

wisconsin department of public instruction report cards

wisconsin department of public instruction report cards are a vital resource for educators, parents, and community members seeking to understand the performance of schools and districts across the state. These report cards, developed and published by the Wisconsin Department of Public Instruction (DPI), offer a comprehensive snapshot of academic achievement, growth, attendance, and readiness for college and careers. In this article, you'll discover exactly what the report cards are, how they are created, what categories and metrics they include, and how to interpret the data for actionable insights. We'll also cover recent updates, the impact on school improvement, and answer frequently asked questions about the process. Whether you are a parent making decisions about your child's education or an educator looking to drive school improvement, this guide provides everything you need to know about the Wisconsin Department of Public Instruction report cards.

- Overview of Wisconsin Department of Public Instruction Report Cards
- Purpose and Importance of DPI Report Cards
- Key Components of the Report Cards
- How Report Card Scores Are Calculated
- Recent Updates and Changes to the Report Cards
- Interpreting and Using Report Card Results
- Common Challenges and Criticisms
- Frequently Asked Questions about Wisconsin DPI Report Cards

Overview of Wisconsin Department of Public Instruction Report Cards

The Wisconsin Department of Public Instruction (DPI) report cards are detailed documents published annually to evaluate and communicate the effectiveness of public schools and districts. These report cards are designed to provide transparency and accountability, helping stakeholders understand how schools are performing in key academic and non-academic areas. DPI report cards are based on a variety of data sources and are tailored to different types of educational institutions, including elementary, middle, and high schools as well as entire school districts.

By offering a standardized way to assess school performance, the Wisconsin DPI ensures that families, educators, and policymakers have access to reliable, comparable data. This system is also aligned with state and federal requirements for school accountability, making the report cards a cornerstone

of Wisconsin's commitment to educational excellence.

Purpose and Importance of DPI Report Cards

The primary purpose of the Wisconsin Department of Public Instruction report cards is to provide an objective assessment of school and district performance. These report cards serve several important functions:

- Inform parents and guardians about the quality of their local schools.
- Guide school districts and educators in identifying strengths and areas for improvement.
- Support state and federal accountability measures.
- Encourage continuous improvement through data-driven decision-making.
- Promote transparency and public trust in the education system.

The importance of the DPI report cards extends beyond simple rankings. They help drive targeted interventions, allocate resources, and spark meaningful conversations about educational equity and student outcomes across Wisconsin.

Key Components of the Report Cards

Each Wisconsin Department of Public Instruction report card includes a set of key components designed to provide a holistic view of school and district performance. These metrics measure both academic achievement and student success beyond test scores.

Student Achievement

Student achievement is a core component, reflecting how well students perform on state assessments in English Language Arts (ELA) and mathematics. This section assesses whether students are meeting or exceeding grade-level expectations.

School Growth

Growth measures evaluate student progress over time. Rather than focusing solely on proficiency, this component analyzes how much improvement students make from one year to the next, providing a fairer assessment of schools serving diverse student populations.

Target Group Outcomes

This section assesses the performance of the lowest-performing 25% of students within a school or district. By focusing on this subgroup, the report card highlights efforts to close achievement gaps and promote equity.

On-Track and Postsecondary Readiness

For high schools and districts, report cards include measures of student engagement and readiness for college or a career. Metrics may include graduation rates, attendance, and participation in advanced coursework.

Other Indicators

In addition to academic metrics, DPI report cards may include data on chronic absenteeism, discipline rates, and student engagement. These factors contribute to a comprehensive understanding of each school's learning environment.

How Report Card Scores Are Calculated

The calculation process for Wisconsin Department of Public Instruction report cards is detailed and data-driven. Each school or district receives a score in the four priority areas: Achievement, Growth, Target Group Outcomes, and On-Track/Postsecondary Readiness. These scores are combined into an overall accountability score, typically ranging from 0 to 100.

The weighting of each component may vary depending on the school's grade configuration. For example, elementary schools may have greater emphasis on achievement and growth, while high schools may have a larger focus on postsecondary readiness.

- Scores are adjusted for student demographics such as poverty levels and English language proficiency to ensure fairness.
- Schools and districts are assigned a rating category based on their overall accountability score, such as "Significantly Exceeds Expectations," "Exceeds Expectations," "Meets Expectations," "Meets Few Expectations," or "Fails to Meet Expectations."
- Report cards include graphical displays, narrative explanations, and detailed breakdowns to help stakeholders interpret the data easily.

Recent Updates and Changes to the Report Cards

The Wisconsin DPI regularly updates its report card methodology to reflect changes in educational standards, assessment tools, and accountability requirements. In recent years, several key updates have been implemented to make the system more robust and responsive to the needs of Wisconsin schools.

Updates may include revised weighting of components, new data sources, or improved metrics for measuring student growth and equity. For example, the inclusion of Target Group Outcomes in recent versions reflects a growing emphasis on closing achievement gaps and supporting all learners.

Additionally, the DPI has worked to improve the accessibility and user-friendliness of report card documents, making it easier for parents and community members to understand school performance at a glance.

Interpreting and Using Report Card Results

Wisconsin Department of Public Instruction report cards are more than just performance summaries—they are tools for meaningful school improvement. Interpreting the results requires a careful look at both the overall score and the individual component scores.

Stakeholders should consider:

- Trends over time: Are scores improving or declining year to year?
- Performance of different student groups: Are there achievement gaps to address?
- Contextual factors: How do scores relate to school resources, demographics, and community needs?
- Areas for targeted intervention: Where can schools invest resources for the greatest impact?

Many schools use report card data to inform strategic planning, set measurable goals, and communicate successes and challenges with families and the broader public.

Common Challenges and Criticisms

While the Wisconsin Department of Public Instruction report cards offer valuable insights, there are some common challenges and criticisms to consider. Some stakeholders argue that standardized test scores do not capture the full range of student learning or school quality, especially in schools serving high-need populations.

Other concerns include the complexity of the scoring system and the potential for report cards to

unintentionally stigmatize schools labeled as “failing.” The DPI continues to refine its methodology in response to feedback, striving for a system that is both rigorous and fair to all schools and students.

Despite these challenges, DPI report cards remain a crucial part of Wisconsin’s education accountability framework, driving ongoing efforts to improve outcomes for every student.

Frequently Asked Questions about Wisconsin DPI Report Cards

Below are some common questions and detailed answers about the Wisconsin Department of Public Instruction report cards.

Q: What is the primary goal of the Wisconsin Department of Public Instruction report cards?

A: The main goal is to provide a clear, objective assessment of school and district performance, helping stakeholders make informed decisions and supporting continuous improvement across Wisconsin’s education system.

Q: How are the overall scores on the report cards determined?

A: Overall scores are calculated using weighted measures of student achievement, growth, target group outcomes, and on-track/postsecondary readiness. The weights and data sources may vary depending on the school type.

Q: What information do parents find most useful in the DPI report cards?

A: Parents often focus on overall ratings, individual component scores (such as achievement and growth), and subgroup performance to understand how well a school supports students from diverse backgrounds.

Q: How often are Wisconsin DPI report cards updated?

A: Report cards are updated annually, typically reflecting data from the previous academic year and incorporating the latest standardized assessment results.

Q: What recent changes have been made to the report card system?

A: Recent changes include greater emphasis on equity through Target Group Outcomes, updates to scoring weights, and improvements to the clarity and accessibility of report card documents.

Q: Can a school's report card rating change from year to year?

A: Yes, ratings can change annually based on updated test scores, changes in student demographics, and school improvement efforts.

Q: What are the consequences for schools that receive low report card ratings?

A: Schools with low ratings may receive additional support and oversight from the DPI, along with targeted resources and interventions to address areas of need.

Q: How can educators use report card data to inform instruction?

A: Educators analyze report card data to identify gaps in achievement, set instructional goals, and implement evidence-based strategies for improvement.

Q: Are private schools included in the DPI report card system?

A: DPI report cards primarily cover public schools and districts, though private schools participating in voucher programs may also be evaluated under certain accountability measures.

Q: Where can stakeholders find the most recent Wisconsin Department of Public Instruction report cards?

A: The most recent report cards are available through the Wisconsin DPI's official channels and are released publicly each year for review by families, educators, and community members.

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Wisconsin Department of Public Instruction Report Cards: A Comprehensive Guide

Navigating the Wisconsin Department of Public Instruction (DPI) report cards can feel like deciphering a complex code. But understanding these reports is crucial for parents, educators, and community members alike, providing vital insights into the performance and progress of Wisconsin's schools. This comprehensive guide will break down the intricacies of these report cards, explaining what they contain, how to interpret the data, and how to use this information to advocate for improved education within your community. We'll delve into the key metrics, explain the scoring system, and offer tips for effectively utilizing the information provided.

Understanding the Structure of Wisconsin DPI Report Cards

The Wisconsin DPI report cards present a wealth of information designed to offer a transparent and comprehensive view of each school's performance. They aren't just simple grades; they're detailed snapshots of various aspects of school effectiveness. The reports typically include data across several key areas, making them a multifaceted tool for assessment.

Key Components of the Report Cards:

School Profile: This section provides basic information about the school, including its location, size, student demographics, and contact information. This context is vital for understanding the data presented later in the report.

Academic Achievement: This is a core section, detailing student performance on standardized tests like the Forward Exam. Expect to find data broken down by grade level and subject, often including proficiency rates and growth measures. Understanding these metrics allows you to compare performance within a school over time and against state averages.

School Climate and Culture: This increasingly important section explores the overall learning environment. It might include data related to student attendance, suspension rates, and school safety. These indicators give a holistic view of the school experience beyond academic performance.

Teacher and Staff Information: Information on teacher qualifications, experience, and professional development opportunities is often included. This section highlights the human capital contributing to the school's success.

Student Demographics: Detailed information on the student population's racial, ethnic, and socioeconomic backgrounds is crucial for understanding potential achievement gaps and ensuring equitable resource allocation.

Financial Information (sometimes included): Some report cards may include budgetary data, offering transparency into how school resources are allocated and utilized.

Interpreting the Data Effectively: Beyond the Numbers

The report cards don't just present raw numbers; they tell a story. However, interpreting this story requires careful consideration.

Key Metrics to Focus On:

Proficiency Rates: This indicates the percentage of students who scored proficient or above on standardized tests in each subject. Look for trends over time and compare the school's performance to state averages.

Growth Measures: This is crucial, showing how much students have progressed academically over time. A school with high growth may indicate effective teaching strategies, even if initial proficiency rates are lower.

Graduation Rates (for high schools): This metric is critical for assessing the school's success in preparing students for life after high school.

Suspension and Expulsion Rates: High rates may indicate underlying issues with school climate and discipline that need attention.

College and Career Readiness: This reflects the school's effectiveness in preparing students for post-secondary education or career paths.

Using the Report Cards for Advocacy and Improvement

The information contained within the Wisconsin DPI report cards is a powerful tool for positive change. Parents, educators, and community members can use this data to:

Identify areas needing improvement: Pinpointing specific weaknesses allows for targeted interventions and resource allocation.

Advocate for increased funding or resources: Data demonstrating a need can strengthen arguments for support from local and state authorities.

Engage in constructive dialogue with school administrators: Report card data provides a common ground for discussing improvements and developing action plans.

Promote accountability and transparency: Public access to this information encourages schools to strive for excellence.

Finding and Accessing Wisconsin DPI Report Cards

The Wisconsin DPI website is the primary source for accessing these reports. The website typically offers a user-friendly search function allowing you to locate your school's report card quickly and

easily.

Conclusion

The Wisconsin Department of Public Instruction report cards are invaluable resources for understanding and improving the quality of education in our state. By understanding the structure, interpreting the data effectively, and using the information for advocacy, we can all contribute to creating a more equitable and successful education system for all Wisconsin students. Using these resources responsibly will help create a stronger future for our communities.

Frequently Asked Questions (FAQs)

1. Are the report cards available in languages other than English? While the primary language is English, the DPI may offer translated versions or summaries depending on the school's demographics. Check the individual school report card for details.
2. How often are the report cards updated? Typically, they are updated annually, reflecting the most recent academic year's data.
3. Can I compare my school's performance to similar schools? Yes, the DPI website often provides tools for comparing schools based on various metrics and demographic factors.
4. What if I disagree with the information presented in the report card? You can contact the school administration directly to discuss your concerns and request clarification. You may also contact the Wisconsin DPI for further assistance.
5. Are there any limitations to the information provided in the report cards? The report cards present a snapshot of school performance based on available data. It's important to consider that they may not capture all aspects of a school's quality or effectiveness. Contextual factors should always be considered when interpreting the data.

wisconsin department of public instruction report cards: A Framework for K-12 Science Education National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on a Conceptual Framework for New K-12 Science Education Standards, 2012-02-28 Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades

K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

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wisconsin department of public instruction report cards: **Report of the Superintendent of Public Instruction of the State of Wisconsin** Wisconsin. Department of Public Instruction, 1944

wisconsin department of public instruction report cards: **How to Be an Indian in the 21st Century** Louis V. Clark (Two Shoes), 2017-01-26 In deceptively simple prose and verse, Louis V. Two Shoes Clark III shares his life story, from childhood on the Rez, through school and into the working world, and ultimately as an elder, grandfather, and published poet. How to Be an Indian in the 21st Century explores Clark's deeply personal and profound take on a wide range of subjects, from schoolyard bullying to workplace racism to falling in love. Warm, plainspoken, and wryly funny, Clark's is a unique voice talking frankly about a culture's struggle to maintain its heritage. His poetic storytelling style matches the rhythm of the life he recounts, what he calls the heartbeat of my nation.

wisconsin department of public instruction report cards: **Pediatric First Aid for Caregivers and Teachers** , 2013 Caregivers and teachers need to know what to do when a child is injured or becomes suddenly ill. Most injuries that require first aid care are not life-threatening. However, first aid can sometimes mean the difference between life and death. This course is designed to give caregivers and teachers the education they need to effectively care for children.

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Performance , 2007 This case study uses data from a school district with a voucher plan that has been in place since 1990 to determine if increased competition resulted in improved student performance.

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wisconsin department of public instruction report cards: *Reading and the Law* Robert James Harper, Gary Kilarr, 1978

wisconsin department of public instruction report cards: *The Story of Act 31* J P Leary, 2018-03-15 From forward-thinking resolution to violent controversy and beyond. Since its passage in 1989, a state law known as Act 31 requires that all students in Wisconsin learn about the history, culture, and tribal sovereignty of Wisconsin's federally recognized tribes. *The Story of Act 31* tells the story of the law's inception—tracing its origins to a court decision in 1983 that affirmed American Indian hunting and fishing treaty rights in Wisconsin, and to the violent public outcry that followed the court's decision. Author J P Leary paints a picture of controversy stemming from past policy decisions that denied generations of Wisconsin students the opportunity to learn about tribal history.

wisconsin department of public instruction report cards: *Health bibliography* , 1981

wisconsin department of public instruction report cards: *The Economics of School Choice* Caroline M. Hoxby, 2007-11-01 Now that the U.S. Supreme Court has declared school voucher programs constitutional, the many unanswered questions concerning the potential effects of school choice will become especially pressing. Contributors to this volume draw on state-of-the-art economic methods to answer some of these questions, investigating the ways in which school choice affects a wide range of issues. Combining the results of empirical research with analyses of the basic economic forces underlying local education markets, *The Economics of School Choice* presents evidence concerning the impact of school choice on student achievement, school productivity, teachers, and special education. It also tackles difficult questions such as whether school choice affects where people decide to live and how choice can be integrated into a system of school financing that gives children from different backgrounds equal access to resources. Contributors discuss the latest findings on Florida's school choice program as well as voucher programs and charter schools in several other states. The resulting volume not only reveals the promise of school choice, but examines its pitfalls as well, showing how programs can be designed that exploit the idea's potential but avoid its worst effects. With school choice programs gradually becoming both more possible and more popular, this book stands out as an essential exploration of the effects such programs will have, and a necessary resource for anyone interested in the idea of school choice.

wisconsin department of public instruction report cards: *Building Shared Responsibility for Student Learning* Anne Conzemius, Jan O'Neill, 2001 Who is responsible for student learning? Walk into an effective school and ask this question of anyone--a teacher, a student, the principal, a parent volunteer, a secretary--and you'll get the same answer: I am. Shared responsibility is something school communities build from within. It's what happens when all school people accept that what they do makes a difference in how all students learn . . . when they have the knowledge they need to make informed decisions about the best way to promote learning . . . and when they have the skills and opportunities to translate their ideas into effective action. Anne

Conzemius and Jan O'Neill present a practical framework for building shared responsibility within schools and school systems. They identify three critical components: * Focus--The common vision, mission, values, and expectations that provide clarity and lead to new levels of performance.* Reflection--The commitment to test assumptions, learn from data, and adjust practices accordingly. * Collaboration--The process of developing relationships where all work toward the same objectives and rely on each other to achieve their goals. Building shared responsibility for student learning is an ongoing activity--a journey and not a destination. This research-based resource provides a map in the form of effective structures, systems, processes, and policies. It explains how to set powerful goals and shares inspiring stories of educators who have embarked on this journey toward higher professional competency, increased staff satisfaction, rising test scores, and improved student results.

wisconsin department of public instruction report cards: Native People of Wisconsin, Revised Edition Patty Loew, 2015-10-06 So many of the children in this classroom are Ho-Chunk, and it brings history alive to them and makes it clear to the rest of us too that this isn't just...Natives riding on horseback. There are still Natives in our society today, and we're working together and living side by side. So we need to learn about their ways as well. --Amy Laundrie, former Lake Delton Elementary School fourth grade teacher An essential title for the upper elementary classroom, Native People of Wisconsin fills the need for accurate and authentic teaching materials about Wisconsin's Indian Nations. Based on her research for her award-winning title for adults, Indian Nations of Wisconsin: Histories of Endurance and Survival, author Patty Loew has tailored this book specifically for young readers. Native People of Wisconsin tells the stories of the twelve Native Nations in Wisconsin, including the Native people's incredible resilience despite rapid change and the impact of European arrivals on Native culture. Young readers will become familiar with the unique cultural traditions, tribal history, and life today for each nation. Complete with maps, illustrations, and a detailed glossary of terms, this highly anticipated new edition includes two new chapters on the Brothertown Indian Nation and urban Indians, as well as updates on each tribe's current history and new profiles of outstanding young people from every nation.

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wisconsin department of public instruction report cards: School, Family, and Community Partnerships Joyce L. Epstein, Mavis G. Sanders, Steven B. Sheldon, Beth S. Simon, Karen Clark Salinas, Natalie Rodriguez Jansorn, Frances L. Van Voorhis, Cecelia S. Martin, Brenda G. Thomas, Marsha D. Greenfeld, Darcy J. Hutchins, Kenyatta J. Williams, 2018-07-19 Strengthen programs of family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, the fourth edition of the bestseller School, Family, and Community Partnerships: Your Handbook for Action, presents tools and guidelines to help develop more effective and more equitable programs of family and community engagement. Written by a team of well-known experts, it provides a theory and framework of six types of involvement for action; up-to-date research on school, family, and community collaboration; and new materials for professional development and on-going technical assistance. Readers also will find: Examples of best practices on the six types of involvement from preschools, and elementary, middle, and high schools Checklists, templates, and evaluations to plan goal-linked partnership programs and assess progress CD-ROM with slides and notes for two presentations: A new awareness session to orient colleagues on the major components of a research-based partnership

program, and a full One-Day Team Training Workshop to prepare school teams to develop their partnership programs. As a foundational text, this handbook demonstrates a proven approach to implement and sustain inclusive, goal-linked programs of partnership. It shows how a good partnership program is an essential component of good school organization and school improvement for student success. This book will help every district and all schools strengthen and continually improve their programs of family and community engagement.

wisconsin department of public instruction report cards: Locally Played Benjamin Stokes, 2020-04-07 How games can make a real-world difference in communities when city leaders tap into the power of play for local impact. In 2016, city officials were surprised when Pokémon GO brought millions of players out into the public space, blending digital participation with the physical. Yet for local control and empowerment, a new framework is needed to guide the power of mixed reality and pervasive play. In *Locally Played*, Benjamin Stokes describes the rise of games that can connect strangers across zip codes, support the “buy local” economy, and build cohesion in the fight for equity. With a mix of high- and low-tech games, Stokes shows, cities can tap into the power of play for the good of the group, including healthier neighborhoods and stronger communities. Stokes shows how impact is greatest when games “fit” to the local community—not just in terms of culture, but at the level of group identity and network structure. By pairing design principles with a range of empirical methods, Stokes investigates the impact of several games, including Macon Money, where an alternative currency encouraged people to cross lines of socioeconomic segregation in Macon, Georgia; Reality Ends Here, where teams in Los Angeles competed to tell multimedia stories around local mythology; and Pokémon GO, appropriated by several cities to serve local needs through local libraries and open street festivals. *Locally Played* provides game designers with a model to strengthen existing networks tied to place and gives city leaders tools to look past technology trends in order to make a difference in the real world.

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wisconsin department of public instruction report cards: Legal Resource Manual , 1990

wisconsin department of public instruction report cards: Local Government Actions to Prevent Childhood Obesity National Research Council, Institute of Medicine, Transportation Research Board, Board on Population Health and Public Health Practice, Board on Children, Youth, and Families, Food and Nutrition Board, Committee on Childhood Obesity Prevention Actions for Local Governments, 2010-01-10 The prevalence of childhood obesity is so high in the United States that it may reduce the life expectancy of today's generation of children. While parents and other adult caregivers play a fundamental role in teaching children about healthy behaviors, even the most positive efforts can be undermined by local environments that are poorly suited to supporting healthy behaviors. For example, many communities lack ready sources of healthy food choices, such as supermarkets and grocery stores. Or they may not provide safe places for children to walk or play. In such communities, even the most motivated child or adolescent may find it difficult to act in healthy ways. Local governments-with jurisdiction over many aspects of land use, food marketing, community planning, transportation, health and nutrition programs, and other community issues-are ideally positioned to promote behaviors that will help children and adolescents reach and maintain healthy weights. *Local Government Actions to Prevent Childhood Obesity* presents a number of recommendations that touch on the vital role of government actions on all levels-federal, state, and local-in childhood obesity prevention. The book offers healthy eating and physical activity strategies for local governments to consider, making it an excellent resource for mayors, managers,

commissioners, council members, county board members, and administrators.

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wisconsin department of public instruction report cards: What We Know About Grading Thomas R. Guskey, Susan M. Brookhart, 2019-02-04 Grading is one of the most hotly debated topics in education, and grading practices themselves are largely based on tradition, instinct, or personal history or philosophy. But to be effective, grading policies and practices must be based on trustworthy research evidence. Enter this book: a review of 100-plus years of grading research that presents the broadest and most comprehensive summary of research on grading and reporting available to date, with clear takeaways for learning and teaching. Edited by Thomas R. Guskey and Susan M. Brookhart, this indispensable guide features thoughtful, thorough dives into the research from a distinguished team of scholars, geared to a broad range of stakeholders, including teachers, school leaders, policymakers, and researchers. Each chapter addresses a different area of grading research and describes how the major findings in that area might be leveraged to improve grading policy and practice. Ultimately, Guskey and Brookhart identify four themes emerging from the research that can guide these efforts: - Start with clear learning goals, - Focus on the feedback function of grades, - Limit the number of grade categories, and - Provide multiple grades that reflect product, process, and progress criteria. By distilling the vast body of research evidence into meaningful, actionable findings and strategies, this book is the jump-start all stakeholders need to build a better understanding of what works—and where to go from here.

wisconsin department of public instruction report cards: Corporal Punishment in U.S. Public Schools Elizabeth T. Gershoff, Kelly M. Purtell, Igor Holas, 2015-01-27 This Brief reviews the past, present, and future use of school corporal punishment in the United States, a practice that remains legal in 19 states as it is constitutionally permitted according to the U.S. Supreme Court. As a result of school corporal punishment, nearly 200,000 children are paddled in schools each year. Most Americans are unaware of this fact or the physical injuries sustained by countless school children who are hit with objects by school personnel in the name of discipline. Therefore, Corporal Punishment in U.S. Public Schools begins by summarizing the legal basis for school corporal punishment and trends in Americans' attitudes about it. It then presents trends in the use of school corporal punishment in the United States over time to establish its past and current prevalence. It then discusses what is known about the effects of school corporal punishment on children, though with so little research on this topic, much of the relevant literature is focused on parents' use of corporal punishment with their children. It also provides results from a policy analysis that examines the effect of state-level school corporal punishment bans on trends in juvenile crime. It concludes by discussing potential legal, policy, and advocacy avenues for abolition of school corporal punishment at the state and federal levels as well as summarizing how school corporal punishment is being used and what its potential implications are for thousands of individual students and for the society at large. As school corporal punishment becomes more and more regulated at the state level, Corporal Punishment in U.S. Public Schools serves an essential guide for policymakers and advocates across the country as well as for researchers, scientist-practitioners, and graduate students.

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3. How can educators engage students in practices to bring the NGSS to life? Helping Students Make Sense of the World Using Next Generation Science and Engineering Practices was developed for K-12 science teachers, curriculum developers, teacher educators, and administrators. Many of its authors contributed to the Framework's initial vision and tested their ideas in actual science classrooms. If you want a fresh game plan to help students work together to generate and revise knowledge—not just receive and repeat information—this book is for you.

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family action; personal and social responsibility; work of family; and learning to learn. Sample proficiency standards are also included. (BT)

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