

VISION FOR ELEMENTARY STANDARDS-BASED REPORT CARDS

The Student and Family:

- Use feedback from standards-based report cards to set goals and hold ownership of expectations.
- Receive quality feedback and equal access to differentiated instructional opportunities based on individual needs. *
- Establish a growth mindset, allowing for growth across the proficiency scale and across the year.
- Use feedback to determine areas of mastery and areas for improvement.
- Have effective communication with the teacher and school about the child's specific performance.
- The student produces coherent work and is able to explain ideas and expectations of the standard to others, including families and community.

The Teacher:

- Communicates with families about standards-based grading and standards-based report cards, including providing a model to students and families of what mastery looks like, and specific information about the student's standard mastery and how they can support their child's learning.
- Delivers quality standards-driven instruction that is informed by student results.*
- Engages in ongoing, job-embedded professional learning around the unpacking and understanding of standards, in order to design and deliver quality standards-based instruction and assessment.*
- Uses proficiency scales and standards as the anchor for consistent and regular feedback to students, allowing for re-teaching and reassessing for mastery.
- Collaborates with colleagues to create common assessments that determine a student's level of mastery and need for re-teaching or enriching.
- Continually assesses student mastery throughout the quarter as soon as students have had sufficient practice with the standard and allows for student growth by reassessing until mastery is shown.

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The School:

- Ensures parents are informed of standards-based grading and report cards.
- Provides structured opportunities to promote collaborative discussions about standards that include an atmosphere of mutual respect. *
- Provides teachers time to unpack and understand standards, review student work, and plan for re-teaching and enrichment (Tier I) through a structured professional learning community.
- Utilizes Focused Walk Throughs as one way to observe student mastery of standards.
- Facilitates professional learning that focuses on standards-based classrooms.
- Uses data from standards-based grading to meet the needs of ALL students, by consistently reflecting on data to close achievement gaps.

The District:

- Aligns standards-based report cards to the grade level scopes of work and district provided curriculum.
- Develops opportunities for consistent review and reflection of proficiency scales and report cards.
- Incorporates and communicates common proficiency scales to be used district-wide.
- Facilitates the creation and implementation of common grade-level assessments, in order to consistently measure growth and achievement for all students.
- Provides tools to support teachers in the observation and record-keeping of standard mastery.
- Builds a common language of standards-based grading research and procedures to deepen understandings of standards, what they mean, and how they look at the appropriate depth of knowledge.

STANDARDS-BASED GRADING AND REPORT CARDS

Our Beliefs:

- Change creates new challenges, and patience is required while adjusting practice.
- Grades have meaning. They show mastery of grade-level standards and do not reflect behavior.
- If we truly want every student to master every standard, then redos and relearning must be allowed.
- We report a student's current level of mastery, not an average.
- Homework and extra credit are not how we measure a student's level of mastery.
- Effective assessments include questions assessing basic skills (score 2), the standard (score 3), and an in depth inference that goes beyond what was taught (score 4).
- Student mastery may be assessed through observation, interviews, tasks, writing samples, teacher created tests, and many other ways.
- Understanding both the standard and the proficiency scale is KEY to reporting on a standards-based report card.
- The standard drives instruction. There is no room for fluff.
- Standards-based grading provides better feedback to teachers, students, and families.
- Students have multiple opportunities to demonstrate learning.
- Through intentional, standards-focused feedback, student growth and achievement will increase.
- Standards-based grading and report cards will directly report a student's true learning within the content area.
- Teachers collaborate in order to ensure consistency.
- Professional learning communities will be the heart of training, alignment, and ownership to the process.
- Families are part of the team. We ensure they understand the meaning of the report card.
- Students learn best when they receive specific feedback about their learning. Standards-based grading and report cards provide that specific feedback.
- All stakeholders (school, teacher, student, and family) will be informed about the student's working knowledge of the grade level standards.