



Cultivating Exceptional People
Splendoria Independent School District

Standards-Based Report Card Parent Guide





Dear Parents/Guardians,

Splendor ISD utilizes standards -based grading for our kindergarten and first grade students. Standards-based grading that allows us to communicate your child's progress on academic skills such as rhyming, using sounds and spelling patterns, ordering and comparing numbers, etc. Using this type of grading system allows the teacher to focus on the learning rather than just giving a grade.

Using standards-based reporting offers students multiple opportunities and ways to demonstrate their progress towards mastering a skill. Students receive specific feedback on progress from their teacher and this helps build self-esteem, pride, and motivation for students. Standards-based reporting allows you to know areas your child is doing well, as well as areas they need more support.

Teachers and campus administrators will be providing more Information regarding our standards-based grading throughout the year. Please do not hesitate to contact your child's teacher if you have any questions or need more clarification.

Sincerely,
Carrie Garza
Executive Director of Teaching and Learning
Splendor ISD

Beliefs about Assessment and Grading

It is the belief of Splendora ISD that effective instruction depends upon high-quality assessment. As a team of professional educators, we have examined grading practices in an effort to make sure our practices support our beliefs about learning, assessment, and grading.

At the heart of our beliefs are two underlying questions:

- 1. Do our grades accurately reflect student learning?**
- 2. Do our grading policies positively contribute to student learning?**

We are committed to practices that support the learning process, encourage student success, and accurately reflect student progress toward mastery of state standards, the Texas Essential Knowledge and Skills (TEKS). Our beliefs about learning and grading practices are grounded in the following statements:

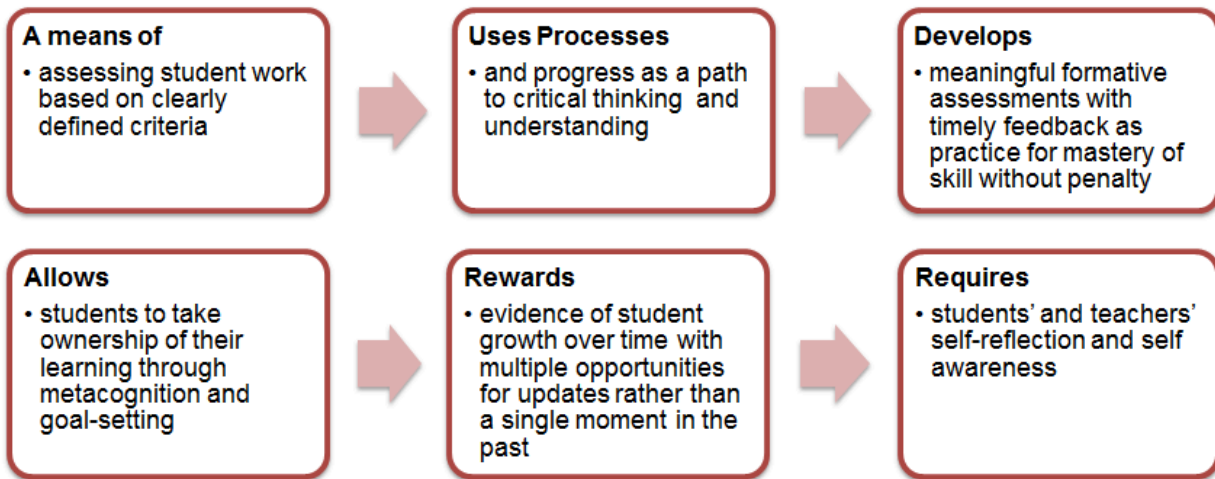
- All students can learn.
- Students learn in different ways.
- Students learn in different time frames.
- Errors are inherent in the learning process.
- Assessment is a process for providing feedback that influences learning.
- Grades should accurately reflect mastery of the standards.

Because we believe assessment is a process for providing feedback that influences and that grades should reflect mastery of the standards, Splendora ISD will support accuracy in grading through standards referencing assignments and assessments. In a standards-referenced system, a student's learning is reported (or referenced) relative to the standard for each area of knowledge and skill on the report card.

Your child will benefit from your support through homework on skills he/she has already been introduced to in class. Academic practice (in and out of class) is essential to student success. As well as academic success there are several non-academic behaviors essential to your child's success. These include: attendance, attitude, preparation, timeliness, neatness and organization.

Teacher, student, and parents working together is the best possible support for a child's progress and success.

What Is Standards Based Grading?



How Does Standards-Based Grading Differ From Traditional Grading?

With the traditional grading system, many elements are combined to determine your child's grade – test scores, quizzes, completed homework, classroom participation, coming to school on time, extra credit – then, the average of the semester's work equates into a percentage that correlates with a specific letter grade.

Standards-Based Grading separates those elements. And while we believe all should be addressed, now parents will be able to see specifically if their child needs help with an academic concept or if he/she can't remember to turn in homework.

Standards-Based Grading measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance.

The Benefits of Standards-Based Grading

For Students:

- Learning targets are clearly defined and aligned with state standards.
- Students are offered multiple opportunities and ways through which to demonstrate proficiency.

- Students monitor their own progress toward the achievement of specified targets.
- Specific feedback on progress helps build self-esteem, pride, and motivation for students.

For Parents:

- Report card grades are less mysterious and have more meaning.
- Parents are aware of exactly what their child knows, is able to do, and next steps for progress.
- Parents know in what areas their child needs more support.
- Parents are empowered to increase their child's confidence and help their child set goals.

For Teachers:

- Teachers know exactly where students stand in their progress toward learning targets and what support needs to be provided.
- Teachers of the same courses have aligned expectations and standards.
- Assessment results help teachers determine when students need extra help and when they need more challenging work.

Understanding My Child’s Report Card

In the Standards-Based Grading system, both students and parents are aware of clear learning outcomes and the pace for expected mastery of each grade level target. Standards-Based Grading solely reflects progress on priority topic targets. Your child’s report card will reflect a performance level of a 1, 2, or 3.

Performance Level 3	Performance Level 2	Performance Level 1
Exhibits mastery of grade level skill/concept independently	Exhibits skill/concept with minimal guidance and increasing fluency	Exhibits skill/concept with dependence on direct assistance or unable to demonstrate the skill

The grade level target for each learning standard is a 3. When a 3 is earned, the student has met the grade level expectations for that topic. While some topics have expectations for mastery early in the year, many of the topics do not have mastery expectations until the end of the school year.

Levels 1 through 3 cannot be equated to the A-F grading scale. For example, a 3, or “meets grade level standard,” isn’t the same as an A or B. It is normal for students to

advance from a 1 to a 3 as they develop greater proficiency of the standard. A student who achieves a level 3 on all topics on the report card by the end of the year has mastered all grade level expectations. You will likely see more 1's early in the year and 3's later reflecting the necessary progression, and mastery level of the skills.

Areas on the Report Card

Content Areas:

- Language Arts and Literacy
- Math
- Science
- Social Studies

Specialty Areas

- Art
- Music
- Physical Education
- Work Habits
- Social & Emotional Need

First Grade Sample Standards Based Report Card



Splendora Independent School District

23419 FM 2090, Splendora, Texas 77372
281-689-3128 • Fax 281-689-7509

First Grade Report Card
2019-2020 School Year

[1st Grade Rubrics](#)

Language & Literacy 1st Grade ELAR Rubric	Report Period			
	1	2	3	4
Focus: Phonological Awareness				
Produces a series of rhyming words				
Recognizes alliteration, rhyme and rhythm				
Understands the structures of sounds in a variety of words				
Uses sound and spelling patterns to decode words				
Recognizes, reads, and spells high frequency words				
Focus: Print Awareness				
Understands how language is written and printed				
Alphabetizes a series of words				
Focus: Vocabulary				
Uses new vocabulary in a variety of ways				
Focus: Comprehension				
Uses strategies to monitor and adjust comprehension of text				
Analyzes the author's choices and how they influence the meaning of the text				
Demonstrates comprehension of literary text				
Demonstrates comprehension of informational text				
Demonstrates comprehension of media literacy				

Kindergarten Sample Standards Based Report Card



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Kindergarten Report Card 2019-2020 School Year

[Kindergarten Rubrics- All subjects](#)

Language & Literacy Kindergarten ELAR Rubric	Report Period			
	1	2	3	4
Focus: Phonological Awareness				
Identifies and produces rhyming words				
Recognizes spoken alliteration				
Understands the structures of sounds in a variety of words				
Uses sounds and spelling patterns to decode written language				
Decodes and spells high frequency words				
Focus: Print Awareness				
Understands the structure of a book				
Recognizes the concepts of letters and sounds within words				
Identifies all uppercase and lowercase letters				
Focus: Vocabulary				
Uses resources to identify and clarify words				
Focus: Response Skills				
Describes personal and emotional connections				
Describes personal and emotional connections				

Frequently Asked Questions

1. **How often will I receive a report card/progress reports?**
 - You will receive your child's report card every nine weeks. Progress reports are provided every 3rd and 6th week and on an as needed basis.
2. **What is the rubric for the standards-based report card?**
 - The standards-based rubrics used for the report cards are a more detailed description of the standards referred to as The Texas Essential Knowledge and Skills or TEKS.
3. **What information is available in Skyward?**
 - Classroom events/ assignments will be entered into Skyward by the classroom teacher.

- Parents will be able to view student progress on standards associated with events/ assignments completed throughout the reporting period. This will provide parents with ongoing feedback towards mastery of the individual standards.

4. What if I need more information on my child's performance?

- For more information regarding your child's progress contact the classroom teacher via phone or email to set up a time to talk or meet.
- In addition parent-teacher conferences are a great opportunity for sharing specific information about your child's progress throughout the year.

5. Will performance be reported as an average of what is observed during the grading period?

- No, the achievement mark reflects the learning after the student has had time to process and practice the standard.
- If a student struggles on a standard at the beginning of a reporting period, but is able to show mastery by the end of the reporting period, then the student will receive a rating that reflects their most current understanding.