided for fairness and equity in how the grades of Satisfactory, Improvement Needed and Unsatisfactory are assigned to the students in k-2 at your school?
- A. The rubric provides for fairness and equity.
 - B. The rubric does not provide for fairness and equity.
 - C. I have a neutral opinion as to whether the rubric provides for fairness and equity.

6. Do the rubrics provide you and your parents a better understanding of what standards a student is or is not proficient?
 - A. The rubrics do provide parents and me with a better understanding of what standards a student is or is not proficient.
 - B. The rubrics do not provide parents and me with a better understanding of what standards a student is or is not proficient.
 - C. I have a neutral opinion as to whether the rubrics provide a better understanding of what standards a student is or is not proficient?
7. Describe your overall satisfaction level with the report card rubrics.
 - A. A positive satisfaction level/positive
 - B. A negative satisfaction level/negative
 - C. A neutral satisfaction level/neutral
8. Have the rubrics provided your teachers as to what areas of their instruction that may need modification to help improve student proficiency?
 - A. Yes
 - B. No
 - C. Not sure
9. Do you feel that the report card rubric will bring about consistency in how students receive the grades of Satisfactory, Improvement Needed and Unsatisfactory within the district?
 - A. Yes
 - B. No
 - C. No opinion

APPENDIX F : FOCUS GROUP QUESTIONS FOR PRINCIPALS

1. Can you tell me why your school did or did not choose to use the rubrics?
2. Can you tell me why you feel that the rubrics have or have not been beneficial to students' academic success?
3. Can you tell me how the rubrics have offered a better understanding for how to assign grades of Satisfactory, Improvement Needed and Unsatisfactory on the K-2 report card?
4. Can you tell me how the rubrics may have created more confusion for the teachers within your building in regards to how grades are determined?
5. Can you tell me why you feel the rubrics have/have not brought about consistency in how students are assigned the grades of Satisfactory, Improvement Needed and Unsatisfactory on the report card within your school?
6. Can you tell me why you feel that the rubrics have/ have not provided for fairness and equity in how the grades of Satisfactory, Improvement Needed and Unsatisfactory are assigned to the students in K-2 at your school?
7. Can you tell me why you feel that the rubrics do/do not provide the teachers and parents with a better understanding of what standards a student is or is not proficient?
8. Can you tell me why you were/were not satisfied with the report card rubrics?
9. Can you tell me how the rubrics have/have not provided your teachers with information as to what areas of their instruction they may need to modify in order to improve student proficiency?
10. Can you tell why you do/ do not feel that the report card rubric will bring about consistency in how students receive the grades of Satisfactory, Improvement Needed and Unsatisfactory within the district?

APPENDIX G: PITT COUNTY K-2 REPORT CARD

Name			Grading Rubric			
School			S - Satisfactory (On Grade Level)			
Teacher			I - Improvement Needed (Below Grade Level)			
School Year			U - Unsatisfactory (Well-Below Grade Level)			

	1	2	3	4	Attendance	1	2	3	4
Reading					<i>Days Absent</i>				
Decoding/Fluency (Student is able to accurately and smoothly read grade level text.)					<i>Tardy</i>				
Comprehension (Student is able to retell and answer oral questions using vocabulary and details from grade level text)					Citizenship				
Writing					Uses self-control				
Composes own writing pieces using the writing process					Respects Others				
Responds to open ended text based questions					Follows Rules				
Math					Uses Time Wisely				
Counting and Cardinality					Completes Classwork and Homework				
Operations and Algebraic Thinking					TEACHER COMMENTS				
Number and Operations in Base Ten					First Quarter				
Measurement and Data					Second Quarter				
Geometry					Third Quarter				
Integrated Areas					Fourth Quarter				
Social Studies									
Science									
Art									
Music									
Physical Education/Health									
Placement for Next Year	Grade:								

APPENDIX H: LETTER OF SUPPORT FOR DEVELOPMENT OF RUBRIC



1717 West Fifth Street
Greenville, North Carolina 27834
<http://www.pitt.k12.nc.us>

TEL: 252-830-4200
FAX: 252-830-4239

December 2, 2013

Chena Cayton
Wahl-Coates
2200 E. Fifth Street
Greenville, NC 27858

Dear Ms. Cayton:

Students in kindergarten through second grade in Pitt County receive a rating of Satisfactory, Improvement Needed or Unsatisfactory on their report card. Currently there is not a consistent rubric to clarify expectations of these rating for teachers to grade students. I would like for you to create a rubric to accompany the current K-2 report card that would be specific as to how to assign the ratings of S, I, and U.

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Lenker', written over a horizontal line.

Ethan Lenker, EdD
Superintendent

APPENDIX I: IRB APPROVAL LETTER



EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board Office
4N-70 Brody Medical Sciences Building · Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office **252-744-2914** · Fax **252-744-2284** · www.ecu.edu/irb

Notification of Initial Approval: Expedited

From: Social/Behavioral IRB
To: [Chena Cayton](#)
CC: [Art Rouse](#)
Date: 1/5/2015
Re: [UMCIRB 14-001946](#)
The Impact of the Use of Proficiency-Based Rubrics on Student Grading

I am pleased to inform you that your Expedited Application was approved. Approval of the study and any consent form(s) is for the period of 1/4/2015 to 1/3/2016. The research study is eligible for review under expedited category #6, 7. The Chairperson (or designee) deemed this study no more than minimal risk.

Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The Investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

Name	Description
C.Cayton Proposal	Study Protocol or Grant Application
Consent Form for Principal Interview	Consent Forms
Consent Form for Principal Survey	Consent Forms
Consent Form for Teacher Interview	Consent Forms
Consent Form for Teacher Survey	Consent Forms
Focus Group Questions	Interview/Focus Group Scripts/Questions
Survey questions.docx	Surveys and Questionnaires

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

