



Standards Based Grading for Parents

Last updated 2024



Purpose of Grade Reporting

The purpose of the report card is to communicate with parents, guardians, and students regarding achievement toward academic standards and learning behaviors. It is intended to provide information about learning successes and guide improvements when needed.



What is Standards Based Grading?

A Standards Based Report Card:

- *Assesses student performance against a specific set of skills and answers the question, “Did my child reach the standard?”*
- *Does NOT measure how the student performs compared to other students*
- *Informs Teaching and Increases Consistency in Grading*
- *Provides an Accurate Picture of how your child is Performing*

Academics and Learning Behaviors are Reported **separately** on the Standards Based Report Card

3 – Meeting Proficiency

2 – Progress towards Proficiency

1 – Limited Progress

Not Evaluated

← Academic Key

Learning Behaviors
Key →

Learning Behaviors

Rarely Attends to lesson/task/directions

Occasionally Completes assignments

Frequently Respects self, others, and property

Consistently Cooperates with others

A Sample Report Card

This sample shows a 1st Grade Standards Based Report Card for **English Language Arts**. Notice how the learning behaviors are reported separately. There may also be a narrative below each subject area.



Superintendent
Dorrell D. Green

2023-2024 Elementary Progress Report

11/29/2023

Student Information

Student ID:

Grade:

KN

Homeroom:

Days

Absences: 0

Tardies: 0

The purpose of this report card is to communicate with parents, guardians, and students regarding achievement toward academic standards and learning behaviors. It is intended to provide information about learning successes and guide improvements when needed.

Explanation of Progress Marks

Meeting Proficiency	Student demonstrates full understanding and application of the content and skills that have been taught at this point in the marking period or year.
Progress towards Proficiency	Student demonstrates partial, yet appropriate, understanding or application of the content and skills that have been taught at this point in the marking period or school year. Student needs continued support, guidance, and practice.
Limited Progress	Student demonstrates limited understanding or application of the content and skills that have been taught at this point in the marking period or year. Student may need intervention, reteaching, support, or specialized instruction in targeted skills to help achieve proficiency by the end of the school year.
Not Evaluated	Student's understanding of these standards has not yet been evaluated.

Learning Behavior Proficiency Scale

Consistently Frequently Occasionally Rarely

English Language Arts Progress Summary

Reading

Meeting Proficiency	Print Concepts
Meeting Proficiency	Phonological Awareness
Meeting Proficiency	Phonics/Word Recognition
Not Evaluated	Fluency
Meeting Proficiency	Literary Comprehension
Meeting Proficiency	Informational Comprehension

Speaking and Listening

Meeting Proficiency	Speaking and Listening
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Writing

Meeting Proficiency	Writing
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Language

Meeting Proficiency	Conventions
Meeting Proficiency	Vocabulary

Learning Behavior

Consistently	Attends to lesson/task/directions
Consistently	Completes assignments
Consistently	Respects self, others, and property
Consistently	Cooperates with others

A Sample Report Card

This page shows **Math, Science, and Social Studies** progress. Remember, you will only see some standards reported on the 1st MP Progress Report.

Math Progress Summary

Mathematical Practices

Meeting Proficiency Mathematical Practices

Counting and Cardinality

Meeting Proficiency Know number names and the count sequence

Meeting Proficiency Count to tell the number of objects

Meeting Proficiency Compare Numbers

Operations and Algebraic Thinking

Meeting Proficiency Understand addition and subtraction as putting together and adding to, and understand subtraction as taking apart and taking from

Number and Operations in Base Ten

Not Evaluated Work with numbers 11-19 to gain foundations for place value

Science Progress Summary

Understands disciplinary core ideas governing science

Not Evaluated Practice 1: Asking Questions and Defining Problems

Meeting Proficiency Practice 2: Developing and Using Models

Not Evaluated Practice 3: Planning and Carrying Out Investigations

Meeting Proficiency Practice 4: Analyzing and Interpreting Data

Not Evaluated Practice 5: Using Mathematical and Computational Thinking

Not Evaluated Practice 6: Constructing Explanations and Designing Solutions

Not Evaluated Practice 7: Engaging in Argument from Evidence

Meeting Proficiency Practice 8: Obtaining, Evaluating, and Communicating Information.

Social Studies Progress Summary

Civics

Meeting Proficiency Demonstrates the skills necessary for participating in a group.

History

Meeting Proficiency Uses clocks, calendars, and schedules to record or locate events in time.

Geography

Not Evaluated Understands the nature and uses of maps, globes, and other geo-graphics.

Economics

Not Evaluated Understands that individuals and families with limited resources undertake a wide variety of activities to satisfy their wants.



How is Standards Based Grading different from traditional grading?

Traditional Grading	Standards Based Grading
Students receive one grade for each subject area.	Students receive multiple grades in each subject area because the subject areas have been broken into broad categories that encompass the standards students are learning.
Students receive grades represented by a letter.	Students receive grades based on an academic progress key.
Students' grades are cumulative.	Students' grades are representative of the student's progress at the time the teacher marks the progress report. Teachers consider the most current assessment data in determining grades.
Effort and work habits are often included in students' grades.	Effort and work habits are reported separately from grades, and are called Learning Behaviors.



Benefits

Benefits for Students



Learning targets are clearly defined and aligned with state standards



Students monitor their own progress towards the achievement of specified learning targets



Students are offered multiple opportunities and ways through which to demonstrate proficiency



Specific feedback on progress helps build self-esteem, pride and motivation for students



Benefits

Benefits for Parents



Report card grades are less mysterious and have more meaning



Parents know in which areas their child needs more support



Parents are aware of exactly what their child knows, is able to do, and next steps for progress



Parents are empowered to increase their child's confidence and help them set goals

The 3-Point Grading Scale



1 Limited Progress

The student is making limited progress towards proficiency of grade-level standards.



2 Progress towards Proficiency

The student is making progress towards proficiency of grade-level standards.



3 Meeting Proficiency

The student has met grade-level standards.

Parent Progress Book Portal





Parent Portal

Parents will receive a letter with a unique login to the Progress Book Parent Portal. This letter will typically come around the November conference date.



What will you see on the Parent Portal?

English Language Arts Progress Summary

Progress	# Items	Reporting Group
Reading		
Meeting Proficiency	13	Print Concepts
Meeting Proficiency	8	Phonological Awareness
Meeting Proficiency	31	Phonics/Word Recognition
Not Evaluated	0	Fluency
Meeting Proficiency	9	Literary Comprehension
Meeting Proficiency	5	Informational Comprehension
Speaking and Listening		
Meeting Proficiency	4	Speaking and Listening
Writing		
Meeting Proficiency	3	Writing
Language		
Meeting Proficiency	33	Conventions
Meeting Proficiency	7	Vocabulary

▼ Show ELA Standards Detail

Progress	# Items	Code	Standard
Reading - Print Concepts			
Meeting Proficiency	2	RF.K.1	Demonstrate understanding of the organization and basic features of print.
Not Evaluated	0	RF.K.1.a	Follow words from left to right, top to bottom, and page by page.
Meeting Proficiency	8	RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.



What will you see on the Parent Portal?

Math Progress Summary

Progress	# Items	Reporting Group
Mathematical Practices		
Meeting Proficiency	2	Mathematical Practices
Counting and Cardinality		
Meeting Proficiency	3	Know number names and the count sequence
Meeting Proficiency	7	Count to tell the number of objects
Meeting Proficiency	1	Compare Numbers
Operations and Algebraic Thinking		
Meeting Proficiency	1	Understand addition and subtraction as putting together and adding to, and understand subtraction as taking apart and taking from
Number and Operations in Base Ten		
Not Evaluated	0	Work with numbers 11-19 to gain foundations for place value

▼ [Show Math Standards Detail](#)



Red Clay Consolidated School District Website

Common Core State Standards

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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Visit the website below for more information about the CCSS

www.corestandards.org



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