

# REPORT CARDS:

an old tradition with a new look



TRANSITIONING TO STANDARDS-BASED REPORT CARDS



# REPORT CARDS...THEY'RE A LOT OF WORK, SO WHY DO WE DO THEM?

- To clearly, fairly, and objectively communicate how a child is progressing in school
- To help parents and students understand grade-level expectations and what is necessary to achieve academic success
- To document a student's academic progress, identifying areas of strength and areas of weakness
- To help teachers, schools, and districts improve instruction

# SUBJECTS AND STANDARDS

SUBJECTS are broad categories of learning. In elementary grades, core subjects include:

- Reading/Language Arts
- Mathematics
- Science
- History/Social Science
- PE/Health
- Visual and Performing Arts

Each SUBJECT has DOMAINS which are broken into STANDARDS.

Standards include . . .

- end-of-year learning goals
- concepts and skills to be mastered in each grade level.
- consistency and equity to grade-level learning from classroom to classroom, school to school, district to district, and state to state.

# TRADITIONAL GRADING VS. STANDARDS GRADING



## TRADITIONAL REPORT CARD

- Provides a very limited measure of student abilities. An "A" in English/Language Arts feels great, but might not reveal that a student who is an advanced reader is also struggling with writing conventions.
- Does not provide information on what a student should know or be able to do in their grade level
- Grades may be a reflection of different expectations among teachers, resulting in learning gaps from year to year
- Raises questions about fairness and equity



## STANDARDS-BASED REPORT CARD

- Measures students' progress toward mastery of grade-level learning targets by prioritizing the most recent or consistent level of performance.
- Students are not penalized for mistakes made at the beginning of the learning process when concepts are new
- Provides details on student's areas of strength and weakness
- Separates academic progress from work habits and behavior

# STANDARDS, BENCHMARKS, AND RATING SCALE

**STANDARDS** are the end-of-year knowledge / skill goals for each subject in each grade level. Standards are listed on each grade level report card.

**BENCHMARKS** break grade-level standards into learning targets. They are sub-sets of the knowledge / skills goals for each student to master by June. Measuring academic growth through benchmarks helps identify and remedy learning gaps as they arise.

**RATING SCALE** is the term we use for the marks used in grading.

# FORMER GRADING MARKS

Previously, grading marks were:

**M:** meets  
**A:** approaching  
**N:** not approaching

or

**A:** 90 - 100%  
**B:** 80 - 89%  
**C:** 70 - 79%  
**D:** 60 - 69%  
**F:** below 60%

# NEW RATING SCALES

Now, TK - 5 report academic progress using a 1-2-3 **Rating Scale**

## Progress Toward Standard

- 3** Meets Grade Level Expectations
- 2** Approaching Grade Level Standards
- 1** Not Meeting Grade Level Standards
- NA** Not Assessed

The influence of work habits on student learning is reported separately from academics, using the following marks:

## Effort

- Seldom
- X** Sometimes
- +** Consistently
- NA** Not Addressed for this Trimester

# FOR EXAMPLE...

MATHEMATICS		T1	T2	T3
OPERATIONS AND ALGEBRAIC THINKING				
DOMAIN	Application of Strategies to Solve Word Problems	2	1	3
STANDARDS	Understand Relationships between Addition and Subtraction	2	2	3
	Adds and Subtracts Fluently, Understanding the Meaning of the Equal Sign	n/a	2	3
DOMAIN	NUMBER SENSE			
STANDARDS	Extend the Counting Sequence	2	3	3
	Understand Place Value and Comparing Numbers	n/a	2	3
	Use Place Value to Add and Subtract	n/a	1	2
DOMAIN	MEASUREMENT AND DATA			
STANDARDS	Measure lengths indirectly by iterating length units	n/a	1	2
	Tell and Write Time	n/a	n/a	2
	Represent and Interpret Data	1	1	2
DOMAIN	GEOMETRY			
STANDARDS	Reason with Shapes and their Attributes	2	3	3

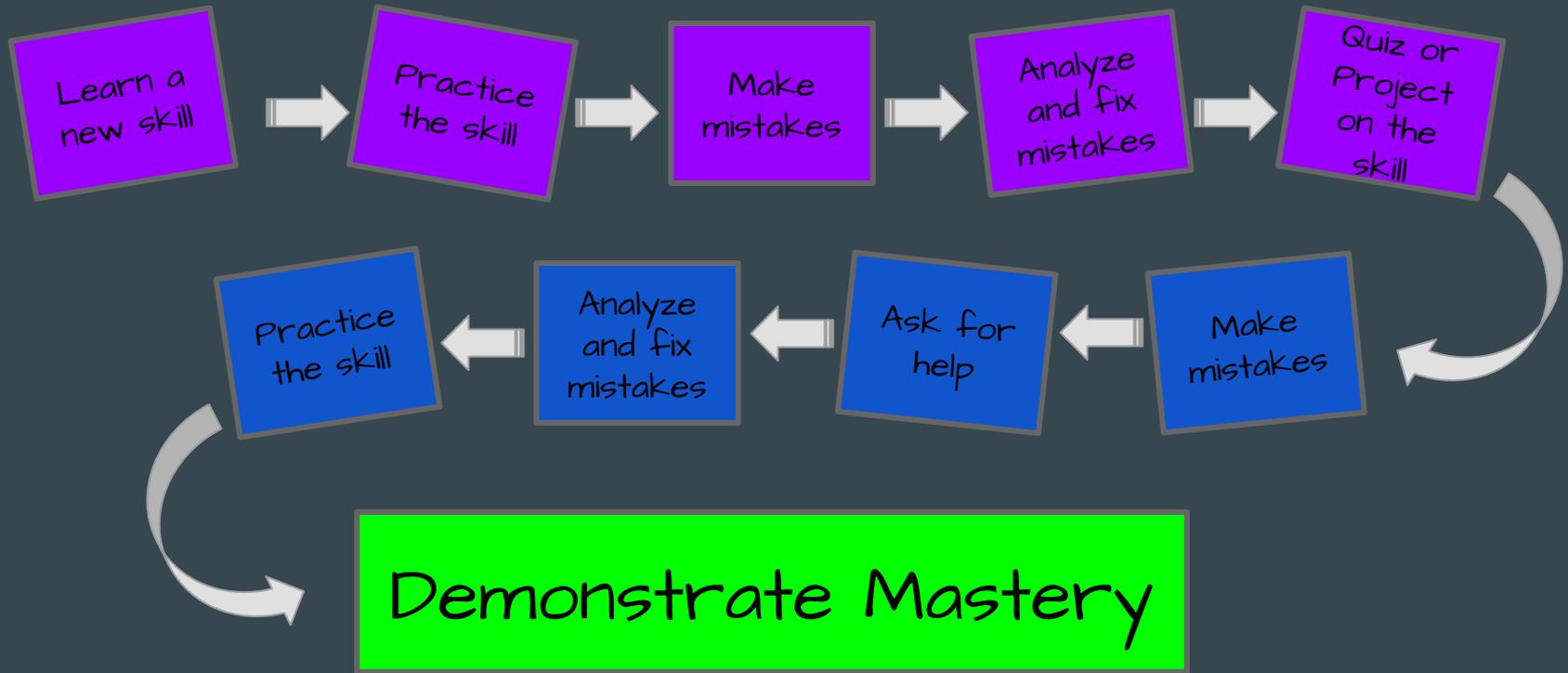
This highlighted example shows how a student might progress toward Mathematics standards throughout the school year.

Note on the highlighted standard how it is possible for a student to be approaching standards (2) in Trimester 1 when the concept of **Application of Strategies to Solve Word Problems** was first introduced in simple terms.

In Trimester 2, as more challenging learning targets in that subject are introduced, the student struggled and did not meet grade level standards (1).

However, in Trimester 3, the teacher provided supports to the student where the benchmarks showed he was struggling and he finished Trimester 3 meeting grade level expectations (3).

# WHAT LEARNING LOOKS LIKE IN STANDARDS-BASED GRADING



# NEXT STEPS: TALK WITH YOUR CHILD ABOUT THE REPORT CARD

Talking with your child about the report card is an essential way to show them that you value their education and are committed to support their success. These points may help:

- Plan to talk in a quiet place and time when your child and you have each other's complete attention.
- Talk about your child's successes first.
- For disappointing marks, ask questions to understand how a score was earned.
  - How difficult was the work?
  - Was extra help needed?
  - Would more active participation have made a difference?
- Ask for a parent-teacher-student conference if you need more information.
- Set realistic goals and make a plan for improvement.
- Work together and follow through on your plan.

# NEXT STEPS: WAYS TO SUPPORT YOUR CHILD

1. Stay in touch with your child's teacher: sign up for Class Dojo, read their weekly newsletter, reach out to them when you have ideas, questions or concerns, and attend Parent Teacher Conferences.
2. Discuss what specific goals your child hopes to achieve this school year, and how.
3. Make time to ask your child about school day every day. Encourage them to share details about what was learned, what assignments due and how their progress toward goals is going.
4. Go over assignments, corrected papers and assessments with your child.
5. Set aside at least 20 minutes a day to read with your child. Whether reading a book together or just sitting together reading different things, show your child how much you value reading!
6. Help your child prep for projects / tests by reviewing directions, rubrics, study guides, and texts with them. Quiz them, asking wondering questions like "I wonder why that's the right answer?" Students who can tell why an answer is right are more likely to have mastered the concept.
7. Send your child to school prepared with a positive attitude by making sure they have a restful night's sleep, healthy breakfast, completed assignments, needed supplies, and of course **YOUR POSITIVE ENCOURAGEMENT**.