



# K-2 Standards Based Grade Card

*A guide for parents and guardians*

*Meeting you where you are, and taking you where you want to go.*

## INTRODUCTION

Dear Parents and Guardians of K-2 Students,

In striving to provide a rigorous, student centered and engaging learning experience for every student, the district has revised the manner in which we report on student progress. To that end, the district has adopted a new, more rigorous set of standards for what every child should know and be able to do in each subject area and grade level and has adopted a new reporting format.

Our newly adopted Standards Based Grade Card (SBG) describes what a student should know and be able to do at the end of each grade level in English Language Arts, Mathematics, Science, & Social Studies. We firmly believe that SBG is a significantly more effective tool for communicating student growth within the grade level learning standards and will assist us in working towards our USD 309 BOE goals in the area of communication: "Clear and effective information is accessible to students, parents, & patrons".

In addition to this new reporting system, we will now provide more detailed information in the Social Emotional and Character Education. We have also included a table that will list benchmarking assessments information.

It is critical to note the varied ways that a SBG is beneficial for students, parents and teachers.

- Teachers are able to use ongoing assessments as a way to guide classroom instruction. Students are able to practice their mastery of standards without the penalty of receiving a poor grade. The process of re-teaching creates opportunities for both teachers and students to learn from their mistakes and continuously learn.
- Standards based grading allows teachers the opportunity to clearly communicate with students and parents.

This guide provides information about the this process being integrated at your child's school, including frequently asked questions and additional background information, a description of proficiency levels, a sample grade card, further detail on the content area standards included on the report card, and a list of additional resources for parents and guardians.

Please feel free to contact my office at (620) 663-7141 or your child's school if you have any questions or concerns.

Penny K. Stoss  
USD 309 Assistant Superintendent

## REPORTING PROGRESS

Reporting student progress occurs throughout the year and takes various forms. The overall process helps parents and students understand the topics studied in each specific content area, the skills and concepts introduced, and the expected level of performance at each grade level.

Standard Based Grade Cards are issued 4 times a year.

- October at conferences
- December by email
- March at conferences
- May by email

## PERFORMANCE LEVEL INDICATORS

There are four levels of performance noted on the new Standard Based Grade Card using a numeric indicator system (4,3,2,1 and blank) to describe progress and growth over time. A descriptor for each indicator is provided below:

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Blank</b>
<b>Exceeds</b>	<b>Meets</b>	<b>Approaching</b>	<b>Not Yet</b>	<b>Not Assessed</b>
<i>A student at Level 4 shows an excellent ability to understand and use the skills and knowledge needed <b>above</b> the current grade level. A student working at a level 4 is working on standards <b>above</b> their current grade level. This score is reserved for students truly working above grade level and is not used often.</i>	<i>A student at Level 3 shows an effective ability to understand and use the skill and knowledge needed. A Level 3 indicates the student has met this grade level standard. Students are working towards a 3 by the end of May. It demonstrates they are ready for the next grade level's standards.</i>	<i>A student at Level 2 shows basic ability to understand and use the skills and knowledge needed. As students are working to master a standard the score of 2 is the most common used on SBG. A student is not moved to a 3 until they can consistently demonstrate mastery of the standard.</i>	<i>A student at level 1 shows a limited ability to understand and use the skills and knowledge needed. The student is working on the skill and may need additional resources/time to meet the standard.</i>	<i>When a space is left blank or shaded it means that this standard was not measured/taught or there wasn't enough data to report for the student during the quarter reported.</i>

## ACADEMIC GROWTH LEVEL INDICATORS

Standards-Based Reporting replaces static grades (E,S,N) with Growth Indicators (1-4) that measure and describe growth/progress over a defined period of time. An indicator of "3" is the expected goal for students, which indicates that the student has demonstrated a secure understanding of his/her grade level learning standards, The expectation is that students will achieve a "3" by the end of the year for each grade-level learning standard.

**4-** A “4” indicates that the student’s growth/progress exceeds the learning standard because she/he has demonstrated an advanced understanding of the standard and has been able to apply that understanding in ways that go beyond grade level expectations. Given the very high standard for demonstrating a “4”, very few students will be at this level of performance.

**3-** A “3” indicates that the student has demonstrated an independent and secure understanding of the end of the year learning standard. This student requires little if any additional support or assistance in successfully demonstrating concept learned and met grade level learning standards.

**2-** A “2” indicates that the student is developing an understanding of the learning standard and still requires intermittent support and assistance to meet the requirement of the academic standard for his/her grade level.

**1-** A “1” indicates that the student is developing an emerging understanding of the grade level standard at this time. His/her current level of progress/growth is characterized as requiring consistent teacher support to make progress/growth.

**BLANK-** A blank or shaded box indicates that the standard has not been adequately introduced, covered, or assessed during the marking period. Boxes left blank can be different from class to class and student to student. All standards on the Standard Based Grade card will be addressed by the end of the school year.

## FREQUENTLY ASKED QUESTIONS – FAQs

### **1. What is a standards-based grade card?**

A standards-based reporting system is designed to inform parents about their child’s growth/progress toward achieving specific end of the year learning standards. The standards establish challenging performance expectations for all students. They describe what students should know and be able to do, and serve as the basis for the school/district curriculum, instruction, and assessment model. The introduction and adoption of Kansas standards has increased the rigor and responsibility for all students, teachers, and parents in an effort to ensure effective preparation for post secondary success and career.

### **2. Why was the grade card changed to the standards-based grade card?**

The grade card was changed to provide more concrete information to students, teachers, and parents about student growth/progress towards meeting grade level learning standards. For example, with the previous grade card, students received one grade for reading, and one for math. On a standards-based grade card, each of these subject areas is further expanded to include a list of skills and concepts students are responsible for learning. For each standard assessed during that 9 week period (qt.), students will receive a growth indicator (4,3,2, or 1). With this knowledge, parents are better able

to guide and support their children, and help them be successful in a challenging academic program. These growth indicators are explained in further on pages 3 & 4 of this guide.

**3. What are the advantages of standards-based growth reporting?**

The learning targets are articulated clearly to the students throughout instruction. Parents/Guardians can see which learning targets students have demonstrated mastery of and which learning targets need continued review, re-teaching and additional practice.

**4. How will standards-based report cards affect your child?**

One of the biggest adjustments for students and parent and guardians is that standards-based report cards focus on end-of-the-year learning goals. This means that in the first or second assessment period, instead of getting E's for trying hard and doing well on tests a high achieving student might have several marks indicating that he or she is not yet proficient in some skills. Although this is normal, since most students will not meet all of the year's goals in the first quarter, it can be disconcerting to parents and students who are used to seeing all E's or S's.

**5. How does the standards-based grade card compare to the traditional letter grade system?**

Standards-based growth indicator reporting is different from traditional letter grade reporting. Letter grades are typically calculated by combining how well the student met a teachers' expectations, how the student performed on assignments and tests, how much effort the teacher believes the student put in, and how the student is doing in comparison to classmates. *Letter grades do not tell parents which skills their child has mastered or whether he or she is working at grade level. The standards-based report card measures how well an individual student is doing in relation to the grade level standards, not the work of other students.* This gives parents a better understanding of their child's strengths and weaknesses, and encourages all students to do their best.

**6. How will a student on an Individualized Education Program (IEP) be assessed on a standards-based report card?**

The learning standards for all students are generally the same. Students with an IEP may have specific accommodations and/or modifications that provide supports to better access the standards, by providing scaffolding and support necessary for that student to access and demonstrate knowledge of a standard.



Nickerson Elementary  
 400 North Nickerson  
 Nickerson  
 Principal  
 Teacher  
 Grade



School Year 2018-2019						Standards Key			Q1	Q2	Q3	Q4
<b>Attendance</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>YR</b>	4	Exceeds	MAP Math				
Days Absent	1.5				1.5	3	Meets	MAP Reading				
Days Present	37.5				37.5	2	Approaching	Star Reading				
Times Tardy	0				0	1	Not Yet	iReady Math				
Days Enrolled	39				39	Blank	Not Assessed					

English Language Arts						Q1	Q2	Q3	Q4	Math						Q1	Q2	Q3	Q4
<b>Reading Foundational</b>										<b>Math</b>									
Know & apply grade level phonics & word analysis						3				<b>Operations &amp; Algebraic Thinking</b>									
Reads with accuracy & fluency to support comprehension						4				Understand place value									
<b>Spelling</b>						E+				Use place value & properties of operations to add and subtract									
Learns spelling pattern when writing words						3				Add & subtract within 10									
<b>Reading Literature</b>										<b>Counting &amp; Cardinality</b>									
Ask & answers about key details in a text.										Represent & solve problems involving addition & subtraction						3			
Retells stories & determines their central message, lesson, or moral.										Add & subtract within 20						3			
Describe character, settings, & major events and challenges						3				Single-digit sums and differences from memory									
Compares formal & informal uses of language										<b>Geometry</b>									
Determines the meaning of unknown & multiple-meaning words										Reason with shapes and their attributes									
Uses sentence-level context to determine meaning										<b>Measurement &amp; Data</b>									
<b>Writing &amp; Language</b>										Measure & estimate lengths									
Writes opinion texts at grade level										Relate addition & subtraction to length									
Demonstrates understanding of grammar when writing										Work with time & money									
Writes informative/explanatory texts at grade level										Represent & interpret data									
Writes narratives at grade level										<b>Science</b>						Q1	Q2	Q3	Q4
Demonstrates understanding of capitalization, punctuation, & spelling when writing						3				Earth's systems									
<b>Speaking &amp; Listening</b>										Interdependent relationships in ecosystems									
Participates in conversations with peers, adults, in groups						3				Structure & property of matter						3			
Use correct grammar when speaking										Engineering design									
Knows & uses grade level vocabulary words						3				<b>Social Studies</b>						Q1	Q2	Q3	Q4
<b>Social Emotional Character Education</b>						Q1	Q2	Q3	Q4	Choices have consequences									
Demonstrates self control						3				Individuals have rights & responsibilities						3			
Manages time wisely						3				Societies are shaped by beliefs, ideas, & diversity									
Demonstrates responsibility						3				Societies experience continuity & change over time									
Identifies & describes basic emotions										Relationships among people, places, ideas, & environments									
Manages emotions & behaviors										Civics/Government: rules & citizenship									
Recognizes feelings, & perspectives of others										Economics: goods & services									
Engages in social interactions										Geography: features of a map									
Resolves interpersonal conflicts										History: past & present						3			
Demonstrate caring & respect for others																			
Identify & illustrate safe & unsafe situations																Q1	Q2	Q3	Q4
										Physical Education									
										Music									

## REFERENCE GUIDE:

### SBG References:

Kansas English Language Arts Standards:

<https://community.ksde.org/LinkClick.aspx?fileticket=g4s0HZxjYF4=&tabid=5559&mid=13575>

Kansas Math Standards:

<https://community.ksde.org/Default.aspx?tabid=5276>

Kansas Social Studies Standards:

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/History-Government-and-Social-Studies>

Kansas Science Standards:

<https://community.ksde.org/Default.aspx?tabid=5785>

Kansas Social Emotional & Character Education Standards:

<https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-M-Z/School-Counseling/Social-Emotional-Character-Development-Standards-Assessment-and-Instruction>

### SBG Terminology:

**Assessments:** The ongoing process of gathering data or giving feedback about a student's performance in order to determine a students' strengths and weaknesses, improve instruction, and document student progress.

**Benchmark:** A reachable target for student learning at various points of the year, as defined by samples of student work.

**Rubric:** A tool used to score or rate a student's oral or written performance. A rubric identifies specific characteristics used to determine the degree to which a standard has been met.

**Learning Standard:** A statement that identifies what students should know and be able to do. Learning Standards for each content area subject and grade span are identified in the Kansas State Standards. These can be viewed online at the Kansas Department of Education's website. Links to the web pages are included in this guide.

### SBG Instructional Videos:

Standards-Based Grading Overview:

<https://www.youtube.com/watch?v=E7m4762pjH8&t=3s>

What is standards-based grading?

<https://www.youtube.com/watch?v=2kRHC2WF8JI>