



Overview of Standards– Based Report Cards

Presentation to the Elementary School's PTA

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Paula Chambers, Science Curriculum Coordinator

Liz Myers, Math Curriculum Coordinator

Maureen Wiklund, ELA Curriculum Coordinator

Director of Curriculum

Welcome

Topics

- Where are we now?
- Why are we adopting Standards-Based grading, assessments, and reporting?
- A snapshot of how grades will be reported
- A glimpse of the district's Standards-Based report card and how it is organized
- Resources that parents can access to learn more about a standards-based system
- Questions and feedback

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 in each grade level

Where are we now?

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

2014–2015

Launched SBRC in Grades K–2

Where are we now?

2015–2016

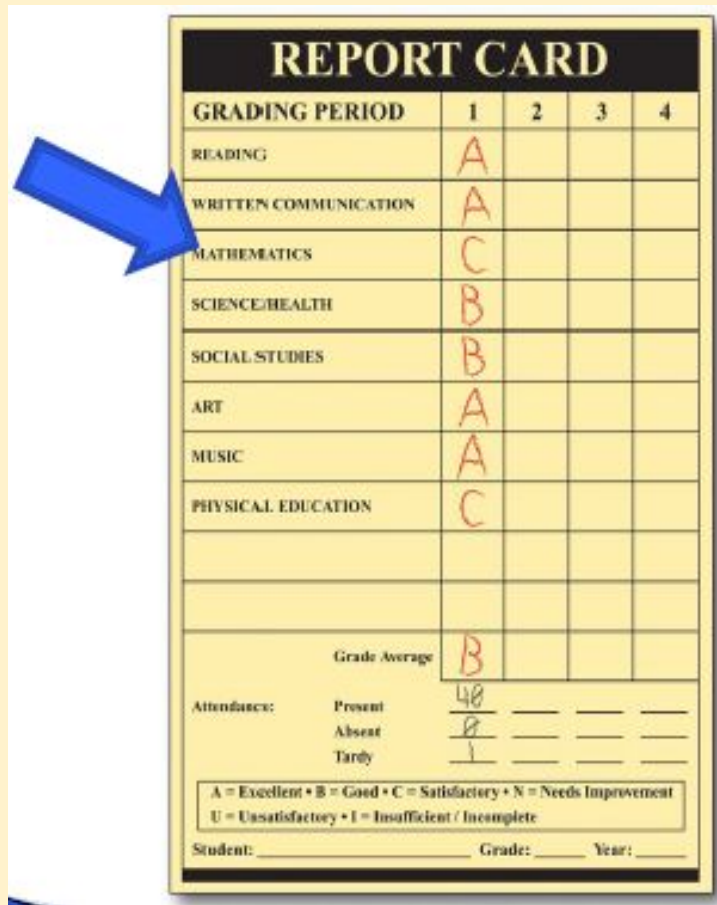
- Professional Development with Gr 3–6 teachers and initial parent outreach about Standards Based Report Cards
- Feedback from K–2 teachers about revisions to K–2 SBRC

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.

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.)
 - Grades assess the mastery of knowledge and skills.

What is Standards–Based Grading (cont.)?

- Standards–based grading:
 - Identifies what a student knows, or is able to do, in relation to those learning targets; as opposed to simple averaging grades/scores over the course of a grading period.
 - Provides more accurate information and feedback to students and their families on the student’s progress towards meeting grade level expectations.

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?

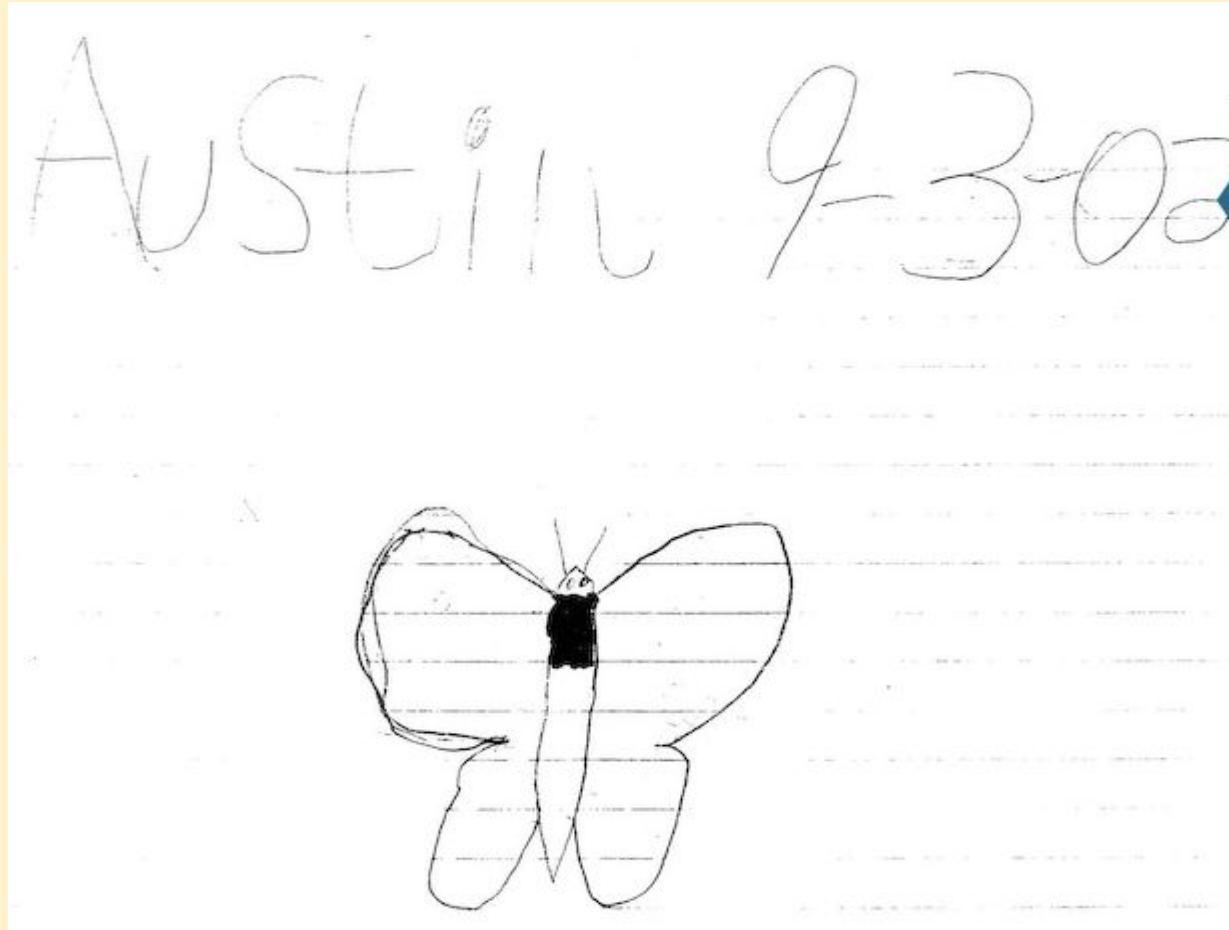
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5	5.OA.2	Correct	15	5.NBT.1	Correct
6	5.OA.2	Correct	16	5.OA.6	Correct
7	5.NBT.6	Correct	17	5.OA.1	Correct
8	5.NBT.1	Correct	18	5.NBT.1	Correct
9	5.NBT.6	Incorrect	19	5.NBT.6	Incorrect
10	5.OA.6	Correct	20	5.OA.1	Correct

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](#)

Austin's butterfly: How feedback increases performance?






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.

Leading to success in school:

Behavior that contributes to school success:

As a Citizen

- Shows respect for others
- Shows respect for materials
- Shows respect for classroom and school rules
- Follows routines
- Makes appropriate transitions from one activity to another
- Practices verbal self-control
- Practices physical self-control
- Accepts responsibility for own behavior

As a Learner

- Listens attentively
- Follows directions
- Organizes work and materials
- Initiates tasks and follows through to completion
- Works independently
- Works cooperatively in groups
- Shows willingness to take risks and problem solve

Important to remember

- Student performance is measured in many ways
- Student work that is sent home comprises only a portion of the evidence that teachers use to rate student performance
- 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...

- 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

http://www.sandwichk12.org/pages/Sandwich_Public_Schools

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