



Overview of Standards- Based Report Cards

Oak Ridge Open House
September 2016

Our goals...

- Provide an understanding about the use of Standards-based assessment and grading as powerful communication to families and students
- Provide an understanding about effective feedback that enhances learning
- Provide an overview of the standards and what they are....

The Timeline of this Initiative

2012-2013

Teachers from across the district met after school to research report cards from other districts and come to understandings about what we wanted in SPS report cards.

2013-2014

Professional Development with K-2 teachers and parent outreach about Standards Based Report Cards , including SC presentations, PTA Mtgs at each school & “Office Hours”

2014-2015

Launched SBRC in Grades K-2 at Wing, Oak Ridge & Forestdale

Where are we now?

2015-2016

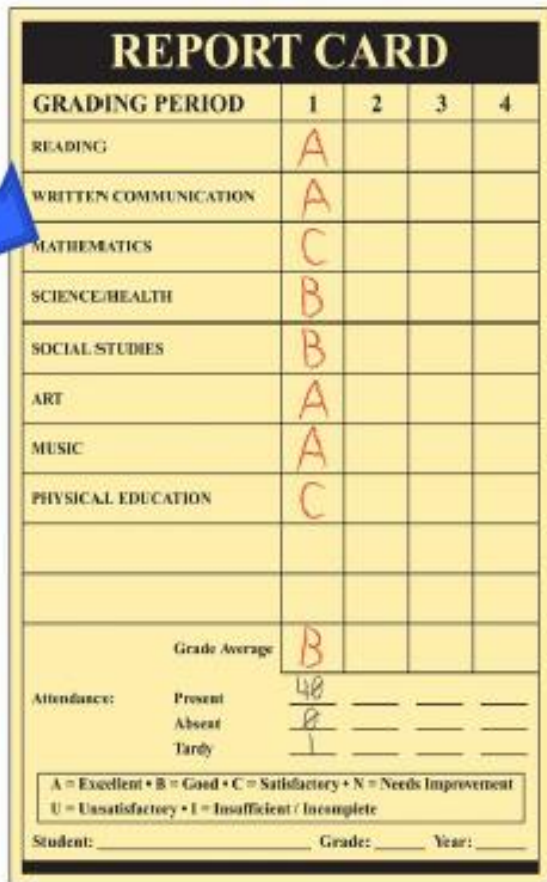
- Professional Development with Gr 3-6 teachers and parent outreach about Standards Based Report Cards, including PTA Meetings
- Feedback from K-2 teachers about revisions to K-2 SBRC

2016-2017

- Launch SBRC in Grades 3-6
- Continued Professional Development with Gr K-6 teachers
- Teachers work **with students** to understand Standards Based Grading
- Continued outreach to families

Why change? What's wrong with what we have?

Traditional Report Cards



REPORT CARD

GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:				
Present	48			
Absent	8			
Tardy	1			

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement
U = Unsatisfactory • I = Insufficient / Incomplete

Student: _____ Grade: _____ Year: _____

- Traditional report cards generally provide one or two indications of performance (grades) for each subject

- Grades often include such factors as behavior, attendance, homework, completion, effort, extra credit, bringing in your permission slip,...

Making Meaning from Grades

Grading and feedback are among the most powerful ways in which teachers communicate with students.

Standards based grading provide purpose, clarity and consistency. The “subjectiveness of grading” is minimized.

What are Standards?

- Standards describe what students should know, and be able to do, by the end of each grade level in each subject area.
 - Common Core State Standards for Math and ELA modified and introduced by Massachusetts in 2011
 - Massachusetts 2016 STE (Science Technology and Engineering) standards
 - Massachusetts Frameworks for all other subject areas

What is Standards–Based Grading?

- **Standards–based grading:**
 - **Assesses what the work shows in relation to the standards.** (The standards describe what students should know, and be able to do, by the end of each grade level in each subject area.)
 - **Report card grade communicates** the student's progress toward attaining the knowledge and skills expected by the standard.
 - Eliminates other variables that would sometimes be included in grades - such as having tests signed, bringing in supplies, etc.

**Grades as Communication,
not Compensation**

Does this provide accurate information and feedback that helps a family to support student growth?

Math Grade 4

Understands Concepts

Shows Mastery of Number Facts

Applies Math Skills in Problem Solving

Communicates Math Reasoning with Writing

Demonstrates Effort

Completes Homework

Math Grade 4

Operations and Algebraic Thinking

Understands which operation to use to solve word problems

Finds factors and multiples

Creates and Analyzes patterns

Number and Operations

Understands and applies multi-digit value and rounding

Fluently knows multiplication facts through 12×12

Multiplies whole numbers up to two-digits by two-digits

Divides whole numbers up to four-digits by one-digit

Measurement and Data

Solves problems involving measurements

Converts measurements

Applies Area and Perimeter formulas of rectangles

Makes a line plot to display measurements in fractions of a unit

Understands concepts of angles and angle measures

What do we learn about how this student is doing in Math from averaging grades?

Student Name: John Doe					
Question	Standard		Question	Standard	
1	5.OA.1	Correct	11	5.NBT.2	Correct
2	5.OA.2	Correct	12	5.NBT.5	Correct
3	5.NBT.5	Correct	13	5.OA.2	Correct
4	5.NBT.6	Incorrect	14	5.OA.1	Correct
5	5.OA.2	Correct	15	5.NBT.1	Correct
6	5.OA.2	Correct	16	5.OA.6	Correct
7	5.NBT.6	Correct	17	5.OA.1	Correct
8	5.NBT.1	Correct	18	5.NBT.1	Correct
9	5.NBT.6	Incorrect	19	5.NBT.6	Incorrect
10	5.OA.6	Correct	20	5.OA.1	Correct

Student Test Average 85% - B

What do we learn about how this student is doing in Math from looking at standards?

Student Name: John Doe					
Question	Standard		Question	Standard	
1	5.OA.1	Correct	11	5.NBT.2	Correct
2	5.OA.2	Correct	12	5.NBT.5	Correct
3	5.NBT.5	Correct	13	5.OA.2	Correct
4	5.NBT.6	Incorrect	14	5.OA.1	Correct
5	5.OA.2	Correct	15	5.NBT.1	Correct
6	5.OA.2	Correct	16	5.OA.6	Correct
7	5.NBT.6	Correct	17	5.OA.1	Correct
8	5.NBT.1	Correct	18	5.NBT.1	Correct
9	5.NBT.6	Incorrect	19	5.NBT.6	Incorrect
10	5.OA.6	Correct	20	5.OA.1	Correct

John is meeting expectations for all standards except 5.NBT.6 (division). John needs additional instruction and practice in division.

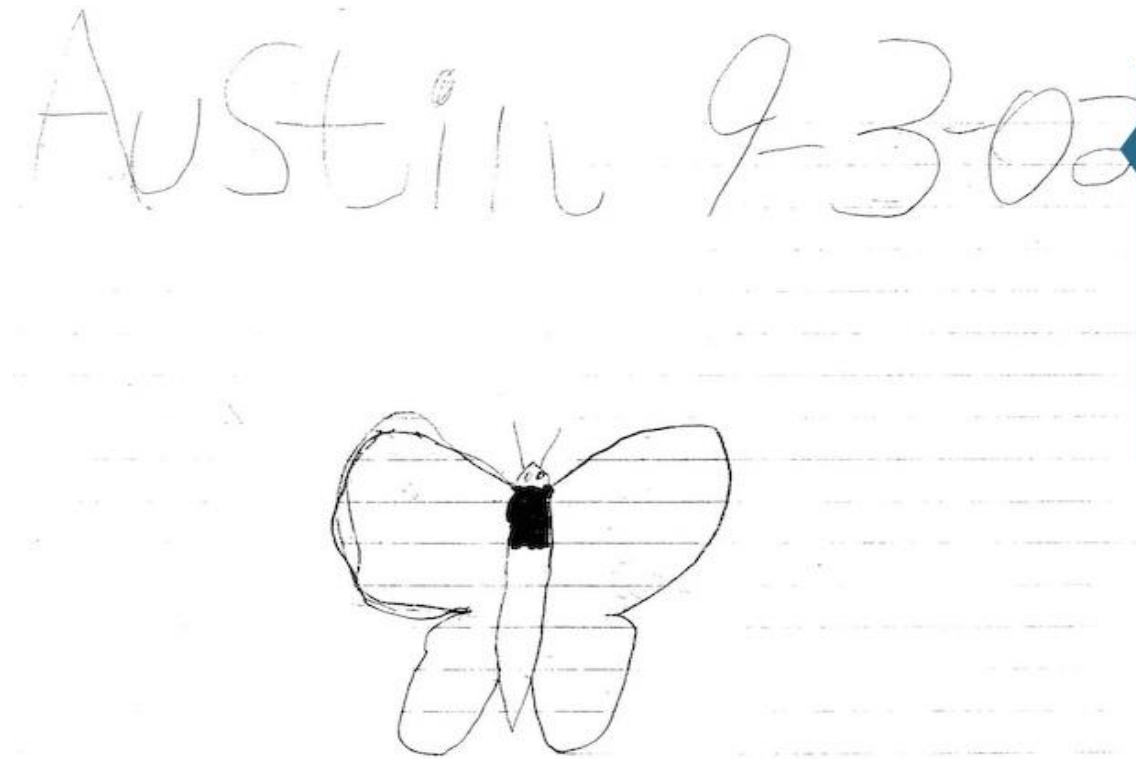
What kind of feedback encourages student growth?

Video on Praise vs. feedback

Carol Dweck – Stanford Researcher, and originator of the concept of Growth Mindst.

<https://www.youtube.com/watch?v=NWv1VdDeoRY>

Austin's Butterfly: How Feedback increases performance...






<https://www.youtube.com/watch?v=hqh1MRWZjms>

Our SBRC Performance Indicators – Used for performance and behavior

M	The student is MEETING end of year grade level expectations consistently and independently
P	The student is PROGRESSING toward meeting end of year grade level expectations with additional time and/or support
N	The student is NOT YET demonstrating consistent progress toward the grade level expectations
NA	Not yet assessed during this term

An example...

	M	Meeting the Standard Congratulations! You are successfully riding a bike by yourself.
	P	Progressing toward meeting the standard You are pedaling and staying upright as long as someone is holding on and giving you a little push.
	N	Not yet demonstrating consistent progress You are riding a bike, but using training wheels.

Social Emotional Learning Standards

- Self- Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making
 - 2-3 Core Competencies in each category.
 - Consistent in Grades 3-5. Grade 6 has additional standard about negotiating conflict constructively.
 - AVAILABLE on the WEBSITE

Important to remember

- Student performance is measured in many ways
- Student work that is sent home comprises only a portion of the information that teachers use to assess a student's progression toward the standards
- The Standards are end-of-the-year measures
- Performance expectations increase every trimester, and student performance ratings can change as well
- It will not be unusual for a child to have many Ps, especially the first term

Special Education Students

- For students with accommodations, the content of the standard remains the same, but the instructional strategies and methods for demonstrating that a student is meeting end of year expectations may be adjusted.
- Special Education progress reports will continue to accompany the report cards for those students with individualized learning goals

Supporting materials available on the **District's website...**

<http://www.sandwichk12.org/>

- This PowerPoint
- Frequently Asked Questions
- Annotated Samples of Standards Based Report Cards
- Overview of the standards by grade level and by content
- Parent Road Maps
- Parents' Guide to Student Success

Next steps...

2016-2017

- Launch SBRC in Grades 3-6
- Continued Professional Development with Gr K-6 teachers
- Teachers work **with students** to understand Standards Based Grading
- Continued parent outreach
- Additional materials to be posted to district website
- Gr 3-6 FAQs (once we collect questions) to be distributed at the same time as first trimester Report Card

Website Resources



**SANDWICH
PUBLIC SCHOOLS**

SCHOOLS

ADMINISTRATION

STUDENTS & FAMILIES

TEACHING & LEARNING

SCHOOL COMMITTEE

RESOURCES

Teaching & Learning

Curriculum

Professional Development

Reports & Documents

Technology

Partnerships

Standards Based Report Card Resources

Parent Roadmaps - Math & ELA

Social Emotional Learning Standards

Presentations to Families

K-2 Report Cards

Grade 3-6 Report Cards

Frequently Asked Questions, K-2

Standards Based Report Card Resources

The Sandwich Public Schools embarked on a transition to Standards Based Report Cards, K-6, beginning in 2012. We launched the new report cards in waves - with K-2 starting in 2014-2015 and Gr 3-6 starting in 2016-2017. In addition, K-2 will have a revised report card in 2016-2017.

When we started this work in 2012, a wise teacher who had been involved in the last report card revision of the late 1990's said: "Be sure to review, reflect and revise the Report Cards after we begin to use them. That was the mistake we made last time around. We didn't *plan* to make changes, and so, even when we knew our report card didn't meet all our needs, we didn't make any changes."

We have taken her advice to heart, and consider the SBRC Initiative to be ongoing. We are planning on two-year revision cycles, and we are asking for feedback from teachers and families. When we make changes to a product, it isn't an indication that it was flawed - it reflected our best thinking at the time we created it. We believe in an approach that reflects continuous growth, and encourages reflection and continuous improvement.

Please explore all the resources we have made available. The links in the column on the left will bring you to a variety of resources.

What parents say....

Less stress on the kids.

“Because I have very little experience with this grading format, there’s no emotional attachment to the symbols. I’m pretty sure my son will be promoted and achieve all the standards set forth for grade 5. There are so many indicators on this report card it’s hard to get worked up over any individual score in one area. I’m not passing on any grade-induced anxiety to my son, which is great, *because there shouldn’t be for a 10 year old.*”

What parents say....

Kids can't compare grades.

“I guess they can, but “I got an A in math and you only got a B!” stings a lot more than “You only got a P on Science - Compares and Contrasts decomposition in two different composters and I got an M”

Change is hard....

Most districts have shifted to a Standards Based Report Card... in fact, one district included a Thank You to Sandwich for our online resources!

We want feedback!

Contact Maureen Wiklund,
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