

## **Standards-Based Report Cards**

### ***What is the same about Standard- Based and Traditional Report Cards?***

The purpose of reports cards is to communicate information about academic achievement and learner characteristics to parents and students.

Report cards will be distributed quarterly.

### ***What is different about the two report cards?***

Report cards report on what students know and can do in relation to established state and national standards.

Instead of letter grades, numbers will be used to communicate if students are EXCEEDING the grade-level (GL) standard (4), MEETING the GL standard (3), PARTIALLY meeting the GL standard (2), or BEGINNING to learn the GL standard (1).

## **FAQs – Frequently Asked Questions about Standards-Based Report Cards.**

### ***Why are we changing our report cards to Standard-Based Grading?***

The purpose of standards-based grading is to identify what a student knows, or can do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which doesn't always communicate clearly what a student has mastered.

### ***Do the performance descriptors on the report card correlate with letter grades?***

No, the following performance descriptors are used to indicate a student's progress in meeting academic grade-level learning standards. They are evaluated on a four-point scale.

### ***What marking system is used on the report cards?***

#### **Grade Scale Key:**

4- EXCEEDS STANDARD: The student consistently extends, demonstrates, or models a thorough understanding of the standard grade level beyond what was explicitly taught.

3- MEETS STANDARD: The student consistently meets the standard by demonstrating a thorough understanding of grade-level skills and concepts taught.

2 -PARTIALLY MEETSTANDARD: The student is approaching the standard but demonstrates more limited understanding of the grade level skills and concepts taught. Additional teacher support is needed.

1- DOES NOT MEET STANDARD: The student is having difficulty meeting the grade-level standard and is unable to demonstrate an understanding of the grade level skills and concepts taught without extensive teacher support.

N/A- The standard is not assessed at this time.

\* MODIFIED ASSIGNMENT = The student completes modified assignments in a particular standard.

### **Successful Learning Behavior Scale: Life Skills Key**

4- CONSISTENTLY: The student always demonstrates this behavior without prompting.

3- FREQUENTLY: The student usually demonstrates this characteristic but may require reminders from time to time.

2- SOMETIMES: The student demonstrates this characteristic some of the time and requires frequent reminders.

1-RARELY: The student seldom demonstrates this characteristic.

### ***How does standards-based grading differ from traditional-based grading?***

- a. Unlike traditional grading systems, a standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. In a traditional grading system, a student's performance for an entire quarter is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.
- b. Standards-based report cards separate academic performance from work habits and behavior to provide parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attitude, homework, and attendance are reported separately, not as an indicator of a student's academic performance.
- c. On traditional report cards, students receive one grade for reading, one for math, one for science and so on. On a standards-based report card, subjects are divided into a list

of skills and knowledge that students are responsible for learning. Students receive a separate score for each standard.

- d. Standards-based report cards tell parents which skills their child(ren) has/have mastered or whether he/she are working below, at, or above grade level. Parents can see exactly which learning objectives their child(re) has/have mastered.

***Will my student still receive teacher comments on their report card?***

Yes, Individualized feedback is an essential component of standards-based grading. Effective feedback is a more useful source of information than simply assigning a numeric value or letter grade to student work.

***What if my child has a 1 or a 2 on their report card?***

That is fine, a student may have 1's and 2's during the year, depending on when new concepts/standards are introduced during the year. For example: Number and Operation is a math standard - multiplication of a 2-digit number by a 1-digit number may be taught in the first quarter and a student masters the skill (3), and in the second quarter multiplication of a 3-digit by 3-digit number is taught. In the second quarter the student may receive a 2 since the standard has not been mastered.