

Standards-based Grading Parent Information Night

October 2017

Purpose of Report Cards

To provide accurate information and feedback to students and their families on the student' progress towards meeting grade level standards and mastery of content..



Rationale

- Requests from teachers
- Accurately align to major content areas
 - Reading
 - Writing
 - Math
 - Science
 - Social Studies
- Accurately communicate student progress in meeting requisite standards
- Provide specificity to allow families to track progress and support learning

Authentic Reporting of Progress

Accuracy

Basing a student's grade on assessments of learning

Consistency

Rubrics describe exactly what students should know or be able to do on a learning scale

Meaningful

Clearly communicates the learning that has taken place

Supportive of Learning

Focusing on demonstrated proficiency and providing enrichment or intervention as needed

Attributes of Traditional Report Cards



REPORT CARD

GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATH/SCIENCE	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance	Present	100%		
	Absent	0%		
	Tardy	0%		

Legend:
A - Excellent
B - Good
C - Satisfactory
D - Needs Improvement
E - Unsatisfactory
F - Inadequate
G - Incomplete

Student: _____ Grade: _____ Year: _____

- Provide one or two general indicators of performance (grades).
- Content area title encompasses a variety of strands (Mathematics - Geometry, Measurement, Computation, Fractions, etc.)
- Grading is determined by averaging performance over the marking period.
- Grades often include factors like attendance, homework completion, effort and extra credit.

Comparing Grading Practices

Previous Grading Practices

- Compare students against students rather than standard
- Consider factors other than academic ability
- Weighted assessments differently

Standards-Based Grading

- Communicate student's strengths and weaknesses
- Create consistent expectations across district
- Present progression of learning

What are Standards?

- Common Core State Standards CCSS
- New Jersey Student Learning Standards

Examples:

RL.1 Ask and answer questions to demonstrate understanding of a text referring explicitly from the text as the basis for the answers

Number & Operations in Base Ten

4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Standards-based Approach

Consider The Average Grade

Standard:

Uses the four operations with whole numbers to solve problems

1 st Try	2 nd Try	3 rd Try	4 th Try	5 th Try	6 th Try	7 th Try	8 th Try
45%	54%	67%	70%	80%	87%	93%	90%

Traditional Grade = C-

Standards-Based Approach

Standard:

Uses the four operations with whole numbers to solve problems

1 st Try	2 nd Try	3 rd Try	4 th Try	5 th Try	6 th Try	7 th Try	8 th Try
56%	67%	75%	70%	87%	89%	93%	90%

Standard Based Performance Indicator = 3 Meeting
Grade Level Expectations

Trimesters

- Three marking periods
 - December
 - March
 - June
- Benchmarks change throughout the year

Performance Levels

How will ratings of 1-3 be determined?

- Multiple opportunities to provide evidence
- Frequency of demonstrated proficiency
- Quality of evidence

Standards Scale		
1 Student needs to develop skills to meet grade level standards	2 Student exhibits progress towards grade level standards	3 Student consistently meets grade level standards
NE: Not Evaluated at this time <i>Curriculum modifications are factored into this evaluation if student is eligible.</i>		

Language Arts

READING	T1	T2	T3
Reading Literature			
Asks and answers questions using key details from the text			
Recounts stories to determine their central message, lesson, or moral			
Describes how characters in a story respond to major events and challenges			
Compares and contrasts characters and events within and between texts			
Reading Informational			
Determines the main topic of a text as well as the focus of specific sections within the text			
Uses text features to locate key information (captions, bold print, index)			
Compares and contrasts information presented by two texts on the same topic			
Foundational and Language Skills			
Applies grade-level phonics and word analysis skills in decoding words			
Uses a variety of strategies to determine new words			
Reads grade-level text with purpose and understanding			
Reads grade-level text with accuracy, appropriate rate, and expression			

WRITING	T1	T2	T3
Writes opinion pieces that include: an introduction, a statement of opinion, connection of ideas using linking words, and a concluding statement			
Writes informative/explanatory texts that include: an introduction, supporting facts and definitions, and a concluding statement			
Writes narrative texts that include: a lead, details to describe actions, thoughts, or feelings and a sense of closure			
Applies grade-level conventions of standard English grammar and usage			
Applies the grade-level conventions: capitalization, punctuation			
Applies the grade-level conventions: spelling strategies			

Math

MATH	T1	T2	T3
Please consult the HVRSD Standards-Based Report Card Correlations chart for detailed information about focus concepts and skills for each trimester.			
Operations and Algebraic Thinking			
Represents and solves problems involving addition and subtraction.			
Adds and subtracts within 20			
Successfully works with equal groups of objects to gain foundations for multiplication.			
Number and Operations in Base Ten			
Demonstrates an understanding of place value.			
Uses place value understanding and properties of operations to add and subtract.			
Measurement and Data			
Measures and estimates lengths in standard units			
Relates addition and subtraction to length.			
Successfully works with time and money.			
Represents and interprets data.			
Geometry			
Is able to reason with shapes and their attributes.			
Mathematical Practices			
Makes sense of problems and perseveres in solving them			
Attends to precision			
Reasons and explains			
Models and uses tools			
Sees structures and generalizes			

Science & Social Studies

SCIENCE	T1	T2	T3
Scientific Inquiry: Understands that scientific inquiry is a process to observe and describe, explain and predict natural phenomenon in our world			
Scientific Literacy: Demonstrates scientific literacy through listening, speaking, presenting, interpreting, reading and writing about science			
Scientific Content: Masters grade level content in life, physical, and earth sciences			

SOCIAL STUDIES	T1	T2	T3
Demonstrates understanding of content, concepts, vocabulary, and processes			

Behaviors That Support Learning

Behaviors that Support Learning	T1	T2	T3
Follows oral directions; listens attentively			
Interacts appropriately in groups			
Demonstrates self-control			
Takes responsibility for materials			
Organizes materials and personal belongings			
Demonstrates independence in activities, routines, and tasks			
Uses time effectively			
Respects the ideas, rights and feelings of others			
Effectively communicates feelings and resolves conflicts appropriately			
Writes legibly forming letters and numerals correctly			

Progress Through the Year

1

3	Meeting the Standard
2	Progressing Toward the Standard
1	Not Meeting The Standard



Goal	T1	T2	T3
Driving a Car	3	2	3



In the first trimester the student has been taught the laws and rules of the road and has demonstrated that she knows the rules and laws.



2



3	Meeting the Standard
2	Progressing Toward the Standard
1	Not Meeting The Standard

Goal	T1	T2	T3
Driving a Car	3	2	3



In the second trimester the student is expected to demonstrate the ability to drive on the road in a rural area, in a city and to parallel park.

At the end of the second trimester the student can drive in a rural area, and in the city, but is having difficulty with parallel parking

3

3	Meeting the Standard
2	Progressing Toward the Standard
1	Not Meeting The Standard



Goal	T1	T2	T3
Driving a Car	3	2	3



By the end of the third trimester the student has met the goal of driving a car.

The student has successfully passed the written and road test examinations.

Important to Remember

Performance expectations increase every trimester, and student performance ratings can change as well.

