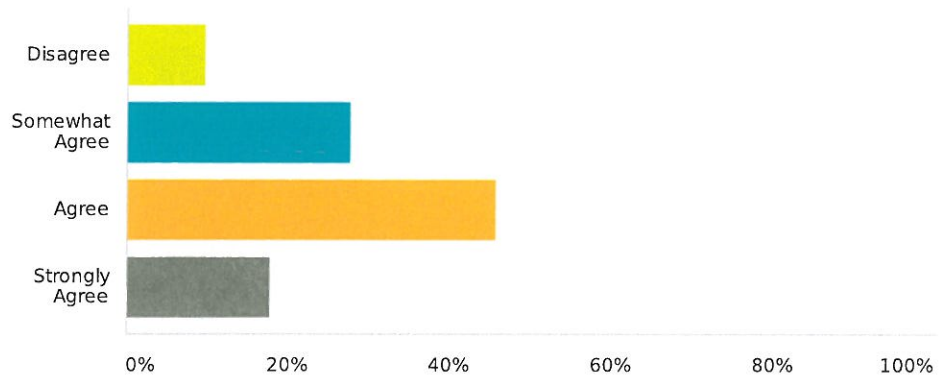


Q1 I understand the Standards-Based Grading System.

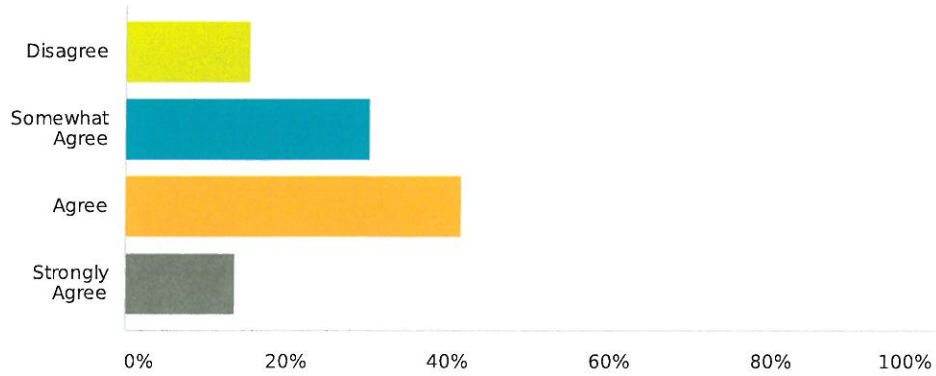
Answered: 211 Skipped: 0



Answer Choices	Responses	
Disagree	9.48%	20
Somewhat Agree	27.49%	58
Agree	45.50%	96
Strongly Agree	17.54%	37
Total		211

Q2 My son/daughter's teachers have clearly communicated to me the Standards-Based Grading System.

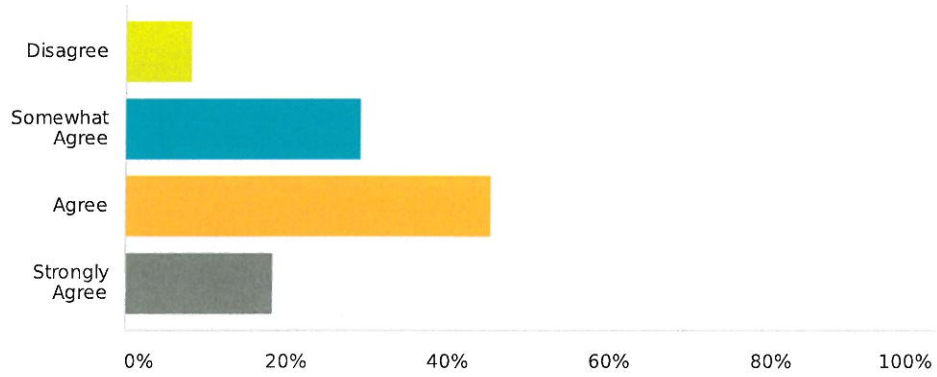
Answered: 210 Skipped: 1



Answer Choices	Responses	
Disagree	15.24%	32
Somewhat Agree	30%	63
Agree	41.43%	87
Strongly Agree	13.33%	28
Total		210

Q3 I believe that my son/daughter understands the Standards Based Grading System.

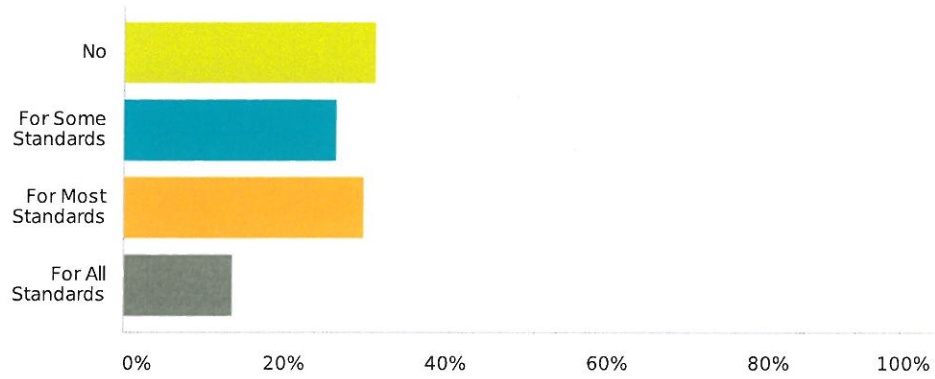
Answered: 211 Skipped: 0



Answer Choices	Responses	
Disagree	8.06%	17
Somewhat Agree	28.91%	61
Agree	45.02%	95
Strongly Agree	18.01%	38
Total		211

Q4 I have accessed my child's rubrics for each of the standards using the HomeworkNow on-line program.

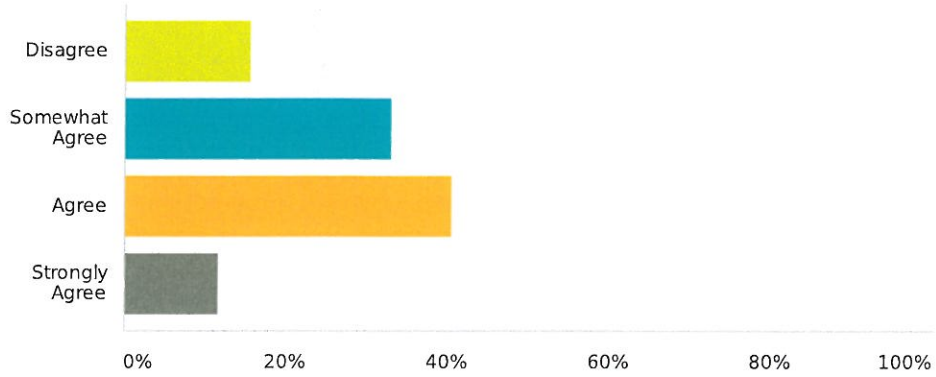
Answered: 210 Skipped: 1



Answer Choices	Responses	
No	30.95%	65
For Some Standards	26.19%	55
For Most Standards	29.52%	62
For All Standards	13.33%	28
Total		210

Q5 The common rubrics present a clear view of what my son/daughter must do to achieve the Exemplary Level for each standard.

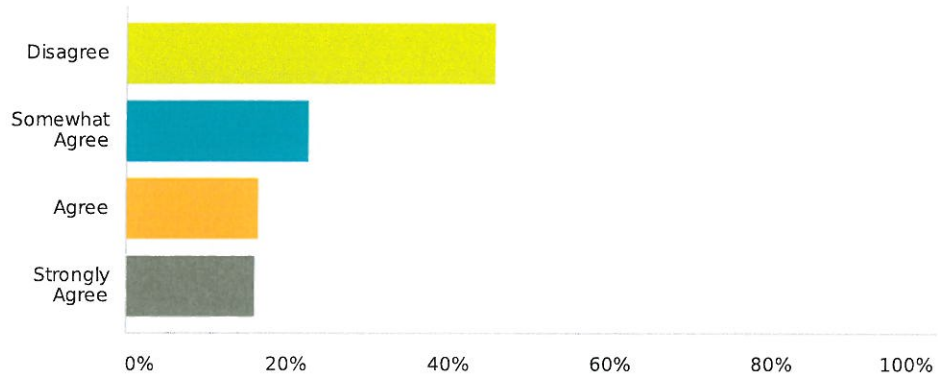
Answered: 201 Skipped: 10



Answer Choices	Responses	
Disagree	15.42%	31
Somewhat Agree	32.84%	66
Agree	40.30%	81
Strongly Agree	11.44%	23
Total		201

Q6 I find it too difficult for my child to reach the Exemplary Level on the standards.

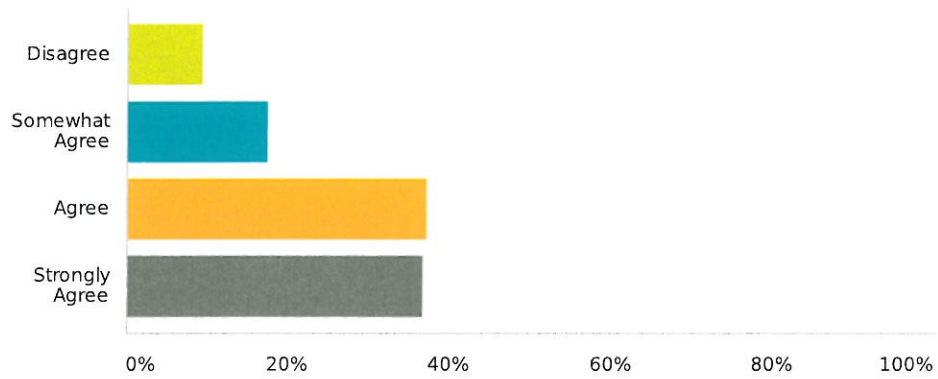
Answered: 209 Skipped: 2



Answer Choices	Responses	
Disagree	45.45%	95
Somewhat Agree	22.49%	47
Agree	16.27%	34
Strongly Agree	15.79%	33
Total		209

Q7 Having both the standards and a letter grade on my son/daughter's report card helps me to better understand how well they are learning in class.

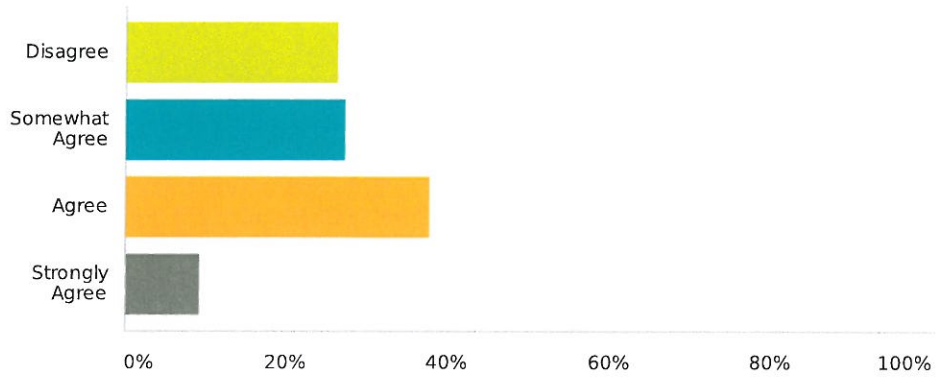
Answered: 208 Skipped: 3



Answer Choices	Responses	
Disagree	9.13%	19
Somewhat Agree	17.31%	36
Agree	37.02%	77
Strongly Agree	36.54%	76
Total		208

Q8 I am satisfied with the information I am currently receiving about my son/daughter's learning.

Answered: 210 Skipped: 1



Answer Choices	Responses	
Disagree	26.19%	55
Somewhat Agree	27.14%	57
Agree	37.62%	79
Strongly Agree	9.05%	19
Total		210

Q9 Comments:

Answered: 106 Skipped: 105

#	Responses	Date
1	I think the system being used right now is way too difficult. It is much easier to just use letter grades	4/10/2013 3:06 PM
2	I feel the standard based grading system not only makes it difficult for my child to reach "exemplary" level but also hurts her overall grading for future grades and how colleges will view it. My child has gotten honors every quarter the last couples years and has missed high honors because of the exemplary requirements. I think this system makes unattainable goals for children which will only hurt them moving forward. They need to have attainable goals to motivate and encourage them and to build their confidence. I feel this grading system is doing more harm than good.	4/8/2013 4:47 PM
3	The clarity of standards based grading for students and parents has improved since last year. This improved clarity now shows how incompatible and inconsistent standards based grading is when trying to apply it across different subject areas (especially UAs), and as interpreted by different teachers. I'm extremely concerned about overloading teachers, leading to loss of the best ones within a few years.... and they won't be telling you why they're leaving. If the administration wants to get truthful and accurate feedback regarding the well intended changes they've implemented, they should produce honest and unbiased surveys. If they want to attempt to create the illusion of listening they will create a survey like this one, for two years in a row, with response choices that are structured to give desired results. If the administration is unwilling (like last year) to share the entire, unfiltered results to the school board and public because the results were unflattering, they severely damage their own credibility. Our teachers and students are undermined by this! The school slogan of "Character is doing the right thing when no one is looking" is destroyed, and the students are very aware of the disconnect. The only honest and productive way to move this forward: Share all raw data (and comments) in its entirety, from both years of surveys. We should be able to see this by the first school board meeting in May. Place a link to these results on the TRMS website so all of us can see it. We need honest critique and improvement of our actions for the benefit of our students and teachers.	4/7/2013 12:15 PM
4	I think more focus should include "writing skills" in LA.	4/6/2013 6:46 PM
5	Because my child is fiercely driven to reach the exemplary level on each standard, I don't have any issues with this system. I do believe that I would feel quite differently if that were the case. My one big concern with this system is that it is setting the kids up for a major upset when they reach the high school. This system allows kids to do everything over in order to get a better grade. Unfortunately, life -and many high schools- do not offer this same reality. I think it will be interesting to see how well this system translates for these kids as they move on. Just my two cents!	4/5/2013 4:22 PM
6	The letter grade on the report card is just re-stating an average of the 1,2,3, or 4 standard, so it isn't an accurate representation. A child is still not allowed to get a score of 100 or 92, or anything except the set score for each standard. My daughter has always been frustrated that she cannot get a perfect score no matter what she does. Last quarter, she made one spelling error on one summative and was not allowed to retake it because perfect editing was the intent of the test. It brought her entire grade down to an A- even though she had a perfect score on every other summative because 80 was averaged in with 95's. For kids who can usually achieve all A's or A+'s, it is a frustrating system. Also, now that they have to meet specific standards in phys. ed, my child will not make high honor roll this quarter because she is unable to juggle. Her teachers this year are doing a good job with the system that they have, but we wish it wasn't at times discouraging. Thank you.	4/5/2013 11:59 AM
7	The lack of all the teachers' being on the same page with the Standard's based grading is disturbing . I don't feel that they are all grading on the same things and feel that redo's etc are being handled by the individual teacher and not the whole grade, which could result in unfair treatment. Some kid's could benefit while others may not. It still doesn't seemed to be streamlined.	4/5/2013 11:37 AM
8	Just knowing a number (average) is better. Converting it to a letter is the problem. Better this year than last. Seems to be more of an understanding by the teacher, but not all.	4/5/2013 9:49 AM
9	Unfortunately this system has made me more reliant on results of standardized testing to determine where my child stands as compared to other students in the state. The kids find it un rewarding and it decreases motivation. The only class it really works for is math. This is because a simple calculation my son does himself lets him know where he is academically. Ironic. I feel this is really only beneficial to determine how he TEACHERS are doing and not the students. I'm not sure the teachers take this to heart and use it to improve their method of instruction and/or assessment.	4/4/2013 10:12 PM

TRMS Standards-Based Grading/Parents

#	Responses	Date
10	I find it very frustrating to achieve and understand what my child's grade is.. I feel as though it's a series of constant retakes which is not going to be an option in High School. The grading should be consistent on what they are going to be using in High School. This has been a difficult year for my daughter and I'm not impressed with this system whatsoever. My daughter is also having a difficult time in math and going back for extra help doesn't seem to help because they are learning something new before they even master what they last learning goal.	4/4/2013 8:13 PM
11	I feel the questions are only looking for certain answers. Yes, I know what you expect. Yes, our daughter knows what you expect. Do we agree with it? Is it the right path for middle school? Are the rubrics fair? Students need MULTIPLE OPPORTUNITIES to achieve one standard - a one time shot is not appropriate and that is still happening. Is our daughter getting a good education - yes! I believe the 7th grade teachers understand the system much better than the 6th grade teachers. Certain 6th grade teachers seem very rigid.	4/3/2013 8:47 PM
12	Get rid of student-led conferences. Need parent-teacher conferences brought back. Don't understand why can't get a numeric grade on a math test/quiz. How am I supposed to know how my daughter is doing if she isn't allowed to bring home her math summatives. I need to wait for a progress report to find out. The survey content this year is worse than last year.	4/2/2013 5:02 PM
13	A letter grade on report cards is helpful to bring things into perspective. The specific standards are helpful when an issue is present. However, having both letter and standard grades is overwhelming at times. Personally, I believe standards info is more of a tool than a communications method.	4/2/2013 10:45 AM
14	Thank-You	4/1/2013 7:25 PM
15	Still getting used to this system. You knew exactly where you stood with letter grading. The kids seem to understand it better so it's just a learning curve for the parents.	4/1/2013 8:45 AM
16	I miss the days of simple grading where if you get 3 wrong on a large test, it is not failure.	4/1/2013 7:42 AM
17	I appreciate my child's ability to "re-take" their assessments until a satisfactory level of achievement is reached. This provides the opportunity for them to revisit material until it is truly mastered. I believe the combined system is working well for my child. My primary concern is the perception of competitive colleges in Timberlane's assessment system.	3/31/2013 8:07 PM
18	As I have been on the ever changing grading system with 3 children going through Timberlane I find this recent change to be very disturbing. My youngest child, in middle school, now comes home telling me the message from the teachers is to aim for a 3 to which she responds "why would I only want a 3 when a 4 is the best". I completely agree with her. Why are we teaching our children to aim lower than what is available to them, never a message I ever want to give my child in any area of their life.	3/31/2013 10:41 AM
19	reaching the E can differ between teams...needs to be consistent and obtainable...you should not have to stay after to do extra work to attain an E. I do like having the grades in combination...I feel a grade is something the child can use to challenge themselves to strive for more.	3/30/2013 11:18 AM
20	Having the standards based grades and the letter grade is confusing to students and parents. I feel you should either grade the common core standards using standards based grading or grade the standards using letter grades.	3/30/2013 9:45 AM
21	Not all summatives are allowed to come home. As a parent this is a measure that I SHOULD have! I should not have to go into school to see what she got right and wrong on her math tests. You must also achieve 100% to earn a 4 or "A" . I would prefer numerical grading	3/30/2013 6:30 AM
22	There is inconsistency from teacher to teacher in their understanding and application of standards based grading. It is not as easy to understand as a numbers based grade. My child and I are often confused about how exams are graded. Often the grading is too vague. Sometimes the standards based grading brings your grade down lower than it would be if you used actual percentages. I feel it puts much greater stress and strain on the students to understand how each teacher may interpret and apply the standards based grading. Teach to the standards all you want, just please grade them on a traditional 100 point scale we can all easily comprehend. Thank you.	3/29/2013 11:34 PM
23	There is still enormous inconsistency among teachers and teams regarding standards based grading, what qualifies as a 4, and retake rules. Some of the teachers don't even seem to understand how to implement the system. Can we just go back to what parents want -- a 100 point scale??	3/29/2013 2:47 PM
24	Despite the detail presented in the new report card, I still feel that a simple A, B, etc scale is plenty. The trust I have in Timberlane's curriculum, curriculum professionals, and teachers, is evidence enough that the standards are aligned well, and being talk effectively. All I need is a basic picture of achievement, effort and conduct. Having your teachers report out on so many individual standards seems excessive. Having said that, I appreciate their hard work and effort, in accurately assessing my daughter's performance.	3/29/2013 12:03 PM

TRMS Standards-Based Grading/Parents

#	Responses	Date
25	I like the standards method because it does show very easily where my child's weaknesses are.	3/28/2013 2:32 PM
26	I do not think students should be graded on summatives alone. Too many of the summatives are centered on writing. More emphasis needs to be placed on speaking and/or performance assessments.	3/27/2013 7:04 PM
27	I find that the 4 point scale is limiting and and a few more steps in between would tell me more about how my child is doing. I agree that a 100 point scale is too broad. If there could be a scale with half points perhaps, such as 4, 3.5, 3, 2.5, 2 etc. it would provide me with a little more detail and allow teachers to distinguish levels of competence better.	3/27/2013 11:21 AM
28	I am concerned that when a student gets a meet level for a standard he is not given the opportunity to retake tests that other students that did not meet are given because they met the standard but they would like a chance to retake because they feels they should of gotten exemplary level for that standard, and would like to work towards that	3/26/2013 12:19 PM
29	My child responds to letter grade!. I think a letter grade and a rubric grade is appropriate on every graded exam and on the report card. At the end of each quarter it's a guessing game as to what our child's letter grades will be, based upon only getting rubric scores throughout the quarter.	3/25/2013 10:26 PM
30	Do not like this type of grading system. Feel there is too much gray area on the grading. I feel that this grading system is designed more to make the school look good with the Meets Standard as opposed to the individual student.	3/22/2013 2:18 PM
31	I would like to go back to just letter grades.	3/22/2013 11:39 AM
32	I am concerned with how the letter grade is derived. Converting summatives from a 46/50 to a 3 to a B just doesn't make any sense to me. Now learn there are 2 questions and 3 questions on summatives and some teachers won't grade past the 2 questions if the student gets them wrong. I've also learned there are squiggles and how they average the scores on exams is done differently. In other words if a student gets all the questions correct except a 2 and a 3 then it somehow averages to a magic final grade of 3, even though the 4 questions are correct. Very inconsistent process where teachers are all creating their own path to derive a single grade. 100 point scale works, is universal, delivers a grade that people understand and forces teachers to grade every part of an exam. The students deserve to know if they got a question right if they take the time to study for it.	3/22/2013 7:06 AM
33	I have concerns about the Student Professionalism portion of the grading system. I do not believe that these items should keep a child off of the Honor Roll. My child's academic grades are always within the Honor Roll range, but he is discouraged because he can not seem to meet his teacher's expectations enough to achieve the numbers needed to be on the Honor Roll. I believe that this is ultimately going to impact his academic grades. I also do not feel that Standards Based Grading in UA classes should be factored into Honor Roll status, specifically Art.	3/21/2013 7:53 PM
34	Homework Now is not upgrade on a regular bases. Could the teachers on the team have similar pages. Different page for each teacher is confusing	3/21/2013 6:37 PM
35	All correspondence with teachers have been positive and supportive. I feel that the interest of my child is important and he is being taught well. Thank you for the positive influence you are providing my child.	3/21/2013 6:20 PM
36	This is the only time in my daughter's education years that she can clearly articulate why she received a certain score and what she has to do to improve. Bravo!!	3/21/2013 4:39 PM
37	you should only be able to take a test once makeup tests are for absentee or IEP	3/21/2013 4:28 PM
38	I think the explanation on the summative review are very helpful in understanding the goals.	3/21/2013 4:11 PM
39	Allowing the student the opportunity to re-take a test to reach the "Meets" category is not preparing them for High School or College.. The student should know that they need to study for tests the first time around and achieve it then rather than having yet "another" opportunity to make up for a bad grade...	3/21/2013 3:44 PM
40	There are times when the summative is passed back 3 weeks after taking the test. By that time, she is well into the next area of study and is not motivated to retake an exam. I feel the follow up needs to be quick to be most successful.	3/21/2013 2:49 PM
41	I still feel a level of unfamiliarity with the top tier level and how to help my son get there. I feel the teachers do a good job communicating however, I wish more information about timing of summatives and suggestions for successful summative taking were shared with parents.	3/21/2013 2:47 PM

TRMS Standards-Based Grading/Parents

#	Responses	Date
42	I have had an instance where the rubric was changed (after the assessment was passed) in by the teacher during the grading with my childs grade being lowered as a result. This is unfair. The teacher should not be able to change the objective to read differently or add/subtract a skill which is not stated and grade the student down for it. If they meet all the objectives as stated they should get the grade they earned. The rubric should not be able to be written on or changed after the fact.	3/21/2013 2:38 PM
43	I understand the standards but don't agree that it is the best way of grading.	3/21/2013 12:36 PM
44	I do not like standards as a way of grading. My child worked much harder in 6th grade when letter grades were being used. He should be working harder getting ready for highschool and I do not see that. Retakes on tests are not getting them ready for the future. In the working world you do not get all these retakes. Children need to learn to be ready for the test the first time taking responsibility for planning their time. I think standards may make the school look better, but is not getting the kids ready for the future.	3/21/2013 11:57 AM
45	In my opinion, knowing you can retake a test does not prepare our children for the real world that lies ahead.	3/20/2013 10:31 PM
46	I like the comments on the report card the teachers put down. My son is doing a really good job	3/20/2013 5:35 PM
47	A number grade for example 85 should be shown, which we know equals a B. This should be given for for each quiz or test and the school can call it whatever they like.	3/20/2013 2:56 PM
48	I am very saddened by the lack of help my child receives from some teachers. Math, especially. It seems as though teachers of Math do a lot of worksheets which does not help a child learn. There has to be data of where students are at so students are learning at their level	3/20/2013 2:04 PM
49	I have put three children thru the school system. It is too confusing when you keep changing the process.	3/20/2013 12:32 PM
50	Not all children test well using an essay form. I believe that all test should offer a variety of formats to reach all styles of learning and abilities.	3/19/2013 6:29 PM
51	Change the system. It is too subjective	3/19/2013 6:11 PM
52	The transition to Standards Based Grading System was poorly executed to both students and parents. In changed each year throughout middle school, only to go back to a grading system for high school. It should not be impossible for student to receive exemplary, and yet that seems to be the case for all of my child's core subjects. When we asked teachers to explain details around the new system, the answers were inconsistent or worse yet, they couldn't answer them. Being evaluated on a "standard" = taking a test. What is a rubric? Course/assignment expectations. It would be nice if the language used didn't suddenly change to confuse both students and parents. Want some additional feedback, go on to http://www.greatschools.org/ and see TRMS reviews. It is time for some improvement Timberlane.	3/19/2013 11:32 AM
53	I am very impressed with the school and especially the wonderful teachers. My son has come a long way and I credit the school and teachers for this.	3/18/2013 6:44 PM
54	I prefer the letter grades - not a fan of the ability to retake exams. Hard for the students to understand this is not the way real life works or even how future schools operate	3/18/2013 5:46 PM
55	I felt that in the first quarter a B- did not allow my daughter to achieve honors. I thought this was wrong and ruined her chances of getting any awards in grade 8. In the 2nd quarter the B- was changed and did allow the children to get honors. I think that any child that received a B- in the first quarter should be credited with Honors if that was the only grade holding them back. The district needs to get on the same page and come up with consistent standards.	3/18/2013 1:01 PM
56	I am for keeping in place the Letter grades for students. I feel they need to see a letter grade, especially for those students who truly try to do their best. Taking that away is a mistake, they need to have a goal to work towards and if they don't see that they may lose their motivation to achieve As .	3/17/2013 4:08 PM
57	as a parent I would like a syllabus for each subject sent home. On going projects that my daughter is working on at home are not being clearly explained to me as to scope and due date. If such info is available I do not know how to access it.	3/17/2013 11:45 AM
58	I feel that the letter grading should come back because having those really show the kids where they stand and will encourage them to do better.	3/17/2013 9:30 AM

TRMS Standards-Based Grading/Parents

#	Responses	Date
59	I find the rubrics difficult to follow and I hate the use of all the new terminology. Summatives, formatives, "this is to show the teacher what I know but doesn't count. This one counts." Why don't you just call it a test? Also, when scheduling parent teacher meetings we (parents) need more meeting times available. I have had one meeting this year and had to take time out of work to make it. Then when I showed up I was told the teacher who asked for the meeting was not at work that day. No follow up by the teacher was ever attempted. That's pretty piss poor. How about giving us some time in the evenings to schedule meetings. I know that teachers have lives outside of school but, so do we. Understanding how my child is doing is easier with a letter grade. 1,2,3,or 4 just doesn't cut it. What equals an F? Maybe you should throw a 0 in there.	3/15/2013 4:56 PM
60	I feel that the standards based grading gives a clear understanding of what my child is work academly. This has been positive addition to the school.	3/15/2013 2:49 PM
61	The teachers have done a fabulous job implementing the standards based grading. The Rubrics make it clear to my daughter what she needs to do in order to improve her grade. Thank you	3/15/2013 8:24 AM
62	Report cards provide good information about my children's learning, however, I would like to see a parent-teacher conference day or evening instituted in addition to student-led conferences. There is a smoother connection between the standards grades and letter grades this year than was present last year. My children understand standards-based grading, but they feel that teachers are focusing on level 3, not level 4 or exemplary concepts. There are also significant differences across subjects in the articulation of the expectations for level 4 (exemplary). As a parent, it appears to me that learning is now channeled completely into the defined standards and that the instructional emphasis is on the level 3 criteria, not the highest level of achievement. I do not agree with either "teaching to the test (summative)" or focusing efforts on having all students attaining mastery since the latter seems to come at the expense of excellence for top students. I think another parent information night would be very beneficial. Student focus groups would probably also be very informative.	3/14/2013 10:42 PM
63	Like most students, parents and even teachers that I have spoken with, I would much rather see letter grades.	3/14/2013 7:19 PM
64	Once again, I would like to say that I do not like the standards-based system!! Bring back the good old fashioned letter grades that EVERYONE understands!	3/14/2013 5:09 PM
65	There still seems to be some inconsistencies and disagreement and /or evolving beliefs regarding what constitutes a 4 (exemplary) in different classes. I do feel strongly that students should be able to make a small or simple error without being required to take a retake to achieve a 4.	3/14/2013 5:03 PM
66	I have 2 questions/concerns about SBG 1) While I think it is a positive that the students have opportunities to retake a summative and hopefully relearn the material missed or makeup for a poor test day, are the teachers finding that their students are truly increasing their knowledge or are the teachers just again having to "teach to the test"; ie helping students who may not really care receive an acceptable grade. And, is the number of retakes unlimited that as my middle schooler understands it? 2) Since the summatives are the basis for the students' grades should a teacher be allowed to announce a summative the day it will be taking place. A surprise summative gives a student little time to prepare. On a positive note, I feel that SBG may be an effective tool for judging not only a student's understanding of a standard, but also a teacher's ability to properly convey to his/her students the material.	3/14/2013 2:28 PM
67	The elimination of grading from homework and class participation is a complete disconnect from real life. We are preparing our students for failure with a less rigorous curriculum and simultaneously, hard to achieve Exemplary level. The grading mechanisms appear to game the system so that more students simply look better, The grading system in and of itself is not relevant to the teaching process and curriculum. Allowing retests need to be under the same exact policy for every teacher. If you are going to apply standards, make them all the same. Placing the responsibility of education on middle school aged children is a very bad idea. 11-13 year old kids are simply not capable of handling it. This is a demonstration of bad judgment by the school.	3/14/2013 2:22 PM

TRMS Standards-Based Grading/Parents

#	Responses	Date
68	<p>While I understand the Standards-based system and applaud the fact that basic standards are being identified and used across all classes in a particular grade, I would like to see advanced standards developed for those students who demonstrate "Exemplary" status early into a unit of instruction, who are able to work at a faster pace, and who could then be challenged further. I see a need for this in Math and Language Arts in particular. To teach to the standards is necessary, but for those who in past years would have been offered specific Enrichment opportunities, such as an advanced reading group, reaching the standard is not enough. The middle school years are a wonderful opportunity to challenge advanced students to achieve even higher goals, but that is not happening in any real way at TRMS and that is in great part due to the new standards-based approach. The teachers are doing amazing work in adapting to this new system, but we need more teachers who will work with advanced students, outside of their usual classroom, on more advanced standards. As to the actual grading of individual tests, the idea that to achieve an Exemplary grade of "4" requires, in many cases, a perfect score of "100%" is not sensible. Even more worrisome is the fact that students are given the opportunity to go back and re-do an exam in order to achieve a score of 100% in order to earn the "4". As soon as these students leave TRMS, they are entering a world where they will not be offered re-do's on their exams, not at TRHS, not on standardized tests such as the SAT's, and certainly not in college. We are not preparing them well by having a system that teaches them that only 100% is equivalent to an "A" and that you can re-do your test to achieve that. Again, I would commend the staff at TRMS for adapting to this new system, but the quality of instruction provided for students who are capable of advancing through the standards more quickly than the average needs to be improved. The goal of teaching to the individual child's needs is not being met for the more advanced students at our school. Thank you for providing this opportunity for feedback.</p>	3/14/2013 2:19 PM
69	<p>i would rather have the regular grades rather than this system. It's confusing and they don't do that in high school so that throws out a different message to the kids.</p>	3/14/2013 1:30 PM
70	<p>Homework Now sheets are very different from teacher to teacher on the same team. Standardization would be appreciated. Also an agreed time on updates. Through out the year some teachers have gone weeks without updating their page.</p>	3/14/2013 11:47 AM
71	<p>Using a widespread standard for learning goals that are clearly expressed to child and parents makes sense. The letter grade system in reporting success in learning objectives is far more clear than the the new fangled nomenclature.</p>	3/14/2013 7:55 AM
72	<p>The Standards based system does not teach the value of hard work being rewarded. The kids feel there is no need to make an effort, as they can simply try again. The other thinking I see is that my child feels that when she works hard to achieve a goal, it is not fair that another child is given multiple tries to do the same, but with no penalty for the repeated tries necessary to obtain what my child studied and worked hard for the first time around. My child is often confused about why the grade received is what it is, and rarely knows how to remedy the situation. The system does not allow me, or my child to assess what percentage of the knowledge is truly being absorbed. Additionally, this is not the system used at the high school level. The discrepancy in grading systems within the same school district is a source of confusion for both students and parents alike.</p>	3/14/2013 1:34 AM
73	<p>Having both Standard Based Grading as well as Letter Grades are confusing to parents as well as the children. It does not give me a clear picture as to where my child is succeeding in class.</p>	3/13/2013 9:52 PM
74	<p>I did not like the conferences we had in the fall, having it driven only by the student's could have been done with a conversation with my daughter at home. I wanted to talk to her TEACHERS and see what her strengths and weaknesses were.</p>	3/13/2013 7:30 PM
75	<p>I do not understand this new grading system - I feel we should go back to the reg. standard of grading.</p>	3/13/2013 6:52 PM
76	<p>Very hard to understand where she went wrong very difficult to understand where she stands Very hard for her to get an M on her test</p>	3/13/2013 6:21 PM
77	<p>Thank you to everyone for taking the time to help our children</p>	3/13/2013 1:06 PM
78	<p>I like how the students get to redo testing to ensure they understand the concepts. My only concern is that method doesn't follow through into high school. They will go from 2nd chances to pass/fail. It could be hard for some students to adjust once in high school.</p>	3/13/2013 7:51 AM
79	<p>Not really a fan of this grading system, It seems very vague & does not clearly define how well my child is doing in school. Would like the standard A,B,C grading implemented back into the school system. Also... my 2nd grader has more homework than my middle schooler. I would like to see more homework from the middle school.</p>	3/13/2013 7:11 AM

TRMS Standards-Based Grading/Parents

#	Responses	Date
80	This is the worst grading system I have ever seen. Too difficult for students to get exemplary and doesn't motivate those in the 79-90 range to exceed. I want to know how my child is doing as an individual. I don't feel that "meeting standards" is a sufficient description. I feel this is an effort to be politically correct and make all students think that average work & effort is accepted in the real world. Very disappointed to think our school system finds this acceptable.	3/13/2013 6:56 AM
81	I believe the standard based system is not representative of true education and does the student an injustice to prepare for college and real world events.	3/12/2013 10:23 PM
82	I do like that we have both letter grades and the standards list..it helps to understand the letter grade more to see the specifics. I have another issue related to the report card. I have issue with the unified arts having the same "weight" as the core classes. My child was held from making high honors because she earned a B+ in sewing...she is now worried for next quarter because of the rubric for phys ed. The circus unit has her and many of her friends concerned. Anyway, I just wanted to mention this. As far as the report card goes, I like it much better this year.	3/12/2013 9:02 PM
83	There needs to be parent-teacher conferences. The student led conference is a waste of parents time. A straight numeric grade would also be sufficient.	3/12/2013 7:00 PM
84	There has been absolutely no communication from teachers since the beginning of the year other than report cards. At least one parent teacher conference would have been nice. The only one there was, was a student led one which was absolutely useless as far as getting information from the teachers. Good for students in a way, however not at all for the parents. There should at least be 2 parent teacher conferences throughout the school year. The lack of communication is a big problem. Also not enough grading in the system for homework, effort, class participation, etc. It is all written based work which is good for kids that learn and test that way, however terrible for children who do not test or learn that way. I think it really needs to be looked at again to look at ways to include every style of learning and testing and not just long written tests.	3/12/2013 6:40 PM
85	Completely off subject, but I strongly disagree with the current grading process of the Phys. Ed. Dept. My son is a high honors student that has always done well in every aspect of school. Because he has never had an interest in sports, now to grade him based on sports performance is absolutely ridiculous. Lets remember why kids are in school...it certainly isn't to pursue a professional career in sports, I think we've all looked at those numbers and how many kids will actually make a living out of their chosen sport...it's not promising. I am in no way degrading sports or the kids who choose to play them, I was a 2 sport varsity athlete. But to actually punish kids for not being athletically gifted is an atrocity. My son was honestly worried that he wouldn't make honor roll because he couldn't juggle...and that isn't fair to a great student and a roll model to his peers.	3/12/2013 6:22 PM
86	Sorry to report I don't get the grading system and would appreciate a class on the subject or that you go back to traditional grading. Also due to the current grading system and teacher feedback we are considering leaving the district for private. We would prefer to stay!	3/12/2013 6:18 PM
87	I pulled my child from the timberlane school system due to this and the do over system. How can any of this be accurate if they are allowed do overs? OBVIOUSLY IF A DO OVER has to occur than the assesment process must not be working.	3/12/2013 6:12 PM
88	I email my daughter's teachers very straight forward direct questions. Typically, I never get my questions answered. My daughter is struggling and I am very frustrated that they do not take the time to provide me the information I request. I asked 4 of her teachers to send me weekly progress reports. Only 1 of them actually provides one. 2 of them don't respond to email in a timely manner, sometimes they don't respond at all. I feel totally ripped off since the highest percentage of my taxes goes to the school system and the teachers don't work with parents to help students be successful.	3/12/2013 5:41 PM
89	We were told not to use homeworkknow site in high school. We were told to use powerschool only which conflicts with this survey.	3/12/2013 5:34 PM
90	I feel there is too many inconsistencies in grading between the elementary, middle, and high school.	3/12/2013 5:28 PM
91	For our family the process is working well. If there was one area for improvement in communication with the parents it would be around retakes. How does it work, what do they mean, and how can we as parents best support. Thanks	3/12/2013 5:27 PM
92	Wonderful for my children who strive for exemplary - not just extra work, but deeper understanding. My daughter recently tutored another student for her exemplary score - a genius idea!	3/12/2013 4:59 PM

TRMS Standards-Based Grading/Parents

#	Responses	Date
93	I disagree with the retake policy since this is not done at the high school level and that is what middle school should be preparing students for. The fact that students are only missing one or two minor points on an assessment that is several pages long and having to do a retake is a poor use of teacher's time and resources. Numeric grades in subjects like math/science would give a better understanding on how the student in doing on a test. More difficult problems should be assigned a greater weight. Teachers seem to be sending the message to students that they're working for the M not for the E. This lends itself to mediocrity not excellence. Students are understanding the system better and this means that is they don't feel like studying on a particular night, they just wait for the redo.	3/12/2013 4:50 PM
94	I would much rather see a traditional report card.	3/12/2013 4:45 PM
95	What's a rubric? What's wrong with A,B,C,D Stop complicating a simple concept pass/fail.	3/12/2013 4:38 PM
96	I am not happy with standards-based grading for various reasons. 1) they seem to be still evolving, rubrics are being defined and when they don't work, re-define them again. 2) they are subjective, not objective 3) too much time is spent teaching to the test that actual learning is being undermined. 4) Math is especially difficult, how can someone be "proficient with distinction" in Math on the NECAPS but barely muster a "P" on summatives?	3/12/2013 4:21 PM
97	Lousy system. Standard varies from teacher to teacher.	3/12/2013 4:12 PM
98	I believe you have created "LAZY STUDENTS" with this, why study when you can just take it again!!!! Also I think it is VERY SUBJECTIVE from teacher to teacher with What qualifies for an Exemplary, While 2 different Sumatives both had 2 wrong on 1 test the 2 wrong were T/F, on the other were 2 small math mistakes, the Math came home with a Exemplary, the other a Mastered, my daughter did not re-do the Mastered, and what change her answers to True..crazy..sorry to see it continuing in the High School...very disappointing	3/12/2013 4:01 PM
99	I understand the standard based grading and like it. I do not like or understand the letter grade attached to the standard based. I believe it should be standard based or old fashion letter grades... not this letter grade attached to the standard based 1-4... which does not convert to old fashion letter grades even though we are using the same old fashion letters... misleading. I feel standard based (just 1-4.. no "letter grades" gives parents more information.	3/12/2013 3:36 PM
100	Dislike report card!!! I like the old system better. Why is a B- not the honor roll? Why in some cases does a whole class have to take a redo in a test? Could this be a reflection in a teachers ability to teach? Maybe it is not always the child/children	3/12/2013 3:32 PM
101	Because a 2 contains the word mastered ie partially mastered. My child seems to think this is an acceptable grade and nothing I explain to him will convince him otherwise. He also believes that there is no need for an exemplary since a 3 quite obviously states that he is a master at the material. Either I need a clarification or he does. I'm thinking it is him.	3/12/2013 3:16 PM
102	I find that it is more difficult to obtain an A now than it use to be. I also see that this new grading system has leveled the playing field more.	3/12/2013 3:14 PM
103	Children applying to Private High School will be inhibited by this grading system. We need to move away from it like Andover did.	3/12/2013 3:09 PM
104	I don't understand how my child consistently meets the exemplary standards but does not receive all "A" on her report card. She does not always get a "4" on the summatives - usually a 3 or a 4 - so how is the other classroom activity combined with the grades to come up with the final grade?	3/12/2013 3:09 PM
105	I am very happy at how clearly the standards are presented for students and for parents. The information is much more useful than what we received in elementary school. My only concern is the use of unified arts grades towards honor roll. I have heard from parents about students not making high honors because of grades in such things as sewing, keyboarding, and "circus skills." I am a strong proponent of high standards for students but this is an area that concerns me.	3/12/2013 3:06 PM
106	I support the current model. Any issues my child has with grades has to do with how she completes work and it is clear where the gaps are when she gets off track.	3/12/2013 1:15 PM