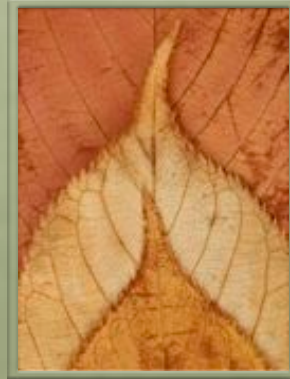


Quarterly Essential Learnings Summary

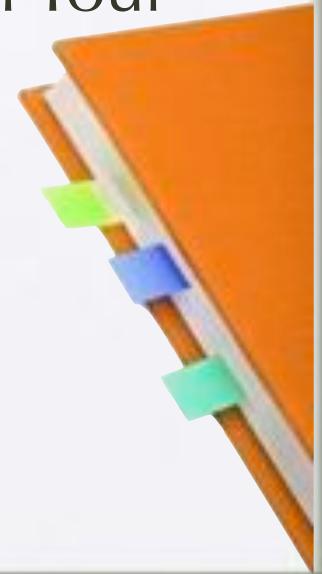
*Reporting Academic
Achievement with the QuELS*

Lakeville Area Public Schools
Fall 2008



QuELS Fall Tour

- What are the QuELS?
 - A Brief History
- Changes to the “Progress Report”
- Supplements
- 2008-09 Plans
- Questions



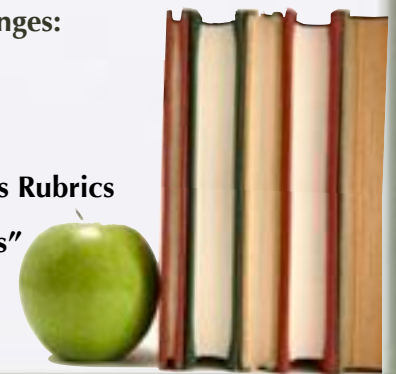
What are the QuELS?

GRADING PERIOD	1	2	3	4
READING	A			
WRITING/COMMUNICATIVE	A			
MATHEMATICS	B			
SCIENCE	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PERSONAL DEVELOPMENT	C			
Grade Average	B			

- Standards-Based Learning
- Best Practice Requirement
 - Research
- First Phase of Implementation
- Curriculum Grade Level Meetings

2008 Changes

- Progress Report implemented in 2007-08
- Curriculum Grade Level Meetings discussed and recommended changes in Spring 2008
- School Board approved changes:
 - Eliminate 5: 1-4 Rubric
 - Add Teacher Comments
 - Work Habits/Social Skills Rubrics
 - Grading "Specialist Areas"



1-4 Rubric

Lakeville Area Public Schools
Quarterly Essential Learnings Report

1-4 Rubric

4	Exceeds Expectations Students achieving at the "Exceeds Expectations" level are exceeding grade level expectations. These students demonstrate superior academic performance and indicate an in-depth understanding of the Lakeville Essential Learnings. A student performing at this level: <input checked="" type="checkbox"/> demonstrates a complex understanding of the grade level Essential Learnings. <input checked="" type="checkbox"/> expands meaningful connections among important ideas or concepts. <input checked="" type="checkbox"/> always communicates thoroughly and effectively through oral and written expression. <input checked="" type="checkbox"/> independently applies multiple strategies to solve problems.
	Meets Expectations Students achieving at the "Meets Expectations" level are performing at grade level. These students demonstrate a solid understanding or display of the skills included in the Lakeville Essential Learnings. A student performing at this level: <input checked="" type="checkbox"/> demonstrates a consistent understanding of the grade level Essential Learnings. <input checked="" type="checkbox"/> makes meaningful connections among important ideas or concepts. <input checked="" type="checkbox"/> communicates through oral and written expression effectively. <input checked="" type="checkbox"/> applies appropriate strategies to solve problems.
	Partially Meets Expectations Students achieving at the "Partially Meets Expectations" level are progressing towards grade level. These students demonstrate a partial understanding of the skills included in the Lakeville Essential Learnings. A student performing at this level: <input checked="" type="checkbox"/> demonstrates a partial understanding of the grade level Essential Learnings. <input checked="" type="checkbox"/> seldom makes meaningful connections among important ideas or concepts. <input checked="" type="checkbox"/> inconsistently communicates through oral and written expression. <input checked="" type="checkbox"/> occasionally applies appropriate strategies to solve problems.
	Does Not Meet Expectations Students achieving at the "Does Not Meet Expectations" level are demonstrating unacceptable academic performance. Student's work indicates a need for improvement in achieving the Lakeville Essential Learnings. A student performing at this level: <input checked="" type="checkbox"/> demonstrates a minimal understanding of the grade level Essential Learnings. <input checked="" type="checkbox"/> is unable to make meaningful connections among important ideas or concepts. <input checked="" type="checkbox"/> ineffectively communicates through oral and written expression. <input checked="" type="checkbox"/> has difficulty in applying appropriate strategies to solve problems.

Work Habits/Social Skills

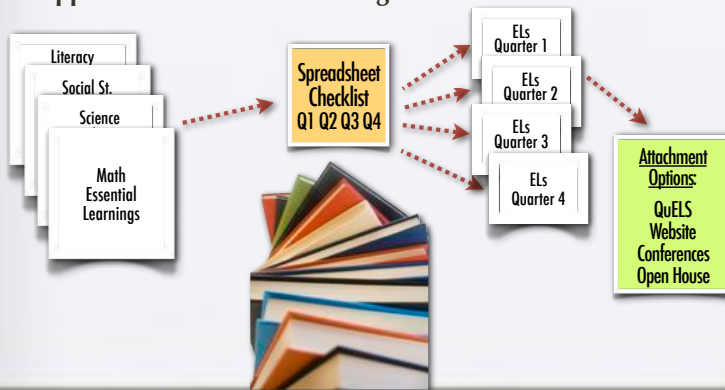
Lakeville Area Public Schools
Quarterly Essential Learnings Report

Work Habits / Social Skills Rubric

	4	3	2	1
Uses Organizational Skills and Cares for Materials	<input checked="" type="checkbox"/> Student is highly organized. <input checked="" type="checkbox"/> Can quickly locate items when needed. <input checked="" type="checkbox"/> Independently and accurately uses assignment notebook.	<input checked="" type="checkbox"/> Student is consistently organized. <input checked="" type="checkbox"/> Can easily locate materials and assignments. <input checked="" type="checkbox"/> Uses assignment notebook appropriately.	<input checked="" type="checkbox"/> Student demonstrates inconsistent organization. <input checked="" type="checkbox"/> Often is able to locate materials and assignments, but needs assistance. <input checked="" type="checkbox"/> Is inconsistent in using assignment notebook.	<input checked="" type="checkbox"/> Student is disorganized and is unable to locate materials and assignments. <input checked="" type="checkbox"/> Much time is lost searching for items. <input checked="" type="checkbox"/> Does not use assignment notebook. <input checked="" type="checkbox"/> Needs to show improvement.
Completes Assignments on Time	<input checked="" type="checkbox"/> Student always completes assignments on time in a thorough and accurate manner.	<input checked="" type="checkbox"/> Student consistently completes and turns in assignments on time. <input checked="" type="checkbox"/> Rarely needs reminders about missing work. <input checked="" type="checkbox"/> Work is thoroughly completed.	<input checked="" type="checkbox"/> Student inconsistently completes and turns in assignments on time. <input checked="" type="checkbox"/> Needs reminders about missing/incomplete work. <input checked="" type="checkbox"/> Work is partially completed.	<input checked="" type="checkbox"/> Student rarely completes and turns in assignments on time. <input checked="" type="checkbox"/> Needs frequent reminders about missing/incomplete work. <input checked="" type="checkbox"/> Assignments are partially completed, if at all. <input checked="" type="checkbox"/> Needs to show improvement.
Works Independently	<input checked="" type="checkbox"/> Student is highly productive at all times. <input checked="" type="checkbox"/> Takes initiative in work. <input checked="" type="checkbox"/> Assumes responsibility for learning.	<input checked="" type="checkbox"/> Student is consistently productive and uses time wisely. <input checked="" type="checkbox"/> Requires little redirection. <input checked="" type="checkbox"/> Consistently works at an acceptable rate.	<input checked="" type="checkbox"/> Student is somewhat independent in tasks. <input checked="" type="checkbox"/> Does not always use time wisely. <input checked="" type="checkbox"/> Exhibits some off-task behavior. <input checked="" type="checkbox"/> Sometimes work at an acceptable rate.	<input checked="" type="checkbox"/> Student is unable to work productively without guidance. <input checked="" type="checkbox"/> Is easily distracted. <input checked="" type="checkbox"/> Is off-task. <input checked="" type="checkbox"/> Needs to show improvement.

"Clumping" Essential Learnings

- Each School assesses different Essential Learnings each quarter.
- A quarterly list of Essential Learnings may be a useful supplement for communicating student achievement.



2008-2009



- Fall 2008: Implement CGL-Recommended Changes
- Fall - Winter - Spring: Collect Feedback on QuELS
- Spring 2009: Discuss QuELS in CGLs
- Summer 2009: Make modifications if needed.