

Kindergarten - Third Grade
Frequently Asked Questions about Standards-Based Report Cards and Rubrics

1. What is the purpose of the Standards-Based Report Cards?

The Standards-Based Report Card represents what the local school district feels is important to report to all stakeholders (i.e. parents, teachers and administrators, students) for each grade level K-3. However, the Standards-Based Report Card and Rubrics do not absolve the teachers from his/her responsibilities of teaching all of the Texas Essential Knowledge and Skills Standards (TEKS). Furthermore, the Standards-Based Report Card is designed to inform and provide a more detailed and accurate feedback to parents regarding their child's progress towards mastery of specific learning standards at their grade level.

2. How many assessments are enough to determine student mastery of the standards or elements listed on the Report Card?

All of the "Marking System" for ("Mastery/Meets" 3) the standard include the words "consistently." Therefore, one assessment is rarely enough to demonstrate a full grasp of any TEKS element(s) in English, Language Arts, Math, Science or Social Studies. Several formative assessments over a period of time are the best way for a teacher to get a true and accurate picture of the academic range of what a student can do.

3. How and where will students be assessed and evaluated on their proficiency of the TEKS standards and elements?

Students should be assessed in naturally occurring classroom contexts, as the teacher sees appropriate. The following represents a fraction of the opportunities for this to occur:

- *Workstation Activities*
- *Teacher Directed Instruction*
- *Directed Reading time*
- *Directed Math time*
- *Language Arts time*
- *Independent Reading time*
- *Participating in hands-on practice and application (print and online)*
- *Anecdotal notes from participation during any class activities*
- *McGraw Hill Wonders Assessments/Envisions & Investigations Assessments/STEMScopes Assessments*

- Istation/Imagine Math/Education Galaxy Assessment Data
- District-created Report Card Assessments (Kinder & 1st)

4. How soon can a student attain a 3 “Mastery/Meets” on the Report Card? (i.e. Is it possible during the 1st 9 weeks?)

Since the report card and supporting rubrics represent what a child should know and be able to do by the end of the school year, for the majority of students achieving mastery during the first nine weeks is highly unlikely, unless it is a foundational skill. However, if the teacher has sufficiently documented evidence that a student has mastered a particular concept/skill a student can achieve a 3 “Mastery/Meets” on his/her report card during the first nine weeks. Also, all stakeholders should be reminded that if a student is determined as indicated on the report card to achieve “Mastery/Meets”, that the “3” represents the child achieving this level of proficiency “consistently” over a period of time.

5. Can a student perform at the “Mastery/Meets level” as indicated by the report card and go down on the Report card during a subsequent 9 wks?

Yes. However, the teacher should do everything that they can to prevent this from happening. Therefore, grades placed on the report card should be indicative of tangible assessment and documentation of the child’s performance over a period of time. (i.e. It is better to err on the side of time, if there have not been enough opportunities for the student to demonstrate mastery of a standard.)

6. How often will progress reports come home?

Progress Reports should be expected to come home at the midpoint of each grading period, during the 4th week of the nine week period.

7. How will students be graded on weekly assignments?

Teachers will use the grade reporting key that is found on the report card. These assignments will provide the teacher with data, along with assessments (formal and informal), projects, etc. that in turn will provide tangible evidence for the teacher to assign report card grades, averaging them as needed.

*Kindergarten: 3 = Mastery of Standard; 2 = Approaching Mastery; 1 = Beginning Progress
First & Third Grades: 3 = Meets Standard; 2 = Progress Being Made; 1 = Area of Concern/
Not Appropriate Progress*

8. What expectations should be in place for grades provided by special area teachers (P.E., Art, Music)?

Special area teachers are expected to provide a performance grade (1, 2, or 3) and a Behavior Grade for each grading period using the Conduct scores on the report card. It is the teacher's responsibility to relay this information to the specials' teachers at the beginning of the year and throughout the year as needed.

9. Once a student has earned a “3” based on documented evidence, will a teacher continue to assess his/her progress over subsequent 9 wk. grading periods?

Yes. The goal is to ensure that the child has mastered the concept over a period of time.

10. What do the “gray” boxes represent on the Standards-Based Report Card?

Please remember that the “unshaded” boxes references when a particular standard will be taught, monitored, and assessed for reporting on the Standards-Based Report Card. However, it is very important to note that because the Report Card provides data for instructional purposes, teachers must be cognizant of the “gray” boxes as well and what mastery looks like according to the Teacher Rubric.