

FREQUENTLY ASKED QUESTIONS

about

ELEMENTARY STANDARDS-BASED REPORT CARDS

What does “standards-based” mean?

Standards describe what students should know and be able to do across academic areas in each grade level. Standards guide teacher planning, instruction and assessment. A standards-based report card reflects a student’s progress in meeting grade level standards.

How does a standards-based report card measure student progress?

The standards-based report card will use a 4 point rating scale to indicate a child’s progress toward meeting the Common Core State Standards.

- 4: Consistently Excels at Grade Level Standards**
- 3: Meeting Grade Level Standards**
- 2: Progressing Towards Grade Level Standards**
- 1: Not Meeting Grade Level Standards**

How does a standards-based report card help parents?

Standards-based report cards provide detailed information about how your child is doing in each subject. In addition, they:

- Promote more meaningful conversations at parent/teacher conferences
- Reflect grade level standards and expectations so parents/guardians gain a complete understanding of student progress
- Enable teachers and parents/guardians to work together to ensure student success

How are standards-based report cards different from traditional report cards?

On many traditional report cards, students receive one grade for each subject. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate rating for each standard. Our report cards also include learning behaviors that reflect skills necessary to be a successful student.

The achievement rating indicated a child’s progress toward meeting specific grade-level standards. The student’s academic proficiency is reported separately from his/her effort.

Students are evaluated more objectively according to consistent grade-level standards. The letter grades used in traditional report cards are a more subjective reflection of individual teachers’ expectations for student effort and achievement.

What if my child receives all 2's?
Does that mean s/he is failing?

No. Standards-based report cards are not about failing and passing. The 2's show that a child is working towards mastery. Teachers will be providing a combination of instruction in the core curriculum; individualized, and differentiated support to facilitate a child's progress towards mastery.

Can a student perform at a level 3 and then move to a lower performance level the next quarter?

Yes. Each quarter has defined expectations towards achievement of the standards. A student may perform at a "3" one quarter, but not make sufficient progress to make the same mark the next, as defined by the quarterly rubrics.

Is the 4 the same as an A?

No. The numbers cannot, and should not, be matched to letter grades. The number grade gives a more detailed description of how your child is moving towards meeting a standard set for all students at a particular grade. The numbers will also indicate that the teaching and learning of the standard is ongoing.

How will reading levels be noted?

Performance levels are indicated in the English Language Arts section of the report card.

What are the differences in grading between the traditional system and the standards-based grading?

Traditional Grading	Standards-Based Grading
Math: B-	Math: <i>Can solve multi-step word problems using the four operations. 2</i> <i>Can add and subtract within 1,000,000. 3</i> <i>Can read, write, compare, and round whole numbers. 3</i>

4	Student Consistently Excels in Grade Level Standards
3	Student is Meeting Grade Level Standards
2	Student is Progressing Towards Grade Level Standards
1	Student is Not Meeting Grade Level Standard

"The grade is what you know at the end of the learning, not the journey you took to get there."