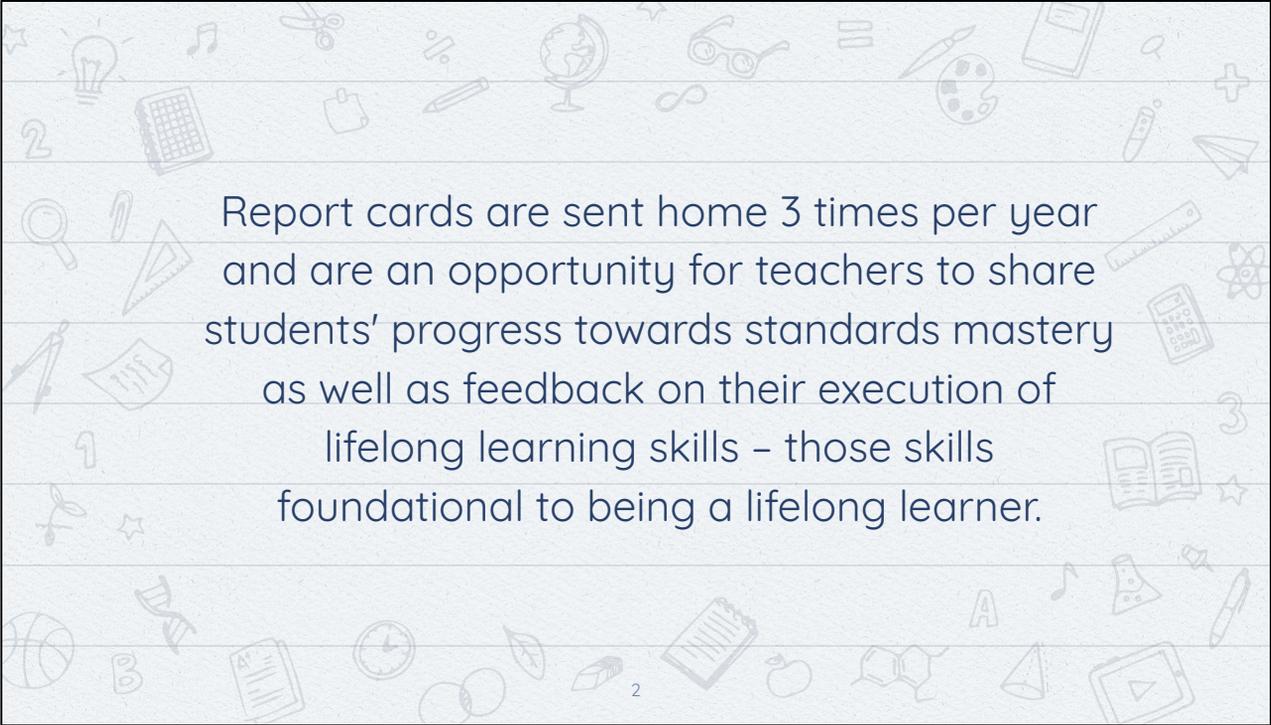


Standards Based Grading = SBG



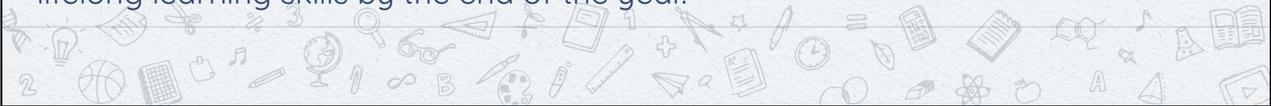
Report cards are sent home 3 times per year and are an opportunity for teachers to share students' progress towards standards mastery as well as feedback on their execution of lifelong learning skills – those skills foundational to being a lifelong learner.

District website page: <https://www.sesd.org/Page/1291>

Talking to Your Child About Report Cards

- ✗ Stay positive
- ✗ Avoid Comparing your Child to others
- ✗ Listen to the key player (your child!)
- ✗ Focus on the big picture!

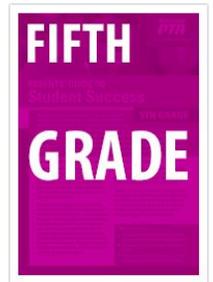
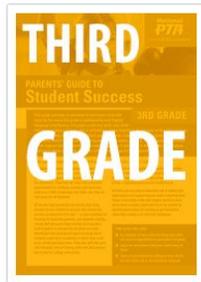
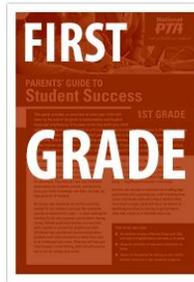
Remember, the report card is a tool to communicate where your child is on the path to mastery of the standards and demonstration of lifelong learning skills by the end of the year.



<https://www.todaysparent.com/family/how-to-talk-to-your-kid-about-report-cards/>

<https://www.familyeducation.com/school/report-cards/talking-your-child-about-report-cards>

**A Parent's
Guide to the
Common
Core State
Standards
(CCSS)**



National PTA Resource Website: [Parents' Guides to Student Success - Family Resources | National PTA](#)

CA Dept of Education Resource Website:

<https://www.cde.ca.gov/re/cc/ccssresourcesparents.asp>

Understanding Your Child's Report Card

[Parent Guides to Report Cards on SSD Website...Scroll down for grade level links.](#)

Parent Guides to the Report Card in English

- o Kinder
- o First Grade
- o Second Grade
- o Third Grade
- o Fourth Grade
- o Fifth Grade


 Cherry Chase Elementary
 2020-2021
 3rd Grade Report Card

Dan Abbott, 6
 Dana Farkas, 6

<p>Proficiency Level</p> <p>4 - Standard Met 3 - Standard Nearly Met 2 - Standard Partially Met 1 - Standard Not Met</p> <p>Lifelong Learning Skills</p> <p>4 - Skill Met 3 - Skill Nearly Met 2 - Skill Partially Met 1 - Skill Not Met</p> <p>P indicates <u>participation</u> in an asynchronous learning assignment N indicates <u>no participation</u> in an asynchronous learning assignment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"></th> <th style="text-align: center;">T1</th> <th style="text-align: center;">T2</th> <th style="text-align: center;">T3</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Operations and Algebraic Thinking</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number and Operations in Base Ten</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number and Operations-Fractions</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Measurement and Data</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Geometry</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mathematical Practices</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Language Arts</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading - Literature</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading - Informational Text</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading Skills - Phonics and Fluency</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Speaking and Listening</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Language</td> <td></td> <td></td> <td></td> </tr> <tr> <td>History/Social Science</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Geography</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Exploration and Settlement</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Government and Economics</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Science</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Principles and Inventions</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Environmental Impacts on Organisms</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Life Cycles and Traits</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Earth's Systems</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sci. Engineering Practices/Cross-Cutting Concepts</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Physical Education</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Motor Skills</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sportsmanship</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Visual & Performing Arts</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Participation</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lifelong Learning Skills</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Follows school and classroom expectations</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Respects people and property</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Completely completes and returns assignments</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Contributes collaboratively</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Organizes self and materials</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		T1	T2	T3	Mathematics				Operations and Algebraic Thinking				Number and Operations in Base Ten				Number and Operations-Fractions				Measurement and Data				Geometry				Mathematical Practices				Language Arts				Reading - Literature				Reading - Informational Text				Reading Skills - Phonics and Fluency				Writing				Speaking and Listening				Language				History/Social Science				Geography				Exploration and Settlement				Government and Economics				Science				Principles and Inventions				Environmental Impacts on Organisms				Life Cycles and Traits				Earth's Systems				Sci. Engineering Practices/Cross-Cutting Concepts				Physical Education				Motor Skills				Sportsmanship				Visual & Performing Arts				Participation				Lifelong Learning Skills				Follows school and classroom expectations				Respects people and property				Completely completes and returns assignments				Contributes collaboratively				Organizes self and materials				<div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p>T1 Comments: ..</p> </div> <div style="border: 1px solid gray; padding: 5px; margin-bottom: 10px;"> <p>T2 Comments:</p> </div> <div style="border: 1px solid gray; padding: 5px;"> <p>T3 Comments:</p> </div>
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"Parent Guides to the Report Card" describe grade level standards and learning expectations that aren't necessarily communicated through the report card itself. Standards are unpacked by grade level in these guides.

Standards Based Grading (SBG) and the 4-Point Rubric Explained

	1	2	3	4
Standard	Standard Not Met	Standard Partially Met	Standard Nearly Met	Standard Met
	Many conceptual errors that impede understanding	Some conceptual errors that impede understanding	Minimal conceptual errors that impede understanding	No conceptual errors. Minimal errors that do not impede understanding.
	Substantial support needed	Frequent support needed	Occasional support needed	Minimal to no support needed
LLL	1	2	3	4
	Skill Not Met	Skill Partially Met	Skill Nearly Met	Skill Met
	Requires substantial support	Requires frequent support	Requires occasional support	Requires minimal to no support



Key Components of SBG

Link: <https://youtu.be/SD6yaGoULGQ>

4-point Rubric Explained

Link: <https://youtu.be/36DTfZ4JEaE>



Reading the Report Card: Content areas

Subject Area	T1	T2	T3
Mathematics			
Language Arts			
Science			
History/Social Studies			
Physical Education			
Art			
Music			
Foreign Languages			
Health & Personal Care			
Career/Technical Education			

- Mathematics**
- Operations and Algebraic Thinking
 - Number and Operations in Base Ten
 - Number and Operations-Fractions
 - Measurement and Data
 - Geometry
 - Mathematical Practices

- Operations and Algebraic Thinking (grade 3)**
- Interpret products of whole numbers
 - Interpret whole-number quotients of whole numbers
 - Use multiplication & division within 100 to solve word problems
 - Determine the unknown whole number in a multiplication or division equation
 - Apply properties of operations as strategies to multiply & divide
 - Understand division as an unknown-factor problem
 - Fluently multiply and divide within 100
 - Solve two-step word problems using the four operations
 - Identify arithmetic patterns & explain them using

There are many standards under each heading on the report card. Since grades are assigned based on what has been taught thus far, you can expect grades to fluctuate in subsequent trimesters based on what additional standards have been taught. Standards build upon and extend from prior trimesters.

Standards guides for Parents are available on the District Website: [Link](#)

Language Arts

Kindergarten

Literacy

- Recognizes and names all upper and lowercase letters
- Demonstrates knowledge of 1-to-1 letter-sound correspondences
- Reads grade-level texts
- Discusses familiar books with key details
- Asks and answers questions about key details in a book
- Reads CVC words (ex: cat /c/ /a/ /t/)
- Differentiates between fiction and nonfiction

1st Grade

Language Arts

- Reading - Literature
- Reading - Informational Text
- Reading - Foundational Skills
- Writing
- Speaking and Listening
- Language

2nd - 5th Grades

Language Arts

- Reading - Literature
- Reading - Informational Text
- Reading Skills - Phonics and Fluency
- Writing
- Speaking and Listening
- Language

Letters and Sounds

UPPERCASE	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	
lowercase	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	
sounds	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	
long vowel sounds	a				e				i						o					u							
Sight Words																											
a	am	an	and	at	can	come	do	go	he																		
here	I	in	is	it	like	look	me	my	no																		
said	see	she	the	to	up	we	went	you	(name)																		

These are the ELA strands. There are multiple sub standards within each strand. It is worth further exploration of the CCSS to understand what the grades are made up of. The standards are listed in detail on corestandards.org

Math

Kindergarten

Math

Counts, writes, and identifies numbers 0-20
 Says number names
 Understands how quantities of objects match written numbers (1:1 correspondence)
 Compares groups of objects using greater than, less than, or equal to
 Adds and subtracts within 10 using objects
 Correctly names and describes shapes
 Counts to 100
 Counts forward from a given number
 Builds numbers 11-19 [ex: 18=10+8]
 Mathematical Practices

3rd - 5th Grades

Mathematics

Operations and Algebraic Thinking
 Number and Operations in Base Ten
 Number and Operations-Fractions
 Measurement and Data
 Geometry
 Mathematical Practices

1st & 2nd Grades

Same as 3rd - 5th without
 "Number and Operations
 - Fractions"

Counting and Cardinality

#s Recognize	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18	19	20
#s Write	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18	19	20
Counting	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	18	19	20

Math domains/ big idea standards---specific to each Grade Level

Math Practices-behaviors and habits of mathematicians---using tools, constructing arguments, etc. that are used when solving and interacting with all the math domains. Transcend all different content domains.

Science and Social Science

1st Grade

Science

Waves: Light and Sound

Structure, Function, and Information Processing

Space

Sci. Engineering Practices/CrossCutting Concepts

5th Grade

Science

Structures and Properties of Matter

Matter and Energy in Organisms and Ecosystems

Earth's Systems

Sci. Engineering Practices/CrossCutting Concepts

3rd Grade

Science

Forces and Interactions

Environmental Impacts on Organisms

Life Cycles and Traits

Earth's Systems

Sci. Engineering Practices/CrossCutting Concepts

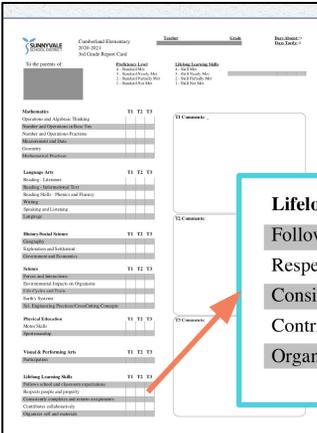
Each trimester should have grades for at least one strand in both social studies and science.

SECTION 3		PROGRESS on the COMMON CORE ENGLISH LANGUAGE DEVELOPMENT STANDARDS			
		T1	T2	T3	
PART I	Collaborative	1. Shares information and ideas with others through oral communication on a variety of social and academic topics.	EX		
		2. Interacts with others through written English, technology, and multimedia.			
		3. Uses appropriate language to support his/her own opinions, negotiate with and persuade others.			
		4. Uses language that is appropriate for various situations.			
	Interpretive	5. Listens actively to spoken English in social and academic settings.	BR		
		6. Reads text and views multimedia carefully to explain and interpret ideas presented.			
		7. Evaluates how well speakers and writers use language to present and support ideas and opinions.			
		8. Analyzes how well speakers and writers use language to explain, persuade, entertain, etc.			
	Productive	9. Shares information and ideas in oral presentations, on academic topics.	EX		
		10. Writes stories and reports to present, describe or explain ideas and information.			
		11. Supports his/her own opinions or arguments and evaluates others' opinions or arguments orally and in writing.			
		12. Selects and applies precise vocabulary and language to effectively communicate.			
PART II	How English Works	1. Understands how stories, poems and informational text are organized.	EX		
		2. Understands how to write stories and information in a connected manner so that a text flows and has meaning.	EX		
		3. Uses verbs and verb phrases appropriately for the grade level.	EM		
		4. Uses nouns and noun phrases appropriately for the grade level, to expand ideas and provide more detail.	EM		
		5. Modifies with adjectives and adverbs to add details.			
		6. Connects ideas using appropriate vocabulary.			
		7. Condenses and summarizes ideas.	EM		

SAMPLE Grades

EM = Emerging
EX = Expanding
BR = Bridging

Reading the Report Card: Lifelong Learning



Lifelong Learning Skills	T1	T2	T3
Follows school and classroom expectations			
Respects people and property			
Consistently completes and returns assignments			
Contributes collaboratively			
Organizes self and materials			

Lifelong Learning Skills
 4 - Skill Met
 3 - Skill Nearly Met
 2 - Skill Partially Met
 1 - Skill Not Met

Lifelong learning skills are those which students develop that help them to be successful in their learning. These are the habits and skills that will support them beyond just elementary school.



As was explained in the video on a previous slide -
 Key components of SBG -

SSD has made a point to report separately on Lifelong Learning Skills - while these behaviors are known to have a very strong correlation to supporting academic achievement, we also know they are not 100% dependent on one another. They are not directly tied to student understanding of the academic standards and transcend any particular content area...

There are students who may be putting in a lot of effort - the contributing, completing and returning assignments, but not meeting standards academically - this is valuable information. And...there are those for whom certain academic skills or knowledge may come more innately - who may not at this earlier stage of learning have to work as hard to achieve grade level standard for that trimester...that is also valuable information. If standards grades are all 3s and 4s but lifelong learning skills are 1s and 2s, that helps us to understand that this is a child who may need other motivators to practice the skills of being a learner - for when the time comes that a particular topic or subject does NOT come quite so easily and demands more effort and perseverance...**they are the** habits and skills that will support students beyond just elementary school.

Standards Based Grading: 4 Point Rubric for Lifelong Learning Skills

Lifelong Learning Skills	1	2	3	4
	Skill Not Met	Skill Partially Met	Skill Nearly Met	Skill Met
	Requires substantial support	Requires frequent support	Requires occasional support	Requires minimal to no support

Lifelong Learning Skills

- 4 - Skill Met
- 3 - Skill Nearly Met
- 2 - Skill Partially Met
- 1 - Skill Not Met

P indicates participation in an asynchronous learning assignment
N indicates no participation in an asynchronous learning assignment



NOTICE: different descriptors for the 4 point scale

DEVELOPING LIFELONG EXPERT LEARNERS



At Cumberland, our **mission** is...
to develop globally aware learners who are compassionate
problem solvers and leaders.

Critical to our mission is teaching students **how** to learn, how to be
expert learners - not merely to teach them just “the facts” or how
to get the “right answer.”



Expert Learners are:

- purposeful and motivated learners
- resourceful and knowledgeable learners
- strategic and goal-directed learners



Universal Design For Learning...supports our mission...

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's strengths and needs - with the ultimate goal of supporting students in becoming expert learners: “Expert learner is any learner who knows how to best manage their strengths and challenges in order to achieve their educational goals”

Click on any of these images to learn more about what it means to be an *expert learner*.



18

PURPOSEFUL & MOTIVATED LEARNERS	RESOURCEFUL & KNOWLEDGEABLE LEARNERS	STRATEGIC & GOAL-DIRECTED LEARNERS
<ul style="list-style-type: none"> • Are eager for new learning and are motivated by the mastery of learning itself • Are goal-directed in their learning • Know how to set challenging learning goals for themselves • Know how to sustain the effort and resilience that reaching those goals will require • Monitor and regulate emotional reactions that would be impediments or distractions to their successful learning 	<ul style="list-style-type: none"> • Bring considerable prior knowledge to new learning • Activate that prior knowledge to identify, organize, prioritize, and assimilate new information • Recognize the tools and resources that would help them find, structure and remember new information • Know how to transform new information into meaningful and usable knowledge 	<ul style="list-style-type: none"> • Formulate plans for learning • Devised effective strategies and tactics to optimize learning to facilitate learning • Organize resources and tools to facilitate learning • Monitor their progress • Recognize their own strengths and weaknesses as learners • Abandon plans and strategies that are ineffective

©CAST, 2014

CAST PROFESSIONAL LEARNING

Until learning has no limits

Top 5 UDL Tips for Fostering Expert Learners

The UDL framework emphasizes the importance of building expert learners in any context. Learning and expertise are not static. They are continual processes that involve practice, adjustment, and refinement. CAST defines expert learners as purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed. These **Top 5 UDL Tips for Fostering Expert Learners** can be used to support the development of expert learners—so learning has no limits.

Expert Learners are...

CAST (2017). *UDL Tips for Fostering Expert Learners*. Wakefield, MA: Author. Retrieved from <http://www.cast.org/publications/2017/udl-tips-fostering-expert-learners>

Video, Graphic, Article



Developing globally aware learners who are compassionate problem solvers and leaders - lifelong lovers of learning.

ADDITIONAL RESOURCES:

ELD Standards

<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

Common Core Standards

Corestandards.org

Questions?

Contact Laurie Carlson

Principal:

laurie.carlson@sesd.org

