

STANDARDS-BASED GRADING AND REPORTING



WHY DO WE HAVE PROGRESS REPORTS?

The primary purpose of grades is to communicate a summary of student achievement at a particular point in time to parents.

Why Revise?

- Current progress report has not been significantly revised in over 30 years
- Teachers instruct and assess standards, yet report to parents using a nonstandards-based instrument
- Improved parent and student communication
- Availability of online system eliminates the need to “bubble”

Standards-Based Progress Report

Each subject is broken down into specific elements of learning

A student's progress is assessed according to how he/she is meeting expected standards

Teachers follow “best grading practices” in determining grades

Progress Report Standards

**Identify “Big Ideas” that are taught
Identical in grades K-6**

Each progress report standard has grade-level specific concepts and skills that help define the Progress Report Standard.

READS WITH ACCURACY AND FLUENCY

Second Grade

Concepts and Skills

- Use letter-sound relationships, the meaning of words, and the way language works
- Increase number of known words
- Use expression and phrasing

Fifth Grade

Concepts and Skills

- Use a variety of word recognition skills
- Use the words around an unknown word to figure out its meaning
- Use expression, rhythm, and phrasing

Feedback process

- **Beta testing at two schools**
(Spring, 2009)
- **Field testing at ten schools**
(2009-2011)
- **Focus groups – teachers, principals, parents**
(Fall, 2007; Fall, 2009; Spring, 2010; Fall, 2010)
- **Revision of instrument**
(Winter, 2010; Spring, 2010; Summer 2010; Winter 2011)

The Instrument



ELEMENTARY SCHOOL PROGRESS REPORT GRADE: *n*

Dates or Quarter or Final

20yy-20yy

Student LNAME, FN INIT

ID *nnnnnnnn*

School Name

School Phone *nnn-nnn-nnnn*

School Street

Teacher *Teacher Name*

School City, State ZIP

Principal *Principal Name*

Achievement Levels:

- 4 - Consistently meets concepts and skills of standard taught this quarter
- 3 - Usually demonstrates concepts and skills of standard taught this quarter
- 2 - Sometimes demonstrates concepts and skills of standard taught this quarter
- 1 - Seldom demonstrates concepts and skills of standard taught this quarter
- na - Introduced but not assessed
- nt - Not taught

Life, Work, and Citizenship

- #### Skills and Effort Levels:
- 4 - Consistently demonstrates
 - 3 - Usually demonstrates
 - 2 - Sometimes demonstrates
 - 1 - Seldom demonstrates
 - na - Not assessed

Attendance Reporting Period

	Q1	Q2	Q3	Q4	Total
Days Absent					
Days Tardy					

Life, Work, and Citizenship Skills

	Q1	Q2	Q3	Q4	F
Takes responsibility for actions					
Demonstrates active listening skills					
Works effectively within a group					
Resolves conflict effectively					
Identifies, pursues, and reflects on goals					
Follows directions					
Exhibits organizational skills					
Completes assignments on time					
Uses time constructively					
Is a respectful and contributing participant in school					
Demonstrates self control					
Follows established routines					

Student is an English Learner (EL) at English Language Proficiency Level _____

Level of Advanced Academic Services: Level _____

Language Arts	Q1	Q2	Q3	Q4	F
Listens and speaks for specific purposes					
Locates and uses information from a variety of sources					
Reads with accuracy and fluency					
Reads with understanding					
Writes with purpose, clarity, and expression					
Edits for usage and mechanics in own writing					
<i>Reading Effort</i>					
<i>Writing Effort</i>					
Based on current assessment data, your child is reading:					

History and Social Science	Q1	Q2	Q3	Q4	F
Explains how the people and events of the past have influenced the present					
Reads maps and understands the impact of geography on culture					
Recognizes the structure of government and the relationship among rules, laws, and becoming a good citizen					
Understands economic concepts and the impact of economics on culture					
<i>History and Social Science Effort</i>					

Mathematics	Q1	Q2	Q3	Q4	F
Represents numbers accurately and demonstrates an understanding of number relationships					
Computes numbers with fluency and makes reasonable estimates					
Measures with accuracy and makes reasonable estimates of measurements					
Analyzes characteristics and properties of geometric figures and demonstrates an understanding of spatial relationships					
Uses data to describe, interpret, and predict events					
Represents situations and mathematical relationships using algebraic symbols					
<i>Mathematics Effort</i>					
Your child has been instructed using above grade-level content in one or more areas of mathematics. (y=yes)					

Science	Q1	Q2	Q3	Q4	F
Investigates and demonstrates understanding of the natural world in a systematic way like a scientist and applies these skills and knowledge to solve problems					
Demonstrates understanding of the concepts of physical science including matter, force, motion, and energy					
Demonstrates understanding of the concepts of life science including life processes and living systems					
Demonstrates understanding of Earth's patterns, cycles, changes, and Earth/Space systems					
<i>Science Effort</i>					

Next Steps

- Alignment of curriculum to progress report standards - completed
- Grade-level Parent Folders/Envelopes
- Comment bank revision - completed
- Grading and Reporting handbook revision
- Internet site – Now available
<http://www.fcps.edu/DIS/elemProgReport/index.html>
- Roll-out to all schools

Timeline

- **Fall, 2011 – Ten field test schools use new standards-based progress report; Additional schools pilot**
- **Fall, 2012 – All schools use new progress report**