

USD #305  
Grade Card Information  
K-5



## Standards-Referenced Grading and Reporting

### *Grading practices*

*What is standards-referenced grading?*

*How is standards-referenced grading different?*

Salina Public Schools



## ***Grading Practices***

Salina Public Schools practice “Learning For All...Whatever It Takes.” We believe grading practices can be improved by increasing the specificity of what we report. Because we want you to have accurate, specific information about your child’s progress, Salina Public Schools introduced a revised report card for grades K through 5 during the 2016-17 school year. We will continue to reference this booklet and make updates as needed each year.

Through the work in Summer Curriculum Academy the last several years, teachers from all grade levels have discussed learning standards as well as improved communication about your child’s learning.

- Teachers report content standards separate from social skills and work habits
- Learning progress in language arts, math and physical education is reported based on specific standards

This booklet explains why we changed, explains the grading, and what you can continue to expect from standards-referenced grading. We are excited that a better reporting method to reflect your child’s progress is in place.



### **Why do we evaluate student learning in relation to the standards?**

We are providing you more detail regarding your child’s progress in relation to specific academic learning standards as they are reflected in our curriculum.

### **How will my child be assessed?**

Your child is evaluated in relation to the standards taught in specific quarters. Some standards are evaluated each quarter. Some are not evaluated until the fourth quarter. Look closely to see which are being assessed. A change from a 4 to a 3 or a 3 to a 2 does not necessarily mean your child’s performance has declined. Different standards are assessed at various times.

### Why are some standards not taught during a quarter?

Due to the high number of standards in each grade level, only certain standards are taught and assessed each quarter. This arrangement is based on teachers' recommendations.

### How does reporting on this grade card differ from traditional grade cards?

Traditional grade cards reflected an average score for student learning on non-academic and academic standards. Because we wanted to measure *learning*, our focus for reporting is now on how well your child meets a particular grade level learning standard. Traditional grade reporting does not reflect academic learning by standard.



How will the report card be different?	
Then	Now
Progress is reported by subject	Progress is reported by standard
Academics and behaviors mixed together into one grade	Academics and behaviors reported separately
Individual teacher grading practices	Common district-wide grading practices
Grade books track assignments	Grade books track progress toward mastery of standards
100 point scale that emphasizes points	4 point scale that defines levels of learning and knowledge

### ***What is standards-referenced grading?***

#### **Academic and Non-Academic Reporting**

Standards-referenced grading provides parents and students information about student progress of the standards used in instruction. Progress is reported by standard so parents and students have a clear picture of a child's learning in relationship to the learning targets for the subject and grade. Academic progress and work habit progress are reported separately.

Teachers assign a number based on mastery of learning standards. The following information explains what those numbers mean in regards to your child's learning of a particular academic standard.

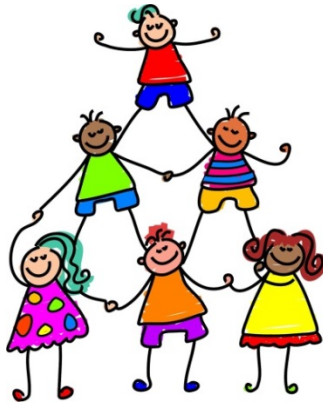
## Four Level Academic Scale

**4** = A student demonstrates an advanced understanding of the grade level standard in alternate assignments.

**3** = A student has independently achieved the standard and mastery is demonstrated in some manner.

**2** = A student is developing an understanding of the standard, has some of the pre-requisite skills, but still needs additional instruction and support to master the grade level standard.

**1** = A student has minimal understanding of the standard and further instruction is needed.



In addition to the four point academic scale, teachers report student progress in work habits and social skills. The following scale explains what those numbers mean in regards to your child's progress.

## Four Level Non-Academic Scale

**4 = Exceeds Expectation** The student surpasses age appropriate expectations.

**3 = Meets Expectation** The student demonstrates age appropriate expectations a majority of the time.

**2 = Approaching Expectation** The student demonstrates age appropriate expectations some of the time. Prompting is needed.

**1 = Not Yet** The student has difficulty demonstrating age appropriate expectations. Further instruction is needed.

The list under each social skill and work habit explains the criteria on which your child is assessed. These descriptors are used in all eight elementary schools and help us maintain consistency across the district.

**Social Skills: Non-Academic Scale**

<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"><li>Identifying emotions</li><li>Accurate self-perception</li><li>Recognizing strengths</li><li>Self-confidence</li><li>Self-efficacy</li></ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"><li>Impulse control</li><li>Stress management</li><li>Self-discipline</li><li>Self-motivation</li><li>Goal setting</li><li>Organizational skills</li></ul> <p><b>Social Awareness</b></p> <ul style="list-style-type: none"><li>Perspective-taking</li><li>Empathy</li><li>Appreciating diversity</li><li>Respect for others</li></ul>	<p><b>Relationship Skills</b></p> <ul style="list-style-type: none"><li>Communication</li><li>Social engagement</li><li>Relationship building</li><li>Teamwork</li></ul> <p><b>Responsible Decision-Making</b></p> <ul style="list-style-type: none"><li>Identifying problems</li><li>Analyzing situations</li><li>Solving problems</li><li>Evaluating</li><li>Reflecting</li><li>Ethical responsibility</li></ul>
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## Work Habits: Non-Academic Scale

<p><b>Time Management</b></p> <ul style="list-style-type: none"><li>Gets started right away</li><li>Uses time wisely</li><li>Works at an appropriate pace</li></ul> <p><b>Organization</b></p> <ul style="list-style-type: none"><li>Puts materials where they belong</li><li>Able to find materials in a timely manner</li><li>Keeps materials in personal space</li></ul>	<p><b>Independent Work</b></p> <ul style="list-style-type: none"><li>Seeks help at appropriate times</li><li>Attends to assigned task</li><li>Gives an effort</li><li>Follows directions</li><li>Has stamina to work independently</li></ul>
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## ***How is standards-referenced grading different?***

Consider the health check below. It provides you with specific information about key aspects of your health. This information will help you make decisions about how to improve your health in the future.

<b>What's more meaningful?</b>													
<b><i>You visit the doctor for a physical exam and checkup.</i></b>													
<i>Three days after your visit, a letter arrives in the mail with the results. Which is more helpful to you?</i>													
<b>Health Check:</b> <i>Grade of B</i> <b>Comment:</b> <i>You're doing pretty well.</i>	<b>Health Check:</b> <i>Grade of B</i> <b>Comment:</b> <i>Your health check grade is determined by these four factors:</i> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tbody> <tr> <td style="padding: 2px;">✓ Nutrition:</td> <td style="padding: 2px; text-align: center;">3</td> <td style="padding: 2px;"><i>meeting goal</i></td> </tr> <tr> <td style="padding: 2px;">✓ Cholesterol:</td> <td style="padding: 2px; text-align: center;">4</td> <td style="padding: 2px;"><i>exceeding goal</i></td> </tr> <tr> <td style="padding: 2px;">✓ Blood Pressure:</td> <td style="padding: 2px; text-align: center;">3</td> <td style="padding: 2px;"><i>meeting goal</i></td> </tr> <tr style="background-color: #d3d3d3;"> <td style="padding: 2px;">✓ Exercise:</td> <td style="padding: 2px; text-align: center;">1</td> <td style="padding: 2px;"><b><i>insufficient progress toward goal</i></b></td> </tr> </tbody> </table>	✓ Nutrition:	3	<i>meeting goal</i>	✓ Cholesterol:	4	<i>exceeding goal</i>	✓ Blood Pressure:	3	<i>meeting goal</i>	✓ Exercise:	1	<b><i>insufficient progress toward goal</i></b>
✓ Nutrition:	3	<i>meeting goal</i>											
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✓ Exercise:	1	<b><i>insufficient progress toward goal</i></b>											



<b>What do the numbers mean?</b>	
Let's consider how the scale helps you better understand the number using ' <b>exercise</b> ' as the example:	
<b>4</b>	Individual goes beyond the expectation in frequency, intensity, and/or variety of exercise.
<b>3</b>	Individual exercises 4-5 days per week. Heart rate reaches target levels consistently throughout workout. Workouts include both cardio AND strength training.
<b>2</b>	Individual exercises 2-3 days per week. Heart rate approaches target levels or reaches target levels occasionally. Workouts include cardio OR strength training.
<b>1</b>	Individual does not meet level 2 criteria.

Adapted with permission from Des Moines Public Schools, Des Moines, Iowa

Standards-referenced grading provides clear communication to help you better understand your child's progress.

Let's look at an overview of the subjects evaluated in this manner.

### English Language Arts

In English language arts your child is evaluated on a variety of skills. K-5 students are assigned level 1, 2, 3, or 4 based on the following performance areas:

- Reading
- Writing
- Speaking and Listening
- Language



### Math

In math your child is evaluated on a variety of skills. K-5 students are assigned level 1, 2, 3, or 4 based on the following performance areas:



- Counting and Cardinality (Kindergarten only)
- Operations and Algebraic Thinking
- Numbers and Operations
- Measurement and Data
- Geometry

### Science

In science your child is exposed to a variety of science topics throughout the year. Students in grades 3 through 5 are assigned a level 1, 2, 3, or 4 based on the following performance areas:

#### Inquiry

- Asks questions
- Forms hypothesis

#### Data Collection and Analysis

- Makes observations
- Conducts experiments
- Draws conclusions
- Reports results

#### Personal and Social Behavior

- Demonstrates self-control, cooperation, respect, and safety while participating in individual and group settings



## Physical Education

In PE your child is evaluated on a variety of skills. K-5 students are assigned level 1, 2, 3, or 4 based on the following performance areas:



- **Motor Skills and Movement Patterns**
- **Movement and Performance**
- **Physical Activity and Fitness**
- **Personal and Social Behavior**

For the 2017-2018 school year, students in grade 5 will also receive a letter grade for English language arts, math, and science.

### Where can I find my child's grade-level standards?

Follow the link below to the USD 305 website. You will see the standards by quarter for English language arts, math, science, and PE.

[www.usd305.com](http://www.usd305.com)

Departments

School Improvement

K-5 Grade Card Information

Contact your child's school for more information.



Unified School District #305 does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries concerning Unified School District #305 compliance with the regulations implementing Title VI, ADA, Title IX, or Section 504 is directed to contact the Unified School District #305 Executive Director of Human Resources, P.O. Box 797, Salina, Kansas 67402, 785-309-4726.