



believe... achieve... succeed



Standards-Based Report Card Parents and Guardians Guide

Welcome!

It is our hope that you find this Guide for Standards-Based Grading beneficial. An academic *standard* is a statement developed to describe what all students should know (*content*) and be able to do (*skills*) in academic subjects like math, science, reading, social studies, etc. Clear learning objectives keep the focus on student achievement.

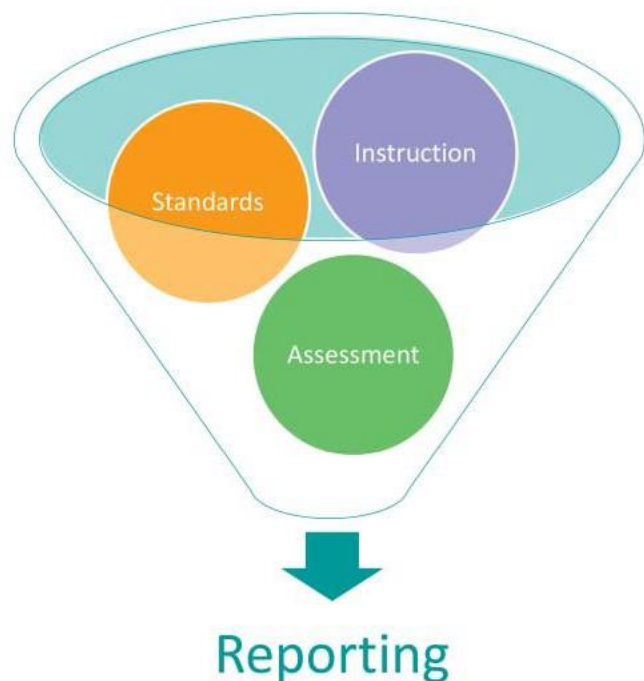
The standards-based report card is a tool to accurately communicate to parents and guardians the progress that their child is making on learning the essential standards for each grade level, from transitional kindergarten through sixth grade. These standards were identified by district teachers as the foundational knowledge and skills that students need to master in order to be successful in the next grade level.

The shift from traditional grading practices has many benefits for both students and teachers. A standards-based grading system measures a student's proficiency on grade-level standards. A student who may have struggled at the beginning of a unit when learning new material may still be able to demonstrate mastery of key content and concepts by the end of a grading period. Traditional grading averages a student's achievement data with other factors, such as work habits.

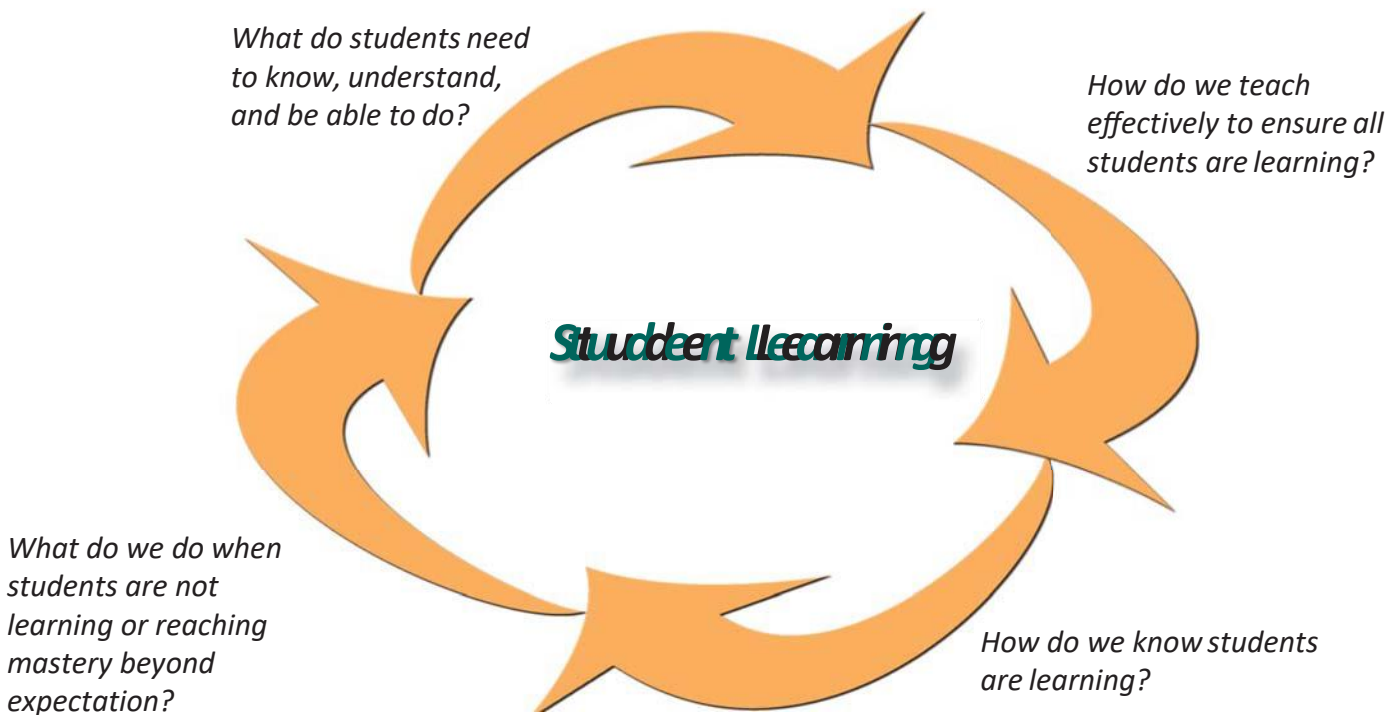
Components of a Standards-Based System

There are four essential components of a standards-based system:

- The **standards**, (as outlined by the Iowa Department of Education) that describe what a student should know and be able to do at a given grade-level
- The **instruction** a teacher uses to ensure that classroom teaching targets these standards
- The **assessments** that a teacher uses to measure learning and the extent to which a student has met the standards
- The **standards-based report card** that allows a teacher to communicate accurately a student's progress towards meeting standards at critical junctures throughout the school year



Continuous Cycle of Teaching and Learning



Step 1: What do students need to know, understand, and be able to do?

Sioux City Community School District teachers work in collaborative grade level teams to determine the essential content and skills. Grade level standards are clear, measurable learning goals that empower students. Learning goals are directly aligned to the Iowa Core, which clearly articulates what students should know and be able to do in order to advance to the next level of learning.

Key Ideas:

- Standards help teachers, parents and student to understand the learning goals.
- Student engagement and motivation increase when students know what is expected and clearly understand the learning goals.
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Step 2: How do we teach effectively to ensure all students are learning?

Teachers use data as the starting point for conversations about teaching and learning. Sioux City Community School District teachers use instructional methods based on best practices. Teachers work together (Professional Learning Communities) using data to differentiate instruction based on the needs of the students. For example, teachers provide additional support for students who have trouble in learning or extend and enrich instruction for students who demonstrate mastery of learning targets.

Key Ideas:

- Teaching is both an art and a science! Every classroom is unique.
- Teachers differentiate the learning experience for each student to meet individual needs.

Continuous Cycle of Teaching and Learning

Step 3: How do we know students are learning?

In a standards-based approach, teachers continually monitor a student's academic progress through observation, daily work, and other forms of assessment. This on-going instruction can be considered the *formative process* and is recorded in Infinite Campus. Teachers frequently assess student learning to provide ongoing feedback to both students and parents.

Near the end of a marking period, teacher test students using the district common *summative* assessments. The word summative means that the results of the assessment will be reported. Before making a final determination regarding student proficiency and marking it on the report card, teachers carefully consider a student's progress during the whole reporting period. The reported proficiency is determined based on a body of work, including key pieces of evidence—the summative assessments.

Key Ideas:

- Teachers carefully review the results of the district common summative assessments and the formative process when determining proficiency on the report card standards.
- Teachers re-assess if the body of evidence is inconsistent.
- Teachers may also re-assess if a student's proficiency level has changed due to intervention or enrichment.
- The teacher will record the highest proficiency attained by the student on the summative assessments.
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Step 4: What do we do when students are not learning or reaching mastery beyond expectation?

Knowing where a student is in the progress toward meeting the standards is crucial for planning and carrying out classroom instruction. Standards-based grading gives teachers more information about the student's progress on each academic learning goal. Teachers can respond quickly with timely feedback and interventions designed to support student learning. Students that are not yet proficient on grade level standards will continue to work toward proficiency and will have multiple opportunities to demonstrate that proficiency throughout the academic year. Teachers promote a culture of continuous improvement for every learner, using data to inform instruction.

Key Ideas:

- Students learn at different rates. That's OK! Becoming proficient on a standard may take more time or less time for some students.
- The proficiency level on the report card will reflect a student's current progress. Proficiency can change at different times of the year as students grow or are challenged.

Definitions of Proficiency Levels



Levels 1, 2, & 3

1 Needs Intervention

Student shows little or no evidence of meeting grade level standards/expectations even with continual support.

2 Progressing

Student's independent achievement shows inconsistent use of skills, but is progressing toward meeting grade level standards/expectations.

3 Near Proficient

Student's independent achievement does not consistently meet grade level standards/ expectations but does at times.



Level 4

4 Proficient

Student's independent achievement meets grade level standards/expectations.



Levels 5 & 6

5 Highly Proficient

Student's independent achievement is at grade level or beyond grade level standards/expectations.

6 Advanced

Student's application of skills and/or concepts goes beyond what is taught in class.

Example of a District Report Card- Third Grade

These are the levels of proficiency used to report achievement in the content areas on the essential standards.

Attendance and tardy information is reported in this

Achievement marks for the first quarter appear in the first box. Marks for the second quarter will appear in the second box, followed by the

SIoux CITY COMMUNITY GRADE 03 REPORT CARD 2015-2016

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Student: _____
 Student ID: _____
 School: _____
 Teacher: _____
 Generated on: _____

Attendance Summary

Q1		Q2		Q3		Q4		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0	0	0	0	0	0	0	0	0	0

Academic Performance Level for Proficiency Levels	
Name	Score
Advanced	6
Highly Proficient	5
Proficient	4
Near Proficient	3
Progressing	2
Needs Intervention	1

*Comments: If the standard is blank, it was not assessed during that quarter.

3RD GRADE	Term			
	Q1	Q2	Q3	Q4
READING-3				
Ask and answer questions using text as evidence				
Describe characters or relationships in text				
Determine the meaning of words and phrases				
Make inferences				
Determine the main idea or message				
Use key details to understand text				
SPEAKING AND LISTENING-3				
Engage in collaborative discussions				
WRITING-3				
Introduce a topic or situation				
Provide an organizational structure				
Develop a topic or situation				
Provide a conclusion				

3RD GRADE	Term			
	Q1	Q2	Q3	Q4
Demonstrate standard grammar, capitalization, punctuation, and spelling				
MATH-3				
Addition and Subtraction using Place Value				
Concept of Multiplication				
Multiplication Facts				
Concept of Division				
Division Facts				
Naming Fractions				
Comparing Fractions				
Perimeter and Area				
Attributes of 2-Dimensional Shapes				
SOCIAL STUDIES-3				
Identify the role of citizens and government				
Recognize the influences on individuals and groups				
Examine the circumstances that affect the development of societies				
SCIENCE-3				
Plan, conduct and communicate scientific investigations with explanations				
Properties and uses of earth materials				
Organisms and their environments				
Describe and identify substances based on characteristic properties				
PHYSICAL EDUCATION-3				
Demonstrate proper forms and transitions of motor skills				

3RD GRADE	Term			
	Q1	Q2	Q3	Q4
Demonstrate object control using hands and feet within given parameters				
ART-3				
Create artwork using a variety of artistic processes and materials				
Elaborate and add details to personal artwork				
MUSIC-3				
Create rhythmic and melodic music patterns and ideas using notation				
Perform music with expression and technical accuracy				

ELEMENTARY	Term			
	Q1	Q2	Q3	Q4
WORK HABITS				
Listen attentively				
Follow directions				
Participate in class activities				
Demonstrate consistent effort				
Complete daily work				
SOCIAL INTERACTION				
Follow classroom and playground rules				
Cooperate with others				
Work independently on task				
Teacher's Comments:				

A student's work habits and social interaction are reported separately. The teacher will provide comments regarding your child.

Grade level standards are reported for each content area. The standards may be assessed and reported in more than one quarter.