

STANDARDS-BASED GRADING & THE K-5 REPORT CARD

A GUIDE FOR CHRISTINA SCHOOL DISTRICT FAMILIES



INTRODUCTION



During the 2018–2019 school year, Christina School District shifted to a standards–based grading approach in kindergarten through grade 5.

The K–5 report card provides a more accurate view of a student’s progress in academic and behavioral areas. Factors like responsibility, participation, effort and attendance are reported separately, and not as an indicator of a student’s academic performance.

The report card is fully aligned with the State of Delaware’s Common Core Standards in English Language Arts and Math, the Delaware Social Studies State Standards and the Next Generation Science Standards.

The scores on the report card do not reflect every standard taught and assessed during the school year. Rather, they reflect *prioritized* standards that are considered to be indicators of future academic success.

The report card is designed to:

- align with current state standards
- reflect student progress towards grade–level standards
- be unique to the grade and the standards of that grade
- provide more objective evaluation according to consistent grade–level standards
- separate academic progress and learner behaviors

Research supports standards–based grading and reporting as a basis of communication that will help students learn more effectively through better feedback for teachers, students, and families.

The K–5 Standards–Based Report Card is only one component in our effort to improve outcomes for every student in every classroom, every day. Other efforts include classroom assessments based on standards, student and parent conferences, and the use of districtwide Common Benchmark Assessments. Each of these components creates an opportunity for individuals and groups of teachers to reflect on both student learning and their own practice; use meaningful, standards–specific feedback to empower students; and engage families in monitoring student progress and improving learning.

HOW IS STANDARDS-BASED GRADING DIFFERENT FROM TRADITIONAL GRADING?

Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets.

Unlike the traditional grading system, a standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Thus, a student who may have struggled when encountering new material at the beginning of a unit may still be able to demonstrate mastery of key content and concepts by the end of the marking period.

Standards-based grading essentially gives students the practice they need and more than one opportunity to demonstrate success. It uses assessments based on prioritized standards and multiple scores per student, which reflect a student's ability at a specific moment in time.

This is in contrast to the traditional grading system, where a student's performance for an entire marking period is averaged together and typically involves a single overall letter grade. As an example, early quiz scores that may have been low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than the student's current performance indicates. The traditional grading system does not always convey precise information regarding student growth.

Standards-based report cards separate academic performance from qualities of a learner in order to provide families with a more accurate view of a student's progress in both academic and behavioral areas. Variables such as responsibility, participation, effort and attendance are reported separately, not as an indicator of a student's academic performance.

LEASURE ELEMENTARY SCHOOL						35 West Main Street Christiana, DE 19702 302-454-2131		
2018-19 REPORT CARD								
MARKING PERIOD 1								
Principal:		HRM Teacher:		Attendance	Current	YTD		
Date:		HRM Number:		Absences:				
Student Name:		School Year:		Tardies:				
Student ID:								
Grade:	KN							
Achievement Mark: 4 Proficient 3 Approaching Proficiency 2 Minimal Proficiency 1 Limited Progress Towards Proficiency								
Competency	MP1	MP2	MP3	MP4	CM1	CM2	CM3	(Numerical Comments)
English Language Arts / Reading								
Foundational Skills								
Demonstrates phonological awareness by manipulating sounds								
Recognizes and names all uppercase letters of the alphabet								
Recognizes and names all lowercase letters of the alphabet								
Produces letter sounds								
Applies grade level phonics and word analysis skills when decoding	X							
Reading Literary and Informational Texts								
Reads to comprehend grade-level text	X	X						
Asks and answers questions about key details in a text including characters, setting, and topics								
Asks and answers questions about unknown words in a text								
Speaking and Listening								
Participates appropriately in collaborative conversations								
Expresses thoughts, feelings, and ideas clearly								
English Language Arts / Writing								
Writing								
Writes with a purpose: Opinion, Informative/Explanatory, or Narrative	X							
Uses a combination of drawing, dictating, and writing to compose at least 3-5 sentences about the same topic	X							
Uses appropriate grade level conventions of standard English including capitalization, punctuation, and spelling when writing	X							
Writing Continuum								
Pictorial Stage								
Pre-Communicative Stage								
Semi-Phonetic Stage								
Phonetic Stage								
Transitional Stage								
Conventional Stage								
Language								
Uses appropriate grammar and vocabulary in spoken and written language								
Mathematics								
Counting and Cardinality								
Counts to 100 by ones and tens (MP1, to 20; MP2, to 40; MP3, to 60; MP4, to 100)								

See a sample report card at christinak12.org

ACADEMIC PROGRESS

Academic progress is graded on a scale from 1 to 4.

4 PROFICIENT

Students at this level demonstrate solid academic performance, competency of subject matter knowledge, and application of this knowledge to real-world situations. Students at this level can extend their understanding by making multiple, meaningful connections among important ideas or concepts; provide supporting evidence for inferences and justification of solutions; and apply concepts and skills to solve problems using appropriate strategies.

3 APPROACHING PROFICIENCY

Students at this level are approaching acceptable performance but have not achieved it. Their work reflects a partial understanding of essential knowledge and skills. They also experience partial success in tasks using this knowledge or skills.

Students at this level demonstrate partial understanding of basic concepts and skills; make simple or basic connections among ideas, providing limited supporting evidence for inferences and solutions; and apply concepts and skills to routine problem-solving solutions.

2 MINIMAL PROFICIENCY

Students at this level are demonstrating minimal performance. Their work reflects a minimal understanding of essential knowledge and skills. They also experience minimal success in tasks using this knowledge or skills.

Students at this level demonstrate minimal understanding of basic concepts and skills; need additional support to understand simple or basic connections among ideas, providing minimal supporting evidence for inferences and solutions; and need additional support to apply concepts and skills to routine problem-solving solutions.

1 LIMITED PROGRESS TOWARDS PROFICIENCY

Students at this level demonstrate limited understanding of essential knowledge and skills. Their work reflects a need for additional instructional opportunities to achieve a basic understanding of essential knowledge and skills. Students may require assistance or extended time in applying knowledge or skills.

Students at this level demonstrate limited understanding of essential concepts and skills; occasionally make obvious connections among ideas, providing limited evidence or support for inferences and solutions; and have difficulty applying basic knowledge and skills.

X STANDARD NOT ASSESSED AT THIS TIME

This is used when the teacher hasn't yet introduced the content to the student or hasn't yet fully assessed the content.



EXPRESSIVE ARTS & THE HOME-SCHOOL CONNECTION

Expressive arts and the home-school connection are graded on a scale from Unsatisfactory (U) to Outstanding (O). This section includes Art, Library, Music, Physical Education, Technology and Qualities of a Learner.

OUTSTANDING

The student consistently demonstrates mastery of the skills or qualities of learning.

SATISFACTORY

The student is able to demonstrate partial understanding of the skills or qualities of learning.

DEVELOPING

The student is beginning to demonstrate knowledge and understanding of the skills or qualities of learning.

UNSATISFACTORY

The student is not yet demonstrating knowledge and understanding of the skills or qualities of learning.

GRADING & REPORT CARD COMMUNICATION

Research indicates that a student's chance of success in school improves when there is regular and meaningful two-way communication between the family and the school. The K-5 report card provides direct feedback to families, students, and staff regarding student progress towards the year-end standards.

Reporting student progress is an essential part of this communication process between home and school. Families should have information that accurately reflects a student's level of performance and progress in meeting academic standards. The information that is included on the report card and the accompanying documents should enable families to best support their children at home.

The report card is one way of learning about your child's progress in school. Conferences with your child's teacher, along with work samples, can add to your understanding of his or her performance in school.

The following communication milestones are scheduled into the calendar every year:

- August: Kindergarten Orientation
- September: Open Houses
- November: Parent-Teacher Conferences and Report Cards Issued
- February: Report Cards Issued
- March: Parent-Teacher Conferences
- April: Report Cards Issued
- June: Report Cards Issued

Schools also offer additional ongoing avenues for communication throughout the year:

- Phone calls and emails
- Conferences
- Samples of student work (e.g., homework, tests, quizzes, projects)
- District and school websites
- Newsletters and CSD Alerts / Parent Link
- School events
- Parent organization meetings



PROMOTION GUIDELINES FOR KINDERGARTEN TO GRADE 5

The student's promotion is dependent upon several factors as reported on the report card, including attendance and the Wagner Law.

ATTENDANCE

Student must attend 90% of the school year in order to be promoted. If a student attends less than 90%, he or she may be retained or assigned to the next grade level determined by proficiency level.

WAGNER LAW

The promotion policy, at a minimum, must include the following:

- Students must pass 50% of their instructional program (ELA, Mathematics, Science and Social Studies).
- Students must pass ELA as one of the subjects.

Scores of 1 or 2 are not considered a passing grade in any content area.

WAGNER LAW (200.7 PROMOTION)

1.0 Each local school district shall have a promotion policy for kindergarten through grade 12.

1.1 Local school districts must follow the requirements for promotion as defined in 14 Del. C. Chapter 1, Section 153, titled Matriculation and Academic Promotion Requirements and the Administrative Manual for Exceptional Children.

1.2 The promotion policies for grades 1–8 must also, at a minimum, include the following:

1.2.1 Students in grades 1–8 must receive instruction in English Language Arts or its equivalent, Mathematics, Social Studies and Science each year as defined in the Delaware Content Standards.

1.2.2 Students in grades 1–8 must pass 50% of their instructional program each year (excluding physical education) to be promoted to the next grade level. One of the subject areas that must be passed is English Language Arts or its equivalent. English Language Arts or its equivalent includes English as a Second Language (ESL) and bilingual classes that are designed to develop the English language proficiency of students who have been identified as LEP. Classes in English Language Arts, Mathematics, Science and Social Studies include those which employ alternative instructional methodologies designed to meet the needs of LEP students in the content areas.

HOME ACCESS CENTER

Report cards are available on the Home Access Center portal four times each year at the end of each 9-week grading period. Log in at <http://hac.doe.k12.de.us/homeaccess>.