

There's something new in The Creek: Standards Based Report Cards.

Elementary Report Cards have changed. The traditional way of determining grades has been replaced.

Why? Because the standards based style of reporting student progress provides students and parents with more targeted and accurate information regarding the students' progress toward meeting what is expected of students at their grade level.

Swartz Creek Community Schools Report Card – Fourth Grade					
Key:	4 = Exemplary – Student exceeds grade level expectations with independence and a high level of quality. 3 = Proficient – Student meets grade-level expectations with consistent accuracy and quality. 2 = Developing – Student is developing an understanding of, but is not yet meeting, grade-level expectations. 1 = Limited – Student is not demonstrating an understanding of grade level expectations.				NA = Not assessed at this time M = Modified curriculum
WORK HABITS AND CITIZENSHIP					
Commit to Learning	1 st	2 nd	3 rd	4 th	
Shows best effort in daily work					
Uses class time wisely					
Completes and returns homework on time					
Respect Others	1 st	2 nd	3 rd	4 th	
Works cooperatively with others					
Respects self, others, and property					
Everyone is Responsible	1 st	2 nd	3 rd	4 th	
Organizes time, tasks, and materials					
Produces work that is neat and organized					
Listens and follows directions the first time					
Everyone is Safe	1 st	2 nd	3 rd	4 th	
Behaves in a safe manner					
Kindness Counts	1 st	2 nd	3 rd	4 th	
Includes others in work and play					
Uses good manners					
Uses kind words and encourages others					
READING					
Student is reading	1 st	2 nd	3 rd	4 th	
Above Grade Level					
At Grade Level					
Below Grade Level					
Reads Independently – sustains independent reading with appropriate text					
Accuracy – uses appropriate decoding skills to solve unknown words					
Fluency – reads smoothly, with expression and phrasing					
Comprehension – uses a variety of strategies to understand the text					
WORD STUDY					
	1 st	2 nd	3 rd	4 th	
Spells grade level words correctly					
WRITING					
	1 st	2 nd	3 rd	4 th	
Content and Ideas – writing has details and is on topic					
Organization – writing has a clear beginning, middle, and end					
Style and Voice – writing has interesting language to engage the reader					
Conventions – writing has appropriate capitalization, punctuation, spelling, and grammar					
Writes Independently – applies writing process for a variety of purposes					
Handwriting – prints neatly					

So how is the new standard based report card different than the traditional report card? How were the old traditional grades determined ?



Standards Based Report Cards In Georgia

L Reisser



Standards Based Report Cards In Georgia:

Standards-Based Assessment and High Stakes Testing Amity Hardegree, 2012 This quantitative study examines whether standards based grade reporting accurately informs student academic achievement on standardized criterion referenced tests for all students The participants for this study were all fifth graders enrolled in eight elementary schools in a rural system in north Georgia from 2009 2010 Approximately 550 students standards based report cards SBRC and Criterion Referenced Competency Tests CRCT provide the data to determine whether grades on standards based report cards provide accurate information for all students regardless of gender ELL status or socioeconomic status by comparing mean scores on Georgia s CRCT in the areas of math and reading based on SBRC indicators The findings of this study provide strong implications for school systems considering a standards based grading reporting system in response to the recent movement towards standards based curriculums The results show alignment between indicators on standards based assessment and scores on criterion referenced standardized tests used as an indicator for AYP Adequate Yearly Progress adding to the body of research on the effectiveness of standards based grading in showing student mastery of curriculum standards For math even with the same SBRC score students who are on the free reduced lunch program tend to score lower than students who are not For reading even with the same SBRC score females tend to score higher than males those with limited English proficiency tend to score lower than those who are proficient and those who are on the free reduced lunch program tend to score lower than those who pay for lunch The study provides evidence to suggest that standards based grade reporting provides accurate information regarding student learning that can be used as a measure of student achievement

Standards-Based Physical Education Curriculum Development Chair and Professor Georgia State University Atlanta Georgia Jacalyn Lund, Jacalyn Lund, Deborah Tannehill, 2014-04-21 The Third Edition was created around the 2014 National Standards for Physical Education for K 12 education Written by experts with a wealth of experience designing and implementing thematic curriculum this innovative resource guides readers through the process of writing dynamic curriculum in physical education The text begins by looking at the new national standards and then examines physical education from a conceptual standpoint It goes on to examine the development of performance based assessments designed to measure the extent of student learning and explores the various curricular models common to physical education It delves into sport education adventure education outdoor education traditional multi activity fitness and movement education describing each model and how it links with physical education standards New and Key Features of the Third Edition Includes a new Chapter 2 International Perspectives on the Implementation of Standards Includes a new Chapter 4 Building the Curriculum Includes a new Chapter 6 Creating Curricular Assessments Discusses the process of designing a standards based curriculum by developing goals that are based on a sound philosophy Explores assessment and the importance of documenting students progress toward the standard Examines how teachers can provide students with opportunities to

achieve their learning goals through challenging and motivating choices

The Leaders of Their Own Learning

Companion Ron Berger, Anne Vilen, Libby Woodfin, 2019-10-01 A New Companion to Leaders of Their Own Learning Puts Students in Charge of Their Learning and Growth Five years after the publication of Leaders of Their Own Learning EL Education is back with a new companion guide to help you tackle the common challenges of student engaged assessment This unique student centered approach to assessment equips and compels students to understand goals for their learning and growth track their progress toward those goals and take responsibility for reaching them EL Education has more than 25 years of experience supporting school transformation through student engaged assessment With their new book The Leaders of Their Own Learning Companion they have harvested the best tools and wisdom from schools across the country to help you hone student led assessment practices in your classroom and school Identifies the common challenges of implementing each of the eight interrelated student engaged assessment practices from Leaders of Their Own Learning and provides strategies and tools for tackling them Offers practical tips for school leaders Deepens your learning with 46 videos and an online toolbox The Leaders of Their Own Learning Companion is designed for teachers and leaders of all grade levels and no prior knowledge of the original Leaders of Their Own Learning is necessary to make the most of this book

Official Code of Georgia Annotated Georgia, 1982 Due to budgetary constraints the print version of this title has been cancelled Please consult a reference librarian for more information

We Are Crew: Ron Berger, Anne Vilen, Libby Woodfin, 2021-02-01 Crew is two things It is a schoolwide culture that supports social and emotional wellness character development and academic and life success for students and staff It is also a unique and transformational meeting structure for secondary school advisories elementary school morning and closing circles and for staff collaboration We Are Crew provides guidance for bringing Crew to your school or district and highlights numerous examples from successful schools that have used Crew to foster student and staff success for more than 25 years We Are Crew is paired with an online toolkit of resources and a suite of open source videos

From Standards to Rubrics in Six Steps Kay Burke, 2006-04-12 a focused approach to increased student achievement It is a phenomenal resource Eileen Depka Author The Data Guidebook for Teachers and Leaders For teachers and administrators this is just what the doctor ordered This process will engage teachers in assessment just as it helps them engage students in their own learning This book should be in the hands of every teacher Ron Nash Organizational Development Specialist Virginia Beach Public Schools VA The book gives great references to the latest in research and ties this information together in a wonderful step by step format Kay Burke hits a grand slam Richie Wood Professor Trevecca Nazarene University Use proven practical tools to successfully translate standards to rubrics Internationally recognized assessment expert Kay Burke offers a practical comprehensive six step walk through of how to create tasks that promote learning for all students and write rubrics linked straight to the requirements of state standards and the No Child Left Behind Act Individual chapters drill deep into the how to of translating standards into essential learning Burke demonstrates

how to build a performance task unit as the ideal curriculum framework for clustering standards and differentiating instruction within a single cohesive unit of study She shows how to share checklists and rubrics with students for ongoing formative and self assessment Teachers and administrators will find everything they need including Templates for all six steps along with an accompanying CD ROM Tools and tips to help teachers build their own tasks checklists and rubrics Theory examples applications and explanations to help apply the six step process Guidance for differentiating for special needs within standards linked tasks Sample tasks rubrics and units From Standards to Rubrics in 6 Steps provides the path and tools for flow through from standards to rubrics to high student achievement **NAEP 1998 Writing State Report for Georgia** Laura Jerry,1999 *Solving the Assessment Puzzle Piece by Piece* ,2011 Accelerating the Literacy Performance of Bilingual Students , Educational Assessment Robert J. Wright,2008 Educational Tests and Measurements in the Age of Accountability is a core text for use in a first level graduate course in educational measurement and testing In addition to covering the topics traditionally found in core textbooks for this course this text also provides coverage of contemporary topics including national testing programs international achievement comparisons the value added assessment of schools and teachers and the public policy debate on selective admissions vs affirmative minority enrollment

Resources in Education ,2001 **NAEP 1998 writing state report for Gorgia** , **State of State Standards 2000** Chester E. Finn, Jr.,Michael J. Petrilli,2000-08 Examines several questions about education How good are state academic standards How many states now match solid standards with strong school accountability Are they better than two years ago Chapters overview essay The State of Standards in 2000 analytic essays by reviewers English by Sandra Stotsky history by David W Saxe Geography by Susan Munroe Mathematics by Ralph A Raimi Science by Lawrence S Lerner state documents examined school based accountability 30 charts tables **Report Cards** Wade H. Morris,2023-09-26 The definitive history of the report card Report cards represent more than just an account of academic standing and attendance The report card also serves as a tool of control and as a microcosm for the shifting power dynamics among teachers parents school administrators and students In Report Cards A Cultural History Wade H Morris tells the story of American education by examining the history of this unique element of student life In the nearly two hundred year evolution of the report card this relic of academic bookkeeping reflected broader trends in the United States the republican zealotry and religious fervor of the antebellum period the failed promises of postwar Reconstruction for the formerly enslaved the changing gender roles in newly urbanized cities the overreach of the Progressive child saving movement in the early twentieth century and by the 1930s the increasing faith in an academic meritocracy The use of report cards expanded with the growth of school bureaucracies becoming a tool through which administrators could surveil both student activity and teachers And by the late twentieth century even the most radical critics of numerical reporting of children have had to compromise their ideals Morris traces the evolution of how teachers students parents and administrators have historically responded to report cards From a

western New York classroom teacher in the 1830s and a Georgia student in the 1870s who was born enslaved to a Colorado student incarcerated in the early 1900s and the son of Russian Jewish immigrants applying to college in the 1930s Report Cards describes how generations of people have struggled to maintain dignity within a system that reduces children to numbers on slips of paper Teacher Preparation Initiatives United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Youth, and Families,1998 This hearing focused on the subject of teacher recruitment and preparation The hearing began with opening statements by several Congressmen the Honorable Frank Riggs Matthew Martinez William Gooding George Miller and Robert Scott Following the opening statements were statements by the Honorable Eugene Hickock Secretary of Education Commonwealth of Pennsylvania Mr E D Hirsh Jr President Core Knowledge Foundation Charlottesville VA Dr Eric Hanushek Director W Allen Wallis Institute of Political Economy University of Rochester NY Dr Richard Ingersoll Professor of Sociology University of Georgia Athens Ms C Emily Feistritz President National Center for Educational Information Washington DC Dr Dale Ballou Professor of Economics University of Massachusetts MA Ms Kati Haycock President the Education Trust Inc Washington DC Mr Paul F Steidler Director Alexis de Toqueville Institution Arlington VA and Mr Barnett Berry Associate Director for Policy and State Relations National Commission on Teaching and America s Future Columbia SC Statements and written testimony are appended The appendixes also include two reports by the National Commission on Teaching and America s Future 1 What Matters Most Teaching for America s Future and 2 Doing What Matters Most Investing in Quality Teaching SM *Journal of the Senate of the State of Georgia* Georgia. General Assembly. Senate,2000 Includes extraordinary sessions Public Policy for Academic Quality David D. Dill, Maarja Beerkens,2010-04-12 Over the last decade the structure of higher education in most countries has undergone significant change brought about by social demands for expanded access technological developments and market forces In this period of change the traditional concerns with access and cost have been supplemented by a new concern with academic quality As a consequence new public policies on academic quality and new forms of academic quality assurance have rapidly emerged and swiftly migrated across continents and around the globe The growing public debate about academic quality assurance within and across countries however has not always been well informed by analyses of the strengths and weaknesses of these new policy instruments The Public Policy for Academic Quality Research Program PPAQ was designed to provide systematic analyses of innovative external quality assurance policies around the world This volume presents the fourteen analyses of national policies on academic quality assurance conducted as part of the PPAQ Research Program utilizing the knowledge of informed international scholars Each policy analysis examines the policy goals implementation problems and impacts of these newly developed national quality assurance instruments The book concludes with an assessment of the lessons learned from these collected policy analyses and outlines the framework conditions that appear essential for assuring academic standards in the university sector State Policy and Classroom Performance David

K. Cohen, Heather C. Hill, 1998 *NAEP 1994 Reading Report Card for the Nation and the States* Jay R. Campbell, 1996 This report describes students reading achievements at grades 4 8 and 12 and within various subgroups of the general population State level results are presented for individual states that chose to participate in the 1994 Trial State Assessment Chapter 1 presents an overview of the 1994 NAEP reading assessment and sample questions and responses Chapter 2 provides overall average proficiency results for the nation regions subgroups of students and jurisdictions participating in the Trial State Assessment Chapter 3 describes students reading performance in terms of achievement levels Chapter 4 focuses on cross state comparisons of proficiency results from the state by state assessment at grade 4 Chapter 5 describes contextual factors related to students reading achievement Chapter 6 describes specific abilities demonstrated by students in the NAEP reading assessment and reports student performance when reading for different purposes The most striking finding from the 1994 assessment is that the average reading proficiency of 12th grade students declined significantly from 1992 to 1994 Other major findings include 1 the decline in average proficiency among 12th graders between 1992 and 1994 was concentrated among lower performing students 2 reading proficiency at all three grade levels was higher on average for students whose parents had more education 3 at all three grade levels female students had higher average reading proficiencies than male students and 4 students who reported having a greater array of literacy materials in their homes displayed higher average reading achievement Contains 38 tables and 23 figures of data Appendixes provide an overview of procedures used in the 1994 assessment and describe students reading performance cross state proficiency and achievement level results and sample texts and questions RS **NAEP ... Writing Report for Alabama** ,1998

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