

# Standards Based Grading

## at the Primary Level

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# Study Objective

How do our current primary grading practices compare with other highly effective school districts?

How can we best provide feedback to parents on student achievement and growth?

When are letter grades introduced and most effective in reporting student progress?

# Methodology and Research

1. Examination of current Wyoming Grading Practices
2. Meta-analysis of grading practices in the last 100 years
3. Compiled data from highly performing school districts within our area
4. Expanded our search nationwide
5. This information was used to determine when letter grades were introduced

# Methodology and Research: Current Wyoming Grading Practices

# Current Primary Wyoming Report Cards (K-2)

## EXPLANATION OF MARKING SYSTEM (Grading Code)

S = Satisfactory

N = Needs Improvement

P = Progressing

X = Not Applicable

BEHAVIORS THAT AFFECT LEARNING (i)	1	2	3	4
CLASSROOM EXPECTATIONS	P	P	P	P
Completes work on time	P	P	P	S
Follows directions	P	P	P	P+
Uses time productively	N	N	N	P
Takes pride in work	S	S	S	S
Works independently	P	P	P	P
Possesses organizational skills	N	N	N	N
SOCIAL DEVELOPMENT	P	P	P	P
Works cooperatively	N	N	N	P
Respects rights, feelings, & ideas of peers and adults	P	P	P	P
Accepts responsibility for actions	N	N	N	P
Practices self-control	N	P	P	P
Follows school rules	N	P	P	P
Attempts to resolve conflicts	X		X	X

LANGUAGE & LITERACY (j)	1	2	3	4
Uses a variety of strategies to decode new words	P	P	P	P
a. Understands pictures	S	S+	S+	S+
b. Understands phonics	P	P+	P+	P+
c. Understands vocabulary	P	P	P	P
Comprehends what is read	P	P	P	P
Reads independently	N	S	S	S+
Self-corrects for meaning	P	P	P+	P+
Applies reading skills to accomplish work	P	P	P	P
Uses word-study strategies to spell correctly in writing	P	N	P	P

# Current Primary Wyoming Report Cards (3 - 4)

## EXPLANATION OF MARKING SYSTEM

### ACHIEVEMENT

- A - Excellent
- B - Very Good
- C - Satisfactory
- D - Below Average
- N - Needs Improvement
- X - Not Applicable

### CLASSROOM EXPECTATIONS, SOCIAL DEVELOPMENT & EFFORT

- O - Outstanding
- S - Satisfactory
- I - Improving
- N - Needs improvement

<b>READING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
ACHIEVEMENT	A	A	A	A
EFFORT	O	O	O	O
Reads fluently with expressions				
Applies word attack strategies				
Comprehends well				
Draws conclusions				
Understands & uses vocabulary				

# Envisions

2:18

SAVVAS realize™

94% 89% 83%

2.NBT.A.1 2.NBT.A.4 2.G.A.3

Standard Info Standard Info Standard Info

69%	0/1	6/6	4/4
76%	1/1	6/6	3/4
52%	1/1	6/6	4/4
48%	1/1	6/6	1/4
83%	1/1	6/6	3/4
83%	1/1	6/6	2/4
69%	1/1	6/6	3/4
93%	1/1	6/6	4/4
72%	1/1	6/6	4/4
69%	1/1	5/6	4/4


savvasrealize.com

# MobyMax

Ohio's Learning Standards	Ending Proficiency	Beginning Proficiency	Increase <Decrease>
2.CSE Conventions of Standard English	91%	91%	0%
L.2.1 Demonstrate command of the conventions of standard English grammar...	0%	0%	0%
L.2.1.a Use collective nouns (e.g., group).	100%	100%	0%
L.2.1.b Form and use frequently occurring irregular plural nouns (e.g.,...)	100%	100%	0%
L.2.1.c Use reflexive pronouns (e.g., myself, ourselves).	100%	100%	0%
L.2.1.d Form and use the past tense of frequently occurring irregular...	100%	100%	0%
L.2.1.e Use adjectives and adverbs, and choose between them depending on...	100%	100%	0%
L.2.1.f Produce, expand, and rearrange complete simple and compound...	100%	100%	0%
L.2.2 Demonstrate command of the conventions of standard English...	0%	0%	0%
L.2.2.a Capitalize holidays, product names, and geographic names.	100%	100%	0%
L.2.2.b Use commas in greetings and closings of letters.	100%	100%	0%
L.2.2.c Use an apostrophe to form contractions and frequently occurring...	100%	100%	0%



# Lexia

Common Core State Standards (CCSS) | Core5 | 2nd Grade Standards |  In Progress | Accuracy: All

Student Expectations in CCSS		Supporting Units in Core5		
Notation	Description	Status	Completed	Accuracy
CCSS.ELA-Literacy.L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	0%	0 of 17	n/a
CCSS.ELA-Literacy.L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	0%	0 of 17	n/a
CCSS.ELA-Literacy.L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	100%	20 of 20	High
CCSS.ELA-Literacy.L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).	45%	14 of 31	High
CCSS.ELA-Literacy.L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	0%	0 of 26	n/a
CCSS.ELA-Literacy.L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	0%	0 of 16	n/a
CCSS.ELA-Literacy.L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	0%	0 of 34	n/a
CCSS.ELA-Literacy.L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	0%	0 of 8	n/a
CCSS.ELA-Literacy.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	0%	0 of 8	n/a

# Methodology and Research Cont: Meta-analysis of Grading Practices

# Research Findings

- A Century of Grading Research: Meaning and Value in the Most Common Educational Measure. Review of Educational Research (2016)
- Two Main Findings with traditional grading
  - Teacher assigned grades: subjective and unreliable
  - Variability: lack of criteria or differences within criteria

# Research Findings

- A growing body of research would suggest a shift to Standards Based Grading System (Munoz & Gusky 2015; O'Conner 2007; Scriffiny 2008)
- “Standards-based grading is an effective way to give feedback and evaluate students’ performances using clearly defined criteria for specific learning standards.”
- [https://www.marzanoresources.com/resources/tips/slqtsbg\\_tips\\_archive/](https://www.marzanoresources.com/resources/tips/slqtsbg_tips_archive/)

# Examples of Standards Based Grading (Mariemont: Kindergarten)

## Performance Level Key:

- 1 - Consistently meeting or extending the standard this quarter.
- 2 - Progressing toward understanding the standard this quarter but requires practice and support.
- 3 - Developing understanding of the standard this quarter but experiences difficulty and requires consistent practice and support.
- NA - Not assessed at this time

ENGLISH LANGUAGE ARTS	1	2	3	4
<b>Literature</b>				
Asks and answers questions about key details in a text.				
Retells familiar stories.				
Identifies characters, setting, and major events in a story.				
Identifies the author and illustrator of a story and the role of each.				
Compares and contrasts different characters in familiar stories.				
Actively engages in group reading activities.				
<b>Informational Text</b>				
Identifies the difference between fiction and nonfiction texts.				
Tells the main idea of a nonfiction book.				

# Examples of Standards Based Grading (Mariemont: Kindergarten)

ENGAGED STUDENT CHARACTERISTICS	1	2	3	4
Demonstrates enthusiasm and passion for learning.				
Works well independently.				
Shows leadership and/or initiative.				
Works well with others.				
Uses feedback to improve learning.				
Asks for help when needed.				
Is a good problem solver.				
Is willing to try new or difficult tasks.				
Positively contributes to the classroom and school community				
Makes connection between learning and the world.				
Comments				
1 <sup>st</sup> :				
2 <sup>nd</sup> :				
3 <sup>rd</sup> :				
4 <sup>th</sup> :				

# Example of Standards Based Grading (Indian Hill: Grade 2)

MATH	1	2	3	4
<b>Operations and Algebraic Thinking</b>				
Uses addition and subtraction within 100 to solve one-step and two-step word problems.				
<b>Number and Operations in Base Ten</b>				
Understands place value for ones, tens, and hundreds.				
Reads and writes numbers to 100 using base-ten numerals, number names, and expanded form.				
Using a strategy, adds and subtracts within 1000.				
Adds up to 4 two-digit numbers.				
<b>Measurement and Data</b>				
Tells and writes time to the nearest 5 minutes.				
Solves problems involving money.				
Finds the value of a collection of coins (pennies, nickels, dimes, quarters).				
<b>Geometry</b>				
Identifies and labels fractions for $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ .				

SCIENCE	1	2	3	4
Participates in discussions & activities				

SOCIAL STUDIES	1	2	3	4
Participates in discussions & activities				

## Explanation of Marking System (Grading Code)

- 4 Exceeds grade level expectations
- 3 Meets grade level expectations
- 2 Progressing toward grade level expectations
- 1 Needs consistent support

BEHAVIORS THAT AFFECT LEARNING	1	2	3	4
Thinks about and works with others to get things done.				
Keeps body in the group.				
Demonstrates listening with nonverbal messages in order to foster successful communication and interaction.				
Recognizes and demonstrates the behaviors that are expected in specific environments.				
Reactions match the size of the problem.				

LITERACY	1	2	3	4
<b>Reading</b>				
Reads at current grade level instructional expectation.				
Reads and understands literature.				
Reads and understands informational texts.				
Reads fluently with appropriate pace and expression; paying attention to punctuation to support comprehension.				
Knows and applies grade level phonics and decoding skills.				
Uses text evidence to support thinking.				
<b>Writing</b>				
Writes organized, genre-specific pieces (informative, opinion, narrative).				
Responds to revision and editing suggestions from adults and peers.				
Applies correct spelling of grade-level Snap words.				
Applies correct spelling of grade-level spelling patterns.				
Demonstrates a command of grammar, capitalization, and punctuation.				

# Example of Standards Based Grading (Oakwood, OH; Bridgewater-Rariton, NJ; David Douglas, OR)

Second Grade  
2019-2020 Report Card  
Harman School  
735 Harman Ave. Dayton, Ohio  
Phone (937) 297-5338  
Superintendent Dr. Kyle Ramey

Student \_\_\_\_\_ Grade 02  
Teacher \_\_\_\_\_ Year 19/20  
Principal Sarah Patterson

Attendance	1	2	3	4
Hours Absent				
Times Tardy				

**Academic Performance Levels**  
1 = Consistently meeting or extending the standard this quarter  
2 = Progressing toward understanding the standard this quarter but requires practice and support  
3 = Developing understanding of the standard this quarter but experiences difficulty and requires consistent practice and support  
= No mark indicates not assessed at this time

ELA-READING	2	3	4
<b>Foundational Skills</b> Knows and applies grade level phonics and word analysis skills to accurately decode text Reads fluently with appropriate pace and expression, paying attention to punctuation to support comprehension.			
<b>Literature</b> Summarizes stories including key details, setting, and major events. Identifies central message or moral of a text, and describes characters and their responses. Reads and understands a variety of texts (poems, plays, fairy tales, and fables). Compares and contrasts story elements across texts.			
<b>Informational Text</b> Identifies the main ideas and key details in a text. Understands how to use various text features to locate key facts and information in a text. Compares and contrasts the most important points presented by two texts on the same topic.			
<b>Speaking &amp; Listening</b> Participates in group discussions. Speaks on topic using details in complete sentences.			
<b>ELA-WRITING</b>			
<b>Text Types and Purpose</b> Writes organized opinion pieces with reasons to support that opinion. Writes organized informative texts where a topic, facts, and definitions are written. Writes organized, well-developed narratives with sequenced events and descriptive details. Responds to revision and editing suggestions from adults and peers.			
<b>Conventions of English</b> Demonstrates a command of grammar and usage.			

MATHEMATICS	2	3	4
<b>Operations and Algebraic Thinking</b> Represents and solves word problems involving addition and subtraction. Fluently adds within 20. Fluently subtracts within 20. <b>Number and Operations</b> Understands place value (ones, tens, hundreds). Uses place value understanding and properties of operations to add up to 3-digit numbers. Uses place value understanding and properties of operations to subtract up to 3-digit numbers. Reads, writes, and represents numbers to 1,000. <b>Measurement and Data</b> Measures and estimates lengths in standard units. Relates addition and subtraction to length. Tells and writes time for analog and digital clock to five minutes using a.m. and p.m. Solves word problems with dollars, quarters, dimes, nickels, and pennies. Represents and interprets data.			
<b>Geometry</b> Identifies 2D and 3D shapes and their attributes. Identifies and represents fractions (halves, thirds, fourths, etc.).			
<b>SOCIAL STUDIES</b> Explains that time can be shown graphically on calendars and timelines. Interprets maps and their symbols to answer questions about location and places. Understands that personal accountability includes making responsible choices, taking responsibility for personal actions, and respecting others. Explains that people use money to buy and sell goods and services.			
<b>SCIENCE</b> Uses questions and observations to communicate scientific thinking.			



Crim Primary School  
BRIDGEWATER-RARITON REGIONAL SCHOOL DISTRICT  
836 Newmans Lane · Bridgewater, NJ 08807 · 908.685.2777.Fax 908.231.8496

## Second Grade Standards-Based Report Card

Student Name: Last Name, First Name \_\_\_\_\_  
Student ID: 1120238 \_\_\_\_\_

### Subject Area Competencies -

Mathematics	M2	M3	M4
<b>Mathematics: Numbers and Operations in Base Ten</b> Skip counts within 1,000 by 5s, 10s, and 100s Reads and writes numbers to 1,000 using number, word and expanded form Compares two 3-digit numbers using symbols ( $>$ , $=$ , $<$ ) Mentally adds 10 or 100 to a given number from 100-900 Adds up to four 2 digit numbers Adds and subtracts within 1,000 using concrete models or drawings			
<b>Mathematics: Operations and Algebraic Thinking</b> Adds fluently within 20 Subtracts fluently within 20 Uses addition and subtraction within 100 to solve one- and two-step word problems Distinguished between odd and even numbers Model with equal groups, arrays and repeated addition to find the total number of objects (up to 25)			
<b>Mathematics: Measurement and Data</b> Estimates lengths using inches, feet, centimeter and meter Compares measurements of an object taken with two different units of measure and describes how the two measures are related Tells time to the nearest 5 minutes using a.m. and p.m. Shows money amounts with coins and bills using \$ and ¢ symbols Generates, reads and interprets data on picture graphs, bar graphs and line plots			
<b>Mathematics: Geometry</b> Identifies and draws a triangle, quadrilateral, pentagon, hexagon and cube			



David Douglas School District 40  
Portland, Oregon

Report Card  
Grade 2

Student Information			School Information		
Student Name:			School Name:		
Student ID:			Principal:		
School Year:			School Phone:		
Grade:	2		School Address:		
Teacher:					
Attendance	Semester 1	Semester 2	Student Services		
Days Present			Active ELL		
Days Absent			Monitored ELL		
Attendance Rate			Talented and Gifted		
Tardy or Left Early			Special Education		

Proficiency Scale		
4	<b>Proficient</b>	The student consistently demonstrates mastery of the grade level standards. Evidence shows ability to apply concepts in a variety of contexts.
3	<b>Approaching Proficiency</b>	The student is able to demonstrate partial understanding of the grade level standards. Student still produces evidence that may often contain errors.
2	<b>Minimal Proficiency</b>	The student is not demonstrating understanding of the grade level standards. Student produces evidence that is significantly below grade level.
1	<b>Insufficient Evidence Towards Proficiency</b>	There is a lack of evidence to determine proficiency of the grade level standards.
NA	<b>Not Applicable</b>	The standard was not addressed this semester or the student was not enrolled long enough to accurately assess.

READING	S1	S2
Use grade-level phonics and word analysis skills in decoding words. <b>RF.3</b> Read grade-level text with accuracy and fluency to support comprehension. <b>RF.4</b> Read and comprehend literature and informational text independently and proficiently. <b>RL.10, RI.10</b> Ask and answer questions to demonstrate understanding of text. <b>RL.1, RI.1, RL.6, RI.7, RI.3, RI.6, RI.8, SL.2</b> Recount stories and determine the central message. <b>RL.2, RI.9</b> Identify the main topic of a text or paragraph. <b>RI.2, RI.9</b> Describe how characters respond to major events and challenges. <b>RL.3</b> Describe the structure of a story, including beginning, middle and end. <b>RL.6</b> Use text features to locate information efficiently. <b>RI.5, RI.7</b>		

WRITING	S1	S2
Using the writing process, write opinion pieces with an introduction, supporting reasons and a conclusion. <b>W.1, W.5, W.6</b> Using the writing process, write information pieces with an introduction, facts and a conclusion. <b>W.2, W.5, W.6</b> Using the writing process, write detailed narrative pieces using temporal words (first, next, then, last) to show sequence of events. <b>W.3, W.5, W.6</b> Using the writing process, participate in shared research and writing projects. <b>W.7, W.8</b>		



# Methodology and Research Cont: Grading Practices of Local Districts

# Findings

- Majority of local high performing districts use standards based grading practices
  - 8 out of 8 schools researched utilize this practice
- See Appendix Figure 1 (pg. 5)
- On average, these districts introduce letter grades at grade 4.8

# Methodology and Research Cont: Grading Practices of Outside Districts

# Findings

- Stanford Educational Opportunity Project
  - Identifying districts making rapid growth
- 9 of the 11 schools researched utilized Standards Based Grading Policies
  - Appendix B (pg. 7)
- On average, letter grades are introduced at grade 4.2

# Recommendations

# Recommendation - Report Card

1. Transitioning K-4 grades to a Standards Based Grading Model rather than Traditional Model:
  - a. Improves communication between the teacher, student and parent.
  - b. Excel student growth as there will be more feedback opportunities (New report card will provide important milestones to reach throughout the year).

# Recommendations - Team

1. Assemble Small Committee at Every Primary Grade Level to Design/Develop Standard Report Card:
  - a. Administrators
  - b. Teachers
  - c. Parent(s)

# Recommendations - Timeline

**3 Year Rollout Option**

**2 Year Rollout Option**



# Recommendations - Timeline

## 3 Year Rollout Option

Year 1	<ul style="list-style-type: none"><li>- Revise Existing K-2 Standards Based Report Card</li><li>- Keep 3-4 Grade Report Card as Traditional</li></ul>
Year 2	<ul style="list-style-type: none"><li>- Transition 3rd Grade to New Standards Based Report Card</li><li>- Keep 4th Grade Traditional</li></ul>
Year 3	<ul style="list-style-type: none"><li>- Transition 4th Grade to Standards Based Report Card</li></ul>

## 2 Year Rollout Option

# Recommendations - Timeline

<b>3 Year Rollout Option</b>	
Year 1	<ul style="list-style-type: none"><li>- Revise Existing K-2 Standards Based Report Card</li><li>- Keep 3-4 Grade Report Card as Traditional</li></ul>
Year 2	<ul style="list-style-type: none"><li>- Transition 3rd Grade to New Standards Based Report Card</li><li>- Keep 4th Grade Traditional</li></ul>
Year 3	<ul style="list-style-type: none"><li>- Transition 4th Grade to Standards Based Report Card</li></ul>

<b>2 Year Rollout Option</b>	
Year 1	<ul style="list-style-type: none"><li>- Revise Existing K-2 Standards Based Report Card</li><li>- Create 3rd Grade Standards Based Report Card</li><li>- Keep 4th Grade Traditional</li></ul>
Year 2	<ul style="list-style-type: none"><li>- Transition 4th Grade to Standards Based Report Card</li></ul>

# Recommendations - Template

1. New Standards Based Report Card could Include the Following:



Wyoming City School District  
(HILL TOP, VERMONT, ELM) ELEMENTARY  
(K-4) Progress Report 2022-2023

# Recommendations - Template

1. New Standards Based Report Card could Include the Following:
  - a. Header - Student Information, Teacher, Principal, Grade Level, Etc.



Wyoming City School District  
(HILL TOP, VERMONT, ELM) ELEMENTARY  
(K-4) Progress Report 2022-2023

Student	Grade
Teacher	Year
Principal	Student ID

# Recommendations - Template

1. New Standards Based Report Card could Include the Following:
  - a. Header - Student Information, Teacher, Principal, Grade Level, Etc.
  - b. Performance/Academic Key - Provides new language used to describe standard level. [*Madeira (Letters)/Indian Hill (#)*]



Wyoming City School District  
(HILL TOP, VERMONT, ELM) ELEMENTARY  
(K-4) Progress Report 2022-2023

Student		Grade
Teacher		Year
Principal		Student ID

**Performance Level Key:**

E = Exceeding the Standard (Consistently high performance)  
M = Meeting the Standard (Meets grade level expectations)  
P = Progressing Toward the Standard  
L = Limited Progress  
NA = Not Assessed at This

**EFFORT/ENGAGED STUDENT CHARACTERISTICS KEY**

+ = Consistently exceeds expected behavior  
- = Not yet demonstrating expected behavior

# Recommendations - Template

1. New Standards Based Report Card could Include the Following:
  - a. Header - Student Information, Teacher, Principal, Grade Level, Etc.
  - b. Performance/Academic Key - Provides new language used to describe standard level. [*Madeira (Letters)/Indian Hill (#)*]
  - c. Expectation for Quarter - Includes specific progress milestones by quarter - ex. # of letters required for each quarter in Kindergarten. [*Mariemont*]



Wyoming City School District  
(HILL TOP, VERMONT, ELM) ELEMENTARY  
(K-4) Progress Report 2022-2023

Student		Grade	
Teacher		Year	
Principal		Student ID	

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**EFFORT/ENGAGED STUDENT CHARACTERISTICS KEY**

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**Expected Progress by Quarter:**

SUBJECT 1:	1st Q - XYZ	2nd Q - XYZ	3rd Q - XYZ	4th Q - XYZ
SUBJECT 2:	1st Q - XYZ	2nd Q - XYZ	3rd Q - XYZ	4th Q - XYZ
SUBJECT 3:	1st Q - XYZ	2nd Q - XYZ	3rd Q - XYZ	4th Q - XYZ

# Recommendations - Template

1. New Standards Based Report Card could Include the Following:
  - a. Header - Student Information, Teacher, Principal, Grade Level, Etc.
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  - c. Expectation for Quarter - Includes specific progress milestones by quarter - ex. # of letters required for each quarter in Kindergarten. [*Mariemont*]
  - d. Standards Grade Section - Used to determine progress and feedback for child's growth in each subject.



Wyoming City School District  
(HILL TOP, VERMONT, ELM) ELEMENTARY  
(K-4) Progress Report 2022-2023

<b>Student</b>		<b>Grade</b>	
<b>Teacher</b>		<b>Year</b>	
<b>Principal</b>		<b>Student ID</b>	

**Performance Level Key:**  
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**EFFORT/ENGAGED STUDENT CHARACTERISTICS KEY**  
 += Consistently exceeds expected behavior  
 -= Not yet demonstrating expected behavior

Expected Progress by Quarter:				
SUBJECT 1:	1st Q - XYZ	2nd Q - XYZ	3rd Q - XYZ	4th Q - XYZ
SUBJECT 2:	1st Q - XYZ	2nd Q - XYZ	3rd Q - XYZ	4th Q - XYZ
SUBJECT 3:	1st Q - XYZ	2nd Q - XYZ	3rd Q - XYZ	4th Q - XYZ

SUBJECT 1	1	2	3	4
<b>FOCUS AREA 1</b>				
Standard Verbiage Detail A				
Standard Verbiage Detail B				
<b>FOCUS AREA 2</b>				
Standard Verbiage Detail A				
Standard Verbiage Detail B				
Standard Verbiage Detail C				
<b>FOCUS AREA 3</b>				
Standard Verbiage Detail A				
Standard Verbiage Detail B				
<b>FOCUS AREA 4</b>				
Standard Verbiage Detail A				
Standard Verbiage Detail B				
<b>FOCUS AREA 5</b>				
Standard Verbiage Detail A				
Standard Verbiage Detail B				
Standard Verbiage Detail C				

# Recommendations - Template

1. New Standards Based Report Card could Include the Following:
  - a. Header - Student Information, Teacher, Principal, Grade Level, Etc.
  - b. Performance/Academic Key - Provides new language used to describe standard level. [*Madeira (Letters)/Indian Hill (#)*]
  - c. Expectation for Quarter - Includes specific progress milestones by quarter - ex. # of letters required for each quarter in Kindergarten. [*Mariemont*]
  - d. Standards Grade Section - Used to determine progress and feedback for child's growth in each subject.
  - e. Comment Section - Open dialogue section for teachers to write about student and personalize the report card.



Wyoming City School District  
(HILL TOP, VERMONT, ELM) ELEMENTARY  
(K-4) Progress Report 2022-2023

Student		Grade	
Teacher		Year	
Principal		Student ID	

**Performance Level Key:**  
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 L = Limited Progress  
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**EFFORT/ENGAGED STUDENT CHARACTERISTICS KEY**  
 += Consistently exceeds expected behavior  
 -= Not yet demonstrating expected behavior

**Expected Progress by Quarter:**

SUBJECT 1:	1st Q - XYZ	2nd Q - XYZ	3rd Q - XYZ	4th Q - XYZ
SUBJECT 2:	1st Q - XYZ	2nd Q - XYZ	3rd Q - XYZ	4th Q - XYZ
SUBJECT 3:	1st Q - XYZ	2nd Q - XYZ	3rd Q - XYZ	4th Q - XYZ

SUBJECT 1	1	2	3	4
<b>FOCUS AREA 1</b>				
Standard Verbiage Detail A				
Standard Verbiage Detail B				
<b>FOCUS AREA 2</b>				
Standard Verbiage Detail A				
Standard Verbiage Detail B				
Standard Verbiage Detail C				
<b>FOCUS AREA 3</b>				
Standard Verbiage Detail A				
Standard Verbiage Detail B				
<b>FOCUS AREA 4</b>				
Standard Verbiage Detail A				
Standard Verbiage Detail B				
<b>FOCUS AREA 5</b>				
Standard Verbiage Detail A				
Standard Verbiage Detail B				
Standard Verbiage Detail C				
Comments				
1 <sup>st</sup> :				
2 <sup>nd</sup> :				
3 <sup>rd</sup> :				
4 <sup>th</sup> :				



# Study Objective Recap

How do our current primary grading practices compare with other highly effective school districts?

- From our findings, many other high performing schools, both locally and nationally, utilize Standards Based Grading policies, unlike Wyoming City Schools.

How can we best provide feedback to parents on student achievement and growth?

- Our team recommends a shift to Standards Based
- report cards. We have identified some report card features that we would recommend including, however specific report card details/standards reported would be decided by small committees of grade-level educators/administrators/parents.

When are letter grades introduced and most effective in reporting student progress?

- Research indicates there is not a definitive grade that is most effective and largely varies by school district (Average around grade 4)

# Differences between SBG and traditional grading

Adapted from O'Connor, K (2009)  
How to grade for learning k-12.

Traditional Systems	Standards-Based Systems
Grades given by subject as an average of all assignments.	Grades given by reporting standards, reported separately.
Percentage system (101 levels) is used with incomplete assignments (zeros) having a disproportional effect.	Three levels of reporting that only consider the evidence produced.
Criteria for success is often unclear or assumed to be known by students.	Publicly published criteria for success.
Letter grades are a mix of achievement, attitude, effort, and behavior.	Reporting levels indicate the degree of achievement on each reporting standard.
Penalties, extra credit, and group scores are included.	Achievement and effort are reported separately.  Only individual evidence is used.
Curriculum and instruction are teacher centered, textbook driven, and may not be aligned to the standards. (teaching focused)	Curriculum and instruction are student centered and aligned to standards. (learning focused)
All assignments included, regardless of purpose.	Only those assignments which come at the end of learning (summative) are included.
Homework completion can be a major factor.	Assignments which are part of the learning process (formative) are used for feedback and planning instruction, not grading.
All scores from the grading period included. Multiple assessments recorded as average.	Most recent evidence emphasized and students are able to demonstrate mastery in a variety of ways.
Mean is the primary way grades are "calculated."	Grades are "determined" using professional judgement, relying on the median, mode, or most recent.