



Parent Information: Standards Based Grading

Purpose: This guide has been created to provide parents/guardians with the following information on standards based grading:

- An overview of the philosophy and purpose
- An explanation of how to use and interpret a standards based report card, including its connection to the Common Core State Standards (CCSS)
- An explanation of the Academic and General Learner Outcomes (GLO) Rubric Codes
- Answers to some of the most frequently asked questions about standards based report cards

Overview: Reporting student progress is an essential part of the communication and partnership between home and school. We believe that it is our school's professional responsibility to provide parents and students with information that accurately reflects a student's level of performance and progress in meeting academic and social/behavioral standards. This report card is designed to provide an overview of grade level standards and communicates an individual student's progress toward independently meeting those expectations. The purpose of the report card is to communicate academic achievement.

Common Core State Standards

The Common Core State Standards (CCSS) are high quality, rigorous standards adopted by Rhode Island along with most other states. Part of a national movement, CCSS provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. (<http://www.corestandards.org/>). Designed to develop twenty-first century, globally competitive students, the CCSS were carefully constructed using evidence-based research. The standards are written as end-of-year goals for students. They indicate where we expect all students to be at the end of each grade level.

CIP continues to update our school's curriculum and teaching to make the instructional shifts needed to successfully implement the Common Core State Standards (CCSS). As a parent, it is important to recognize that these new standards have created shifts in the way that teachers teach, how and what students learn, and the depths of understanding a child must demonstrate to achieve "mastery." A subcommittee of our School Improvement Team including teachers, curriculum leaders, administrators, and parents worked diligently to create this new report card. Each grade level team and the special area teachers have then worked to fine tune their portions of the report card. However, as with all new things, it remains a work in progress! Our educators look forward to a continued partnership with you as we prepare your child for college and career readiness. We encourage you to visit <http://www.corestandards.org/> for more information on the standards.

Academic and General Learner Outcome (GLO) Rubric Codes

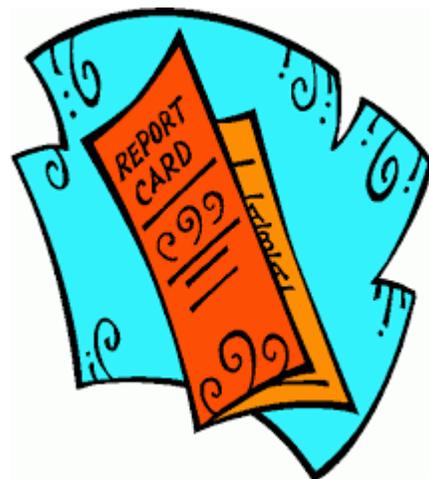
Four levels of progress are noted on the report cards (4, 3, 2, 1). A descriptor for each score is provided below:

Report Card Rubric		
4*	Exceeds Grade Level Standards	Indicates the student consistently produces high quality work, has advanced understanding, and exceeds grade level standards for this trimester. *Only scored on standards, not GLO's
3	Meets Grade Level Standards	Indicates the student consistently meets grade level standards for this trimester. The student regularly demonstrates proficiency in the majority of the standards. An * next to a standard indicates the level 3 is the highest level of proficiency possible.
2	Progressing Toward Grade Level Standards	Indicates the student is approaching and occasionally meets the standards for the current trimester. The student inconsistently applies key concepts, processes, and skills for the current grade level.
1	Not Meeting Grade Level Standards	Indicates the student has not yet met minimum grade level standards for this trimester. The student needs more time and experience for concepts, processes, and skills to develop.
N/A	Not Assessed At This Time	These standards have not been addressed during this trimester. However, standards will be introduced before the end of the school year.
PN	Progress Notes	See enclosed IEP progress notes

Scoring: On a standards-based report card, a mark of “3” is the expected end-of-year goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of “3” and “2” both indicate that a student is working within the expectations of his/her grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The expectation is that most students will achieve a “3” by the end of the year for each grade level standard.

Each grade level, along with administration and instructional leaders, have collaborated to clearly identify the expectations required for students to obtain a 1-4 on each of the standards. Learners are scored on the progress made toward mastery of those expectations.

Important Dates	
Trimester 1	8/26/14 - 11/24/214
Trimester 2	11/25/14 – 3/5/15
Trimester 3	3/6/15 – 6/9/15



FREQUENTLY ASKED QUESTIONS:

Q: What are standards?

A: Standards are an agreed upon statement of what a student should know and be able to do in a given content area by the end of each grade. It would be impossible to list every standard on the report card. The standards on the CIP report card are a snapshot, a “collapsed” version of the standards.

Q: What is a standards based report card?

A: A standards based report card provides detailed information on how well your child is progressing towards mastery of end-of-year standards.

Q: What examples of data do teachers use to assign grades or proficiency levels (1-4)?

A: With a standards-based approach, teachers evaluate student learning in a variety of ways. They use formal assessments (such as tests, quizzes, projects, classwork, common writing pieces), along with more informal assessments such as classroom observations. The combination of these pieces of evidence provides a more detailed picture of student progress towards grade level expectations.

Q: How do I help my child “get a 4?”

A: Remember, a mark of “3” indicates that a student is meeting grade level expectations with independence and excellence. With high and challenging expectations, a “3” is exactly where a competent student should be. Getting a “4” is not about what more a student does. It is what a student knows, and at what level s/he applies what s/he knows to a new and higher level situations that exceed what is explicitly taught in class. A “4” may also mean that a student is working on the standards from the grade level above.

Q: Will this new report card accurately report what our students know when they move on to the middle school?

A: Our report card was modeled after a version already used by the Gloucester elementary schools. Our goal is to set our expectations for instruction, assessment, and grading consistent across the region. The middle school has already had time to determine how to utilize student’s proficiency levels to determine course placement for middle school. 5th grade teachers will continue to provide input and guidance into course placement as well.

Q: How does the new report card measure learning for students with an IEP or 504 Plan?

A: Students with Individualized Education Programs (IEP) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards; this is a civil right. Since special education students are a heterogeneous group with various disabilities which impact learning, some may not achieve certain grade level standards without special services and supports. If a student has an IEP goal that connects with one or more of the standards, you will see the notation of “PN” next to the proficiency level. This indicates that there is additional information regarding the student’s attainment of the standard on their progress notes. For students with accommodations and/or modifications, their proficiency level is determined by what they are capable of achieving **WITH** the accommodations/modifications listed on their IEP or 504 Plan.