Performance Indicators for Work Habits/Personal and Social Habits

Work habits, as well as personal and social habits are a set of mindsets and character traits on which life-long success is built. Students are given marks on how they are meeting these expectations.

C	Consistently
S	Sometimes
R	Rarely
NA	Not Assessed at this Time

•Work Habits include: Effort, Participation, and Work Completion

•Personal and Social Habits include: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making

Homework=Practice

Considerations:
•Impact on Student and Families
•Must be Meaningful
•Focus on Learning Rather than Compliance
*If assigned, discuss and review to inform next step instructions.

Homework practice is not graded and placed within the academic grade, rather it is a work habit grade.

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Why is SBG used?

This reporting provides meaningful detailed feedback on specific learning standards. It offers a way that teachers can:
•Identify what we want students to know
•How we will know that students have learned
•What we will do when students have not demonstrated learning
•What we will do when they have learned

Remember, academic skills are separate from work habits.

How will SBG improve student outcomes (grades)?

•Provides more detailed feedback on what students know and are able to do. Conversations about grades become conversations about grading.
•Measures progress and encourages practices and growth.
•Academics are not impacted by negative work habits such as late work.

What will stay the same?

Families will receive a report at the end of each trimester. Reporting can still be accessed on the Parent Portal. Assignment (homework) expectations will continue.

https://www.bradleyschools.com/

STANDARDS BASED REPORT CARD GUIDE

FOR BRADLEY SCHOOL DISTRICT #61 FAMILIES

This is a guide for the Bradley School District #61 (BSD61) standards-based report card. Effective family engagement systems include enhanced communication to promote learning and positive student outcomes. The report card is just one way to communicate with our families.

What is Standards-Based Grading (SBG)?

SBG is designed to provide you information about how your child is progressing toward meeting learning criteria, specifically the Illinois State Standards. These standards specify what all students should know and be able to do. SBG is:

•A measurement of a student's own academic performance and growth against the standards, rather than a comparison to other students in that particular grade level.

•Skilled-based reporting towards mastery of a skill at any given point in time.

What is the difference between SBG and traditional report cards?

Feedback on progress is aligned to specific standards, not overall content area. Each mastery skill is reported separately. An example of a mastery skill would be to fluently multiply and divide within 100. SBG is not an average of grades, rather a demonstration of mastery. Academic skills are separate from work habits.

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Traditional Grades

•Uses a 100-point scale, 59% of which constitutes failure.

•Assignments are graded deducting points for mistakes and wrong answers.

•The grade is an average of all the points earned (and missed) over a period of time.

•The grade can be obscured by extra credit, completion scores, late penalties, and zeros for missing work.

•The grade is a calculation.

•One size fits all

Standards-Based Grading

•Uses the 4-point scale (exemplary, meets, progressing, beginning).

•Assignments are opportunities to practice and demonstrate mastery of skills.

•The grade is a current snapshot in time of a student's skill level.

•The grade is based entirely on data provided by assignments and assessments.

•The grade is a conversation.

•Student-focused

Academic Performance Indicators (4-Point Scale)

A Scoring mark indicates how your child is doing at that time of year to be on track for meeting the end-of-year learning targets.

4.0	Exemplary	Consistently and independently masters grade level standards (*No errors, Accurate and consistent)
3.0	Meets	Frequently demonstrates mastery of grade level standards, minimal assistance (*Minor errors, Most)
2.0	Progressing	Inconsistently approaches mastery of standards, additional assistance (*Some errors, Limited, Insufficient)
1.0	Beginning	Does not demonstrate an understanding of grade level standards (*Significant errors, Minimal, Little to no)
M	Modified	The curriculum has been modified.
▬	Darkened Box	Not assessed at this time.

*Language you might see associated with the identified indicators.

There is no comparison to A, B, C, D, and F.