

Your Child's Standards-Based Report Card at Dorothy Simon Elementary School



Report Cards at Simon Elementary School

At Simon Elementary School, we utilize Standards-Based Grading (1, 2, 3, 4) rather than Traditional Grading (A, B, C, D, F). A **Standards-Based Report Card** is a tool that provides a clear picture of your child's learning in each subject area. Here's a quick guide to help you understand how this report card reflects their achievements and areas for growth.

Standards-Based Report Cards are designed to focus on **growth and mastery** rather than just an average score. Here's what it means:

- **A Focus on Skills:** You can see which specific skills or concepts your child has mastered and which ones they are still developing.
- **Clear Communication:** This system helps you understand your child's strengths and specific areas to support, so you know where they might benefit from extra practice or encouragement.
- **Continuous Improvement:** Because the focus is on individual standards, your child's growth is emphasized. A student moving from "Approaching" to "Meets" a standard has made meaningful progress, even if they haven't fully mastered every skill.



What You'll See on the Report Card

Unlike traditional grading systems that combine scores from homework, tests, and participation, **Standards-Based Grading** focuses on specific skills and knowledge areas, called "standards." Instead of one overall grade, you'll see scores for each key standard or skill, which shows exactly where your child is excelling or where they might need a bit more support.

1. **Standards or Learning Goals:** Each subject (like Math and Reading) is broken down into specific skills and concepts, known as standards. For example, instead of seeing an overall math grade, you might see different sections for skills like "addition and subtraction" or "measurement." This helps you see exactly which parts of each subject your child is working on.
2. **Performance Levels:** Instead of letter grades (A, B, C), your child's report card will show performance levels that indicate their progress on each standard. These levels might be represented by numbers or descriptors, such as:

- **4 – Exceeds the Standard:** Your child consistently exceeds grade-level expectations for the end of the year, and may be working on the grade level above's standard.
 - **3 – Meets the Standard:** Your child consistently meets the grade-level expectation for this skill or concept.
 - **2 – Approaching the Standard:** Your child is making progress but has not yet consistently met the grade-level expectations.
 - **1 – Beginning:** Your child needs additional support and is just beginning to develop an understanding of this skill or concept.
3. **Comments and Feedback:** Teachers often provide comments that explain your child's strengths, progress, and areas for improvement. This feedback offers a snapshot of your child's experience in class and any specific recommendations to support their growth.



End of the Year Expectations

It's important to know that on a Standards-Based Report Card, kids are graded based on the **END** of the year expectations. If your child is receiving a 1 in the beginning of the year, that's ok: they still have the rest of the school year to learn that skill. Our goal is to give an accurate depiction of where they are right now, and where they are headed.



"4" is not an "A"

On a Standards-Based Report Card, we hope to see all 3's by the end of the school year. This would mean that your child has mastered the grade-level learning targets for their current grade. It is wonderful if they can work above and receive a 4, but please know that a 4 is **NOT** an A!



How You Can Help:

Talk with your child about their learning goals in each subject, celebrate their achievements, and support their growth by working together on areas that need extra practice. During conferences, feel free to ask about specific standards to understand how best to help your child succeed.

Standards-Based Grading is about helping each child grow at their own pace, so they develop confidence in their abilities and a love of learning. Thank you for supporting your child and partnering with us in this learning journey! If you have any questions about Standards-Based Grading or need further clarification, please reach out to your child's teacher.

STANDARDS BASED GRADING SCALE

4 Above grade level		Student is working on skills beyond their current grade level
3 On grade level		Student has mastered this skill/standard and is confident in their abilities
2 Approaching grade level		Student is working on mastering this skill/standard and requires some support
1 Below grade level		Student has not mastered this skill/standard and requires additional practice and support

Just like a child riding a bike, students learn at their own pace. This graphic is designed to help you understand what level of learning your child is on for each standard.



Frequently Asked Questions

How is the standards-based report card different from other report cards? The standards-based report cards show progress of what your child knows or what they can do in relation to year-end grade level expectations. Standards-Based Reports give more detailed information about what your child does and does not know yet, versus a simple A-F grade.

How will I know my child is making progress toward the year-end expectations? We report student learning along a continuum. A score of “meeting” shows that your student has met the end-of-year expectations. A score of “exceeding” shows your students has met the year-end expectations and

is working toward the next grade level. If your child receives a 1 or 2, check the comments section to see how you may be able to support their learning.

Is Exceeding (4) the same as an A? No. Exceeding (4) is not the equivalent of an A. Exceeding means that the student not only met the end-of year expectations but was able to apply that learning in other settings and is beginning to work on the next grade-level expectations.

How do teachers determine scoring indicators? In the classroom, your child is showing what they know and understand through tasks such as projects, assessments, discussions, and activities. For each grading period, teachers collect and review evidence of student learning to determine how well the student is progressing to end-of-year expectations. Evidence may include student work samples, observations made in the class, and other activities that help teachers monitor and report on your child's understanding of the grade-level standard.