

Elementary Frequently Asked Questions for Standards Based Progress Report

What are the purposes of standards-based grading? One purpose of standards-based grading is to align grading with the state standards as measured by consistent and accurate student achievement data and common criteria for grading. Another purpose is to accurately communicate achievement towards these standards to students, parents and educators. The effect of work habits on student learning is reported separately from the academics in a category called Qualities of a Learner.

What is standards-based grading? In a standards-based system, teachers report what students know and are able to do relative to the state standards. The system includes: ·Improvement towards and student achievement of required state standards in all content areas based on various forms of assessments

How is standards-based grading different? On a standards based progress report, subject areas are subdivided into big ideas related to standards that students need to learn or master. Each of these standards is assessed. The influence of positive and consistent work habits on student learning is reported separately from the academics in Qualities of a Learner (effort, completes homework, follows directions). Our reporting categories correlate to the state standards.

Numbers versus Letter Grades: On the progress report, a student's performance is more accurately represented using a 1, 2, 3, or 4, than in traditional grading using an A, B, C, D, F in reporting mastery towards the standards. Traditional grading only provides a score for accuracy and completion of an assignment. These scores are then averaged together. Taking an average does not provide information on whether or not a student has mastered the standards.

Grades K-1 use a 3 point rubric

[K-1 Grading Rubric and Learning Behavior Rubric](#)

Grades 2-5 use a 4 point rubric

[2-5 Grading Rubric and Qualities of a Learner Rubric](#)

What are the advantages of standards-based grading? State standards are clearly articulated to the students throughout instruction. In addition, parents can see which standards students have mastered and which ones need re-teaching and re-learning.

How does a standards-based progress report improve teaching and learning? Knowing where the students are in their progress toward meeting standards is crucial for planning and carrying out classroom instruction. Teachers teach to the needs of their students. The grading system is designed to give teachers more information about the student's progress in meeting the level of proficiency required by each standard. In addition, teachers share the standards with students and parents, helping them to better understand the learning that needs to take place.

Do we report out on the student's proficiency for the end of the year skills and knowledge, or is the grade based on proficiency for that marking period? In grades Kindergarten and first grade, student proficiency is reported for the end of year skills. Therefore, the grades reported at the end of each marking period communicate the level of proficiency towards end of year standards at that point of time. In grades two through five, the progress report is summative information about the level of proficiency of the learning skills that are taught each marking period. Therefore, the grades throughout the year communicate a student's progress as compared to where we would expect him/her to be at that moment in time. By the end of the year, students are expected to be proficient or advanced for each standard.

How can I check my child's progress?

- Kindergarten/First Grade: Progress Reports will be printed on a quarterly basis and sent home with students.
- Second through Fifth Grade: Parents will be able to access a digital copy of their students progress on Infinite Campus on a quarterly basis.

Will there be more than one assessment per marking period? Yes, there will be multiple assessments given during the marking period to demonstrate evidence towards meeting the standards.