

## How are Standards Based Report Cards different from traditional report cards?

Traditional report cards usually assign one grade for reading and one grade for math. On a standards based report card, each of these subject areas is divided into a list of skills that students are responsible for learning. A student receives a separate mark for each standard.

With the new standards based reporting system, a student is evaluated more objectively because focus is placed upon developing assessments that truly assess the standard not student behaviors, likeability, or other subjective criteria that all too often enter into traditional letter grading.

The marks on standards based report cards are different from traditional letter grades. Letter grades are often calculated by combining how well the student met his particular teacher's expectations, how he performed on assignments and tests, and how much effort the student displayed. Letter grades do not tell parents which skills the child has mastered or whether he is working at grade level. One fourth grade teacher might be reviewing basic multiplication facts, while another is teaching multiplication of two- or three-digit numbers. Getting an A in each of these classes would mean very different things. The parent of a child in these classes would not know if the child was learning what he should to meet the state standards. Standards based report cards should provide more consistency between teachers than traditional report cards because all students are evaluated on the same grade-appropriate skills. Parents can see exactly which skills their child has learned.

## How does the new report card measure student progress?

Student performance will be reported using new scoring indicators: 3,2,1 and E. These markings are in no way similar to the traditional A-F grades. Let's look at the indicators and what each one means.

**A score of 3** indicates that a student demonstrates the standard independently and meets grade level expectations for that standard.

A parent should expect to see a 3 when the student is successfully performing that standard at grade level. Early in the year, 3's may be less common as students will need time to master the standard.

**A score of 2** indicates that a student demonstrates grade level expectations with support and is progressing toward grade level expectations.

A parent should expect to see a 2 when the student is not able to successfully show mastery of the standard independently, but may be able to with support or may show mastery of simpler content. For example, the student may be able to show mastery of prerequisite skills leading to the standard.

**A score of 1** indicates that progress towards grade level expectations is not demonstrated at the time of the reporting and should be considered a concern.

A parent should expect to see a 1 when a student cannot demonstrate mastery of a standard even with support.

**A score of E** indicates that a student exceeds grade level expectations.

In addition to mastering the grade level standard to receive an "E", a student must demonstrate in-depth inferences and applications beyond what was taught. Exceeding is not the equivalent of an A on a traditional report card. An "E" is a rare exception where the student not only demonstrates mastery of the grade level standard, but also repeatedly demonstrates mastery of the aligned standard for the next grade level. For those standards that don't align to the next grade, a student will not have the opportunity to earn an "E".

**I see that markings of 1, 2, 3 and E are based upon rubric grading. What is a rubric?**

A student is evaluated using a specific grade-level rubric or scoring guide for each report card standard. Each rubric shows the specific skills required for mastery of the standard.

Because students learn at different rates, rubric scoring allows a teacher to pinpoint where a student is on his way to mastering the standard. Examples of math and literacy rubrics are provided.