



STANDARDS-BASED

REPORT CARDS:

TEACHING AND LEARNING REVEALED

WILLIAM TELL ELEMENTARY SCHOOL

MAY 17, 2017

AGENDA



- ✓ PHILOSOPHY AND PURPOSE OVERVIEW
- ✓ HOW TO USE STANDARDS-BASED REPORT CARDS
- ✓ ACADEMIC/SUCCESS HABITS PERFORMANCE CODES EXPLANATION
- ✓ QUESTION AND ANSWER SESSION

“WHY WOULD ANYONE WANT TO
CHANGE CURRENT GRADING
PRACTICES?”



THE ANSWER IS QUITE SIMPLE: GRADES
ARE SO IMPRECISE THAT THEY ARE
ALMOST MEANINGLESS.”

→ ROBERT MARZANO

TRADITIONAL GRADING VS. STANDARDS-BASED GRADING

Traditional Grading



Standards-Based Grading

- ✗ Letter Grades: A, B, C, D, F
- ✗ Academic Achievement Tainted by Non-Academic Factors
- ✗ Grade Everything and AVERAGE it together
- ✗ Chronological Listing of All Assignments
- ✗ Report a Single Grade for a Class/Subject

- ✓ Clearly Defined Number Ratings: 1, 2, 3, 4
- ✓ Report Skills/Standards Separately from Behavior
- ✓ Grades are Specific, Measureable, and Timely
- ✓ Grades Reflect Strengths and Weaknesses
- ✓ Allows for More Differentiated Instruction

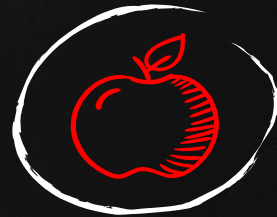
INDIANA COLLEGE & CAREER READINESS STANDARDS (ICCRS)

- Designed to develop 21st-century, globally competitive students
- Constructed using evidence based research

Teachers chose ICCRS that will be reported using three criteria:

Leverage, Endurance, and Readiness.

- Specific Academic Grade-Level Standards can be found at www.doe.in.gov/standards.



STANDARDS-BASED GRADING PRINCIPLE #1

The purpose of grades is to communicate
student achievement

- Based on state and district standards
- Academic performance only
- Behaviors reported separately (Qualities of a Learner)

STANDARDS-BASED GRADING PRINCIPLE #2

A Grading Program Should

- ✓ Be Fair
- ✓ Be Consistent
- ✓ Support Learning
- ✓ Promote Communication between teachers/students/parents



STANDARDS-BASED GRADING PRINCIPLE #3

Relate grading procedures to learning goals

- Identify critical concepts/skills
- Assess individual concepts/skills
- Mastery is the standard
- Identifying what student evidence is being measured
- Multiple opportunities to demonstrate learning



STANDARDS-BASED GRADING PRINCIPLE #4

What should NOT be included in a grade:

- Effort
- Attendance
- Participation
- Citizenship
- Attitude
- Bonuses
- Behavior
- Group Work
- Homework
- Anything that doesn't relate to a standard





OTHER ADVANTAGES



- Ensures consistency from classroom to classroom
- Provides more accurate representation of student progress for parents
- Provides much greater detail to parents about how their child is performing in school

ACADEMIC AND SUCCESS HABITS PERFORMANCE CODES

4	Exceeds Grade-Level Standards: Demonstrates understanding beyond grade level standards consistently and independently.
3	Meets Grade-Level Standards: Demonstrates understanding of grade level standards consistently and independently.
2	Partially Meets Grade-Level Standards: There are no major errors or omissions regarding the simpler details, but the student exhibits major errors or omissions regarding the more complex ideas and processes.
1	Does Not Meet Grade-Level Standards: With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.



BICYCLE ANALOGY

Your goal: To ride a bike by yourself



4

Extending the Standard

Wow! You not only ride a bike on your own, but you can pop a wheelie, jump ramps, and perform other bike stunts.



3

Achieving the Standard

Congratulations! You are successfully riding a bike by yourself.



2

Progressing with the Standard

You are pedaling well and staying upright as long as someone is holding on and giving you a little push.



1

Beginning with the Standard

You are riding a bike, but using training wheels



ANY

QUESTIONS?
