



## REPORT CARDS

### Standards-based Grading

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The purpose of the Glendale Elementary School District's standards-based report card is to communicate a student's level of performance toward grade-level standards.



Report cards will be distributed at the end of each quarter, 4x a year.



Every grade level has a unique report card.



New performance levels and behavior indicators.



Grades reflect where a student is based on end-of-year expectations.

#### PERFORMANCE LEVELS



A '4' indicates *Highly Proficient*. The student is working independently on and consistently understands grade-level standards in a more advanced, complex and rigorous manner.

A '3' indicates *Proficient*. The student is demonstrating a fundamental understanding, mastery and independent application of grade-level skills and concepts. A '3' is the goal for grade-level mastery and should be celebrated.



A '2' indicates *Partially Proficient*. The student has not yet mastered the standards but is approaching mastery and application of grade-level skills and concepts. Additional support from teachers and family is needed.

A '1' indicates *Minimally Proficient*. The student has not yet demonstrated understanding of the skills and concepts expected at the grade level. Intervention is needed from teacher and family.



### **What can parents do to help their child?**

- Maintain an open and ongoing relationship with your child's teachers.
- Know what kind of homework is expected and develop a routine for homework completion.
- Ask your child specific questions about school activities. Listen, converse, plan and celebrate with your child.
- Make reading a natural part of your family's daily routine. Read to your child or have your child read to you. Read and discuss books together.
- Discuss current events. Allow your child to express opinions about what's happening in the community and in the world.
- Encourage activities that involve problem solving. Let your child find solutions to problems by asking for suggestions and comments.
- Guide and monitor television viewing, video games, and internet usage. Focus on programs with educational value and discuss them with your child.

### **What is the difference between standards-based report cards and traditional report cards?**

A standards-based reporting system is different from a traditional A, B, C system. It is based on specific sets of standards that students need to meet for each grade level by the end of the school year. Instead of letter grades, standards-based systems use numbers to reflect students' progress towards meeting each standard.

The numbers on a standards-based report card are a way to measure how well each student is progressing toward meeting grade-level standards, but are not an average of scores or a comparison of one student to another. Standards-based grading places an emphasis on the most recent performance of learning.

The academic score is intended to be an objective measure of grade-level standards. The Workplace Standards section of the report card provides information about effort, behavior, and participation.

### **What will be communicated on the report card?**

**There will be two sets of marks on the report card:**

#### **1) Indicators of Academic Standards**

#### **2) Indicators of Workplace Standards**

#### **Academic Standards:**

- The academic standards are a specific set of criteria that students need to met by the end of the school year.
- Student progress and performance are viewed on a learning continuum.
- The goal is for students to achieve Proficient (3) by the end of the school year.
- The marking for each quarter reflects the progress the student has made toward proficiency of each of the standards.
- Performance level marks are based on multiple experiences.
- Teacher design assessment tasks and collect evidence of student learning throughout the quarter.
- Evidence may include teacher observations, student work samples, projects, tests, and quizzes.

#### **Workplace Standards:**

Workplace standards communicate information about important factors that contribute to successful academic learning.

By including these indicators as a separate reporting category, the teacher can provide clear communication about such matters as behavior, participation, and effort without distorting a child's actual achievement in learning.

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| • Strives for personal best                                 | • Demonstrates self-control                                    |
| • Is a self-directed learner                                | • Uses time wisely   |
| • Works cooperatively with others                           | • Demonstrates organizational skills                           |
| • Accepts responsibility for own actions                    | • Completes classwork/homework                                 |
| • Is respectful of rights, opinions, and property of others | • Graded with Outstanding, Satisfactory, or Needs Improvement. |
| • Demonstrates perseverance                                 |  |