

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 ?



Standard Based Report Cards

AW Rasmussen



Standard Based Report Cards:

Developing Standards-Based Report Cards Thomas R. Guskey, Jane M. Bailey, 2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more detailed reports of children's learning and progress

Standards Based Report Cards. Research Brief Mike Muir, 2005 With the increased focus on standards based education more and more states districts and schools are becoming interested in standards based grading and report cards Hawaii for example is a state that is working hard on its Standards Implementation Design SID including standards based report cards As a component of Maine's Local Assessment System schools have the need to report student progress as it relates to the four performance levels as defined by the Maine Education Assessment 4th 8th 2 Partially meets the standard 3 Meets the standard and 4 Exceeds the standard Although standards based report cards are not required it is a logical next step It seems that many jurisdictions across the country are phasing in standards based report cards beginning with the elementary grades and then adding the middle schools and high schools in later years But most of those jurisdictions seem to still rely on proficiency testing for high school students even though more and more high schools seem to be exploring standards based report cards Contains 22 online resources

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

Formative Assessment Harry G. Tuttle, 2009 First Published in 2009 Routledge is an imprint of Taylor Francis an informa company

Understanding Standards-Based Education Richard Zagranski, William T. Whigham, Patrice L. Dardenne, 2007-11-13 Just what the educational doctor ordered Written in an easy to understand format this guide contains excellent explanations and valuable models guidelines checklists unit designs and lesson designs to help teachers implement standards based education in their classrooms Vaughn G Rhudy Teacher Shady Spring High School WV Zagranski Whigham and Dardenne tame the beast of accountability for principals teachers and parents by articulately defining what is really expected A real guide for demystifying the complex world of standards based education Erica Ann Faginski Principal Michael E Smith Middle School South Hadley MA Transforming your curriculum into a standards based model What every educator needs to know This comprehensive handbook offers a data driven curriculum design process to help educators meet today's standards of performance and assessment Based on decades of hands on experience Richard Zagranski William T Whigham and Patrice L Dardenne provide a clear set of expectations and responsibilities for stakeholders at all three levels of the educational pyramid teachers teacher leaders coordinators and administrators Their user friendly approach which both incorporates and looks beyond NCLB shows readers

how to take a standard transform it into a performance objective and design a corresponding assessment piece The text includes Standards based guidelines and action plans Ready to use charts rubrics and templates Real world examples and assessment methods Step by step instructions to ensure sustainability Chapter summaries and a glossary for easy reference Understanding Standards Based Education leads educators through a well defined course of curriculum revision and presents all participants with specific need to know information for accomplishing mandated goals *Classroom Assessment & Grading that Work* Robert J. Marzano,2006 Robert J Marzano distills 35 years of research to bring you expert advice on the best practices for assessing and grading the work done by today s students *Practical Solutions for Serious Problems in Standards-Based Grading* Thomas R. Guskey,2008-08-06 Implement standards based grading practices that accurately and equitably report student achievement Standards based education poses a variety of challenges for grading and reporting practices This edited volume examines critical issues in standards based grading and provides specific suggestions for improving policies and practices at the school and classroom levels The chapters Describe traditional school practices that inhibit the implementation of standards based grading Address how teachers can assign fair and accurate grades to English language learners and students with special needs Examine legal issues related to grading Discuss why report card grades and large scale assessment scores may vary Offer communication strategies with parents *How to Use Grading to Improve Learning* Susan M. Brookhart,2017-07-19 Grades are imperfect shorthand answers to What did students learn and how well In *How to Use Grading to Improve Learning* best selling author Susan M Brookhart guides educators at all levels in figuring out how to produce grades for single assignments and report cards that accurately communicate students achievement of learning goals Brookhart explores topics that are fundamental to effective grading and learning practices Acknowledging that all students can learn Supporting and motivating student effort and learning Designing and grading appropriate assessments Creating policies for report card grading Implementing learning focused grading policies Communicating with students and parents Assessing school or district readiness for grading reform The book is grounded in research and resonates with the real lessons learned in the classroom Although grading is a necessary part of schooling Brookhart reminds us that children are sent to school to learn not to get grades This highly practical book will help you put grading and learning into proper perspective offering strategies you can use right away to ensure that your grading practices actually support student learning **Standards-Based Learning in Action** Tom Schimmer,Garnet Hillman,Mandy Stalets,2018-01-31 Get past the knowing doing gap and confidently implement standards based learning This book offers a comprehensive look at what standards based learning looks like in action from creating formative assessments to using data to inform instruction to transitioning to standards based grading systems Instead of comparing students to each other standards based learning compares students proficiency to performance standards and education targets Each chapter offers readers a well thought out action plan for implementation and effective strategies for communicating with students and parents about the classroom

changes that will occur during the transition Use this book as your action plan for implementing standards based learning Explore concrete steps for putting standards based grading instruction and learning into action Implement schoolwide change beginning with classroom practices Address common implementation mistakes and challenges Effectively sequence units and align them with unpacked standards Create effective proficiency level scales and rubrics Contents Introduction Chapter 1 Standards Based Learning in Action Chapter 2 Standards Alignment in Action Chapter 3 Formative Assessment in Action Chapter 4 Effective Feedback in Action Chapter 5 Meaningful Homework in Action Chapter 6 Self and Peer Assessment in Action Chapter 7 Summative Assessment in Action Chapter 8 Redos Retakes and Reassessment in Action Chapter 9 Proficiency Scales and Rubrics in Action Chapter 10 Standards Based Reporting in Action Epilogue References and Resources Index

Grading and Learning Susan M. Brookhart, 2012-11-22 Grades should reflect and motivate learning This book is relatable relevant and effective in improving educators assessment and reporting processes and supporting students motivation to learn Understand how to grade individual assignments and give report card grades that accurately reflect and clearly communicate student achievement Clear concrete examples help translate state standards into curriculum goals

Grading Exceptional and Struggling Learners Lee Ann Jung, Thomas R. Guskey, 2011-09-29 A powerful model for helping struggling students succeed How can you ensure that you are grading your exceptional students fairly Teachers receive very little guidance for grading students with disabilities English learners and those receiving services through a response to intervention RTI process This practitioner friendly book provides teachers and administrators with an effective framework for assigning grades that are accurate meaningful and legally defensible The authors easy to follow five step standards based inclusive grading model helps teachers Determine appropriate expectations for each student Understand the differences between accommodations and modifications Grade based on modified expectations Communicate the meaning of grades to students and their families Included are a graphic illustration of the grading model sample report cards and progress reports and vignettes that show how to tailor applications to each subgroup and grade level This invaluable guide takes the mystery out of grading exceptional learners and focuses on what matters most helping all students learn

Effective Grading Practices for Secondary Teachers Dave Nagel, 2015-03-04 Enacting an effective grading system that emphasizes the secondary student s learning process The book is written in an articulate and direct format that highlights successful practices programs and activities that support effective implementation of changing grading systems Providing research of grading reforms that were enacted by an active teacher dialogue with the student s perspective taken into consideration Addressing the shortcomings of no failure policies in the overall learning process Researching perception of effort limitations and the impact of grades given to the student by an instructor Considering restraints of grading policies due to vagueness and constrictive focus

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Princeton Review,2016-06 Presents a review of subjects sample questions and answers and six full length practice tests [Partnering With Parents in Elementary School Math](#) Hilary Kreisberg,Matthew L. Beyranevand,2021-02-15 How to build productive relationships in math education I wasn t taught this way I can t help my child These are common refrains from today s parents and guardians who are often overwhelmed confused worried and frustrated about how to best support their children with what they see as the new math The problem has been compounded by the shift to more distance learning in response to a global pandemic Partnering With Parents in Elementary School Math provides educators with long overdue guidance on how to productively partner and communicate with families about their children s mathematics learning It includes reproducible surveys letters and planning documents that can be used to improve the home school relationship which in turn helps students parents teachers and education leaders alike Readers will find guidance on how to Understand and empathize with what fuels parents anxieties and concerns Align as a school and set parents expectations about what

math instruction their children will experience and how it will help them Communicate clearly and productively with parents about their students progress strengths and needs in math Run informative and fun family events support homework Coach parents to portray a productive disposition about math in front of their children Educators families and students are best served when proactive productive and healthy relationships have been developed with each other and with the realities of today s math education This guide shows how these relationships can be built *A Parents' Guide to Grading and Reporting* Matt Townsley, Chad Lang, 2023-09-15 Whether resulting from the educational fallout of the COVID 19 global pandemic or merely challenging the status quo more schools are transitioning their grading practices away from traditional points and percentages and toward 21st century grading practices such as standards based and proficiency based grading A Parents Guide to Grading and Reporting Being Clear about What Matters assists parents and guardians in understanding what is involved in 21st century grading and how to become better partners with educators in efforts to understand students strengths and areas for improvement

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