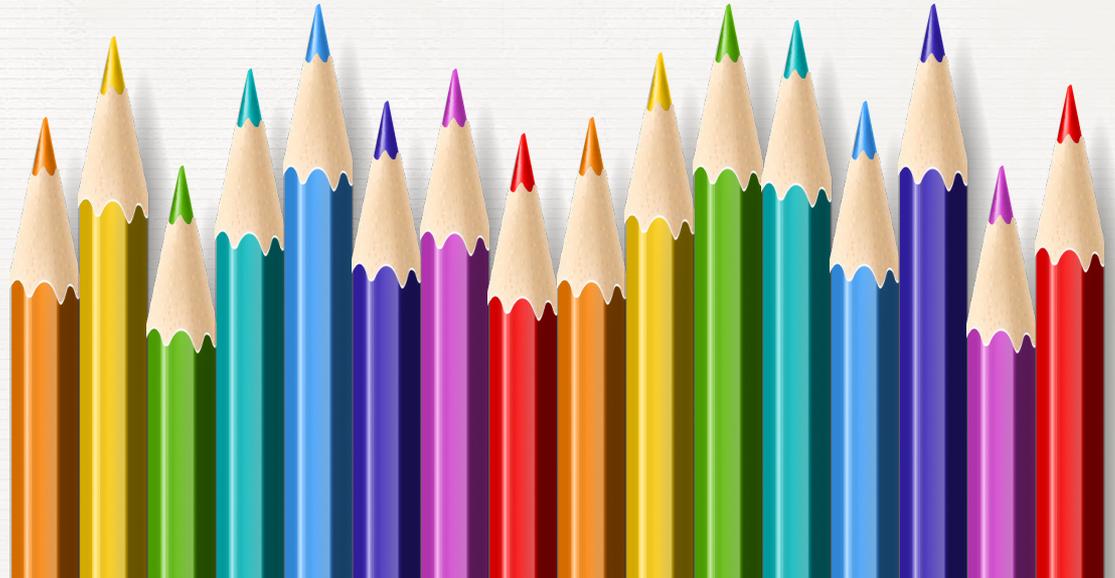
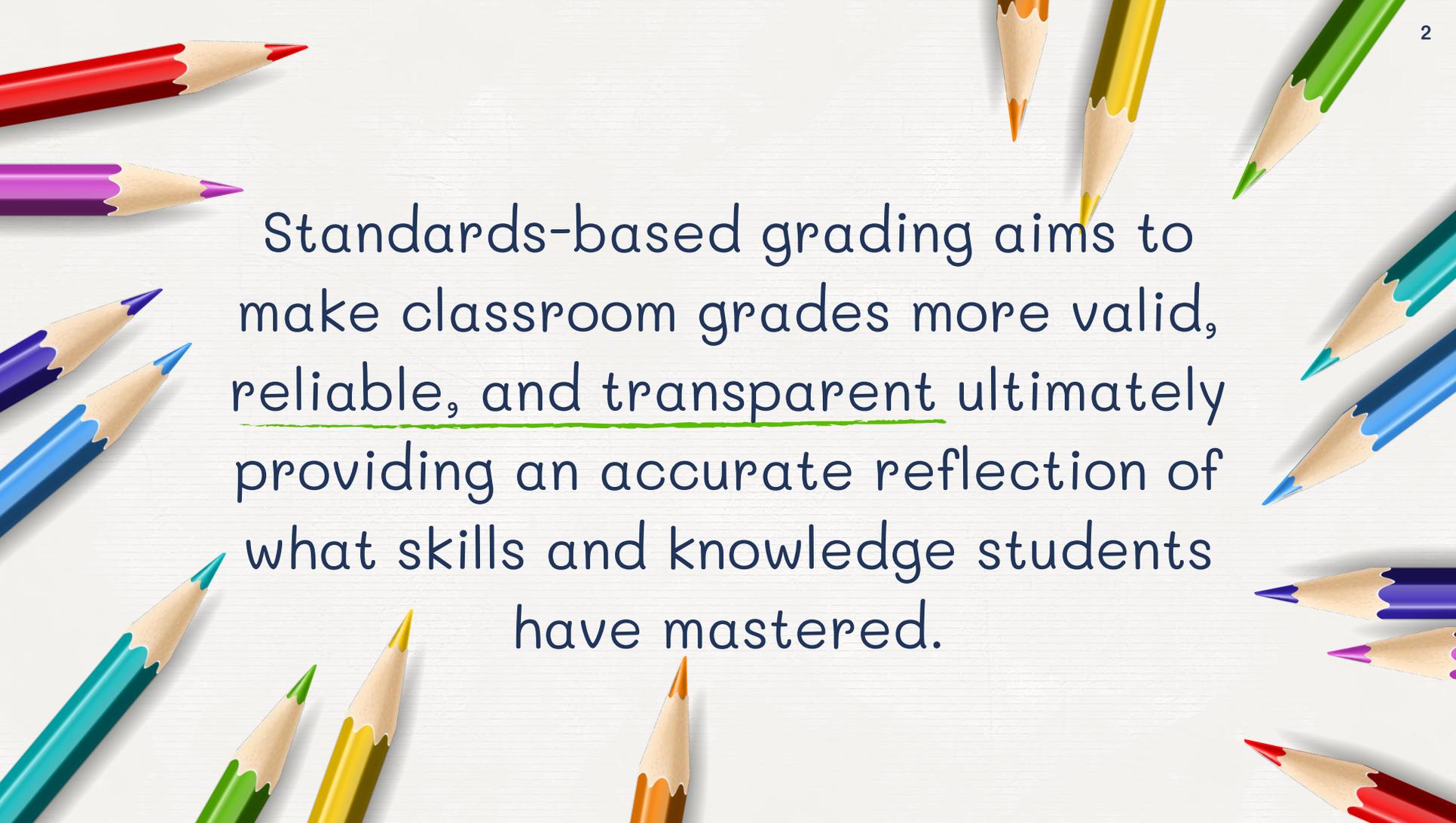


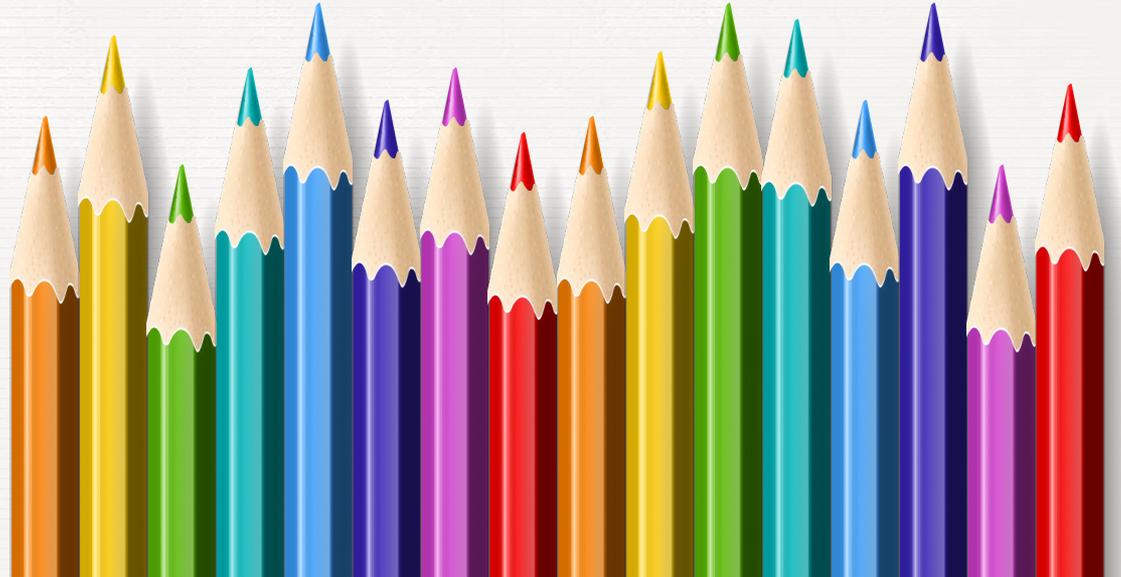
Standards-Based Report Cards Grades K-5





Standards-based grading aims to make classroom grades more valid, reliable, and transparent ultimately providing an accurate reflection of what skills and knowledge students have mastered.

1. New Jersey Student Learning Standards



New Jersey Student Learning Standards



The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas:

- ✘ 21st Century Life and Careers
- ✘ Comprehensive Health and Physical Education
- ✘ English Language Arts
- ✘ Mathematics
- ✘ Science
- ✘ Social Studies
- ✘ Technology
- ✘ Visual and Performing Arts
- ✘ World Languages



New Jersey Department of Education Website

Their website has all the student learning standards for each grade level:

<https://www.nj.gov/education/cccs/>

Many, Many Standards!



As a school district, we decide on which standards we feel are the most important to provide feedback on student mastery to both the students and the parents.

Kindergarten

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5. Identify the front cover, back cover, and title page of a book.

RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

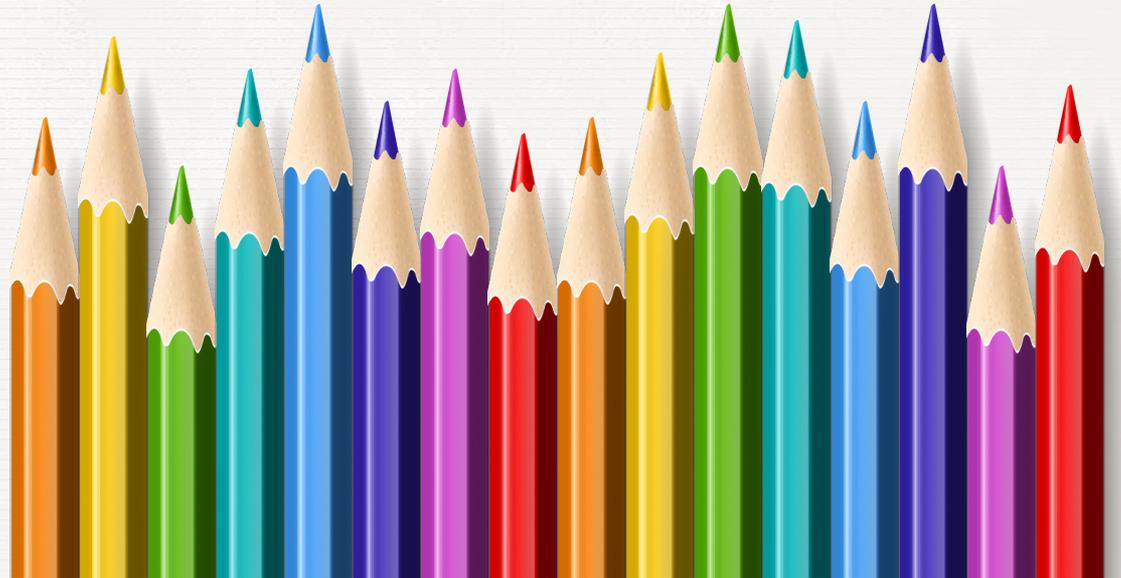
Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

2. Traditional vs. Standards-Based Grading



Traditional Grading

- ✘ Based on assessment types (quizzes, homework)
- ✘ Based on a percentage system or holistic letter grades
- ✘ Often includes extra credit and zeros and group scores
- ✘ All items are recorded or scored in the gradebook
- ✘ Overall grade is based on the average of different items
- ✘ Single grade given per course



Grades 6-8 Grading Scale

A+ = 100

C+ = 77 - 79

A = 93 - 99

C = 73 - 76

A- = 90 - 92

C- = 70 - 72

B+ = 87 - 89

D = 65 - 69

B = 83 - 86

F = 64 and Below

B- = 80 - 82



Standards-Based Grading

- ✘ Based on learning goals and performance standards
- ✘ Based on different proficiency levels for standards
- ✘ Only measures achievement - no extra credit or zeros
- ✘ Only items meant to measure achievement are recorded
- ✘ Grade is based on most-recent evidence
- ✘ Multiple grades given per course



K-5 Grading Scale

4 = Exceeds standards

The student extends key concepts, processes, and skills. Student performance demonstrates an understanding of the knowledge and skills **beyond expectations** and **consistently** shows evidence of higher level thinking.

3 = Achieves standards

The student **consistently** grasps and applies key concepts, processes, and skills. Student performance demonstrates a **thorough understanding** of the knowledge and skills expected at this grade level.

2 = Approaching standards

The student is **beginning** to grasp and apply key concepts, processes, and skills. Student performance demonstrates a **partial understanding** of the knowledge and skills expected at this grade level.

1 = Needs support

The student is **not grasping** key concepts, processes, and essential skills. This is an area of concern that requires support. Student performance **does not demonstrate** an understanding of the knowledge and skills expected at this grade level.



Remember...

A

\neq

4

B

\neq

3

C

\neq

2

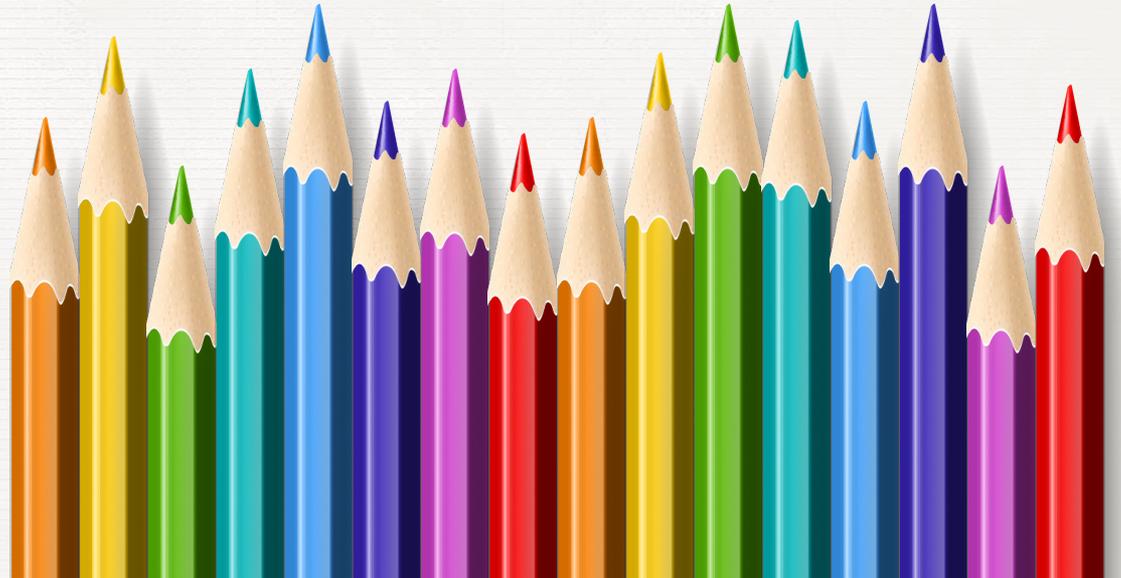
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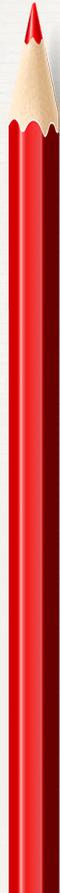
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3. Three Principles of Standards-Based Grading



Principle 1: Grades Should Have Meaning



- ✘ Should provide meaningful feedback to students
- ✘ Grades should document student progress
- ✘ Grades should help teachers make decisions about what instruction a student needs next

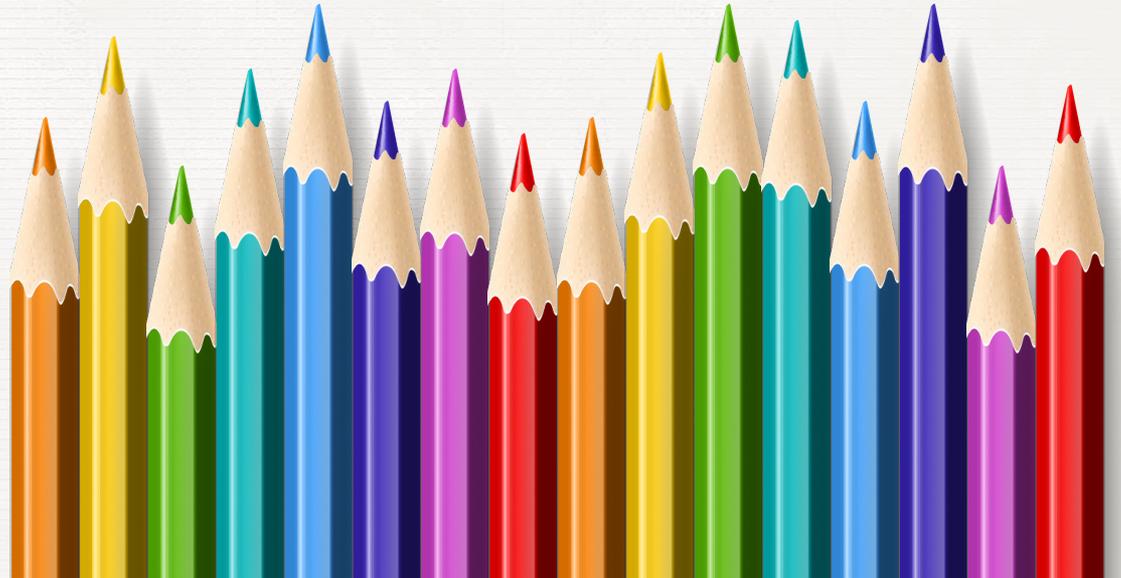
Principle 2: Multiple Opportunities to Demonstrate Learning Based on Feedback

- 
- ✘ Retakes are necessary in order for the grade to truly capture student growth at the time of reporting rather than a single moment in the past
 - ✘ Educators must look for evidence of learning over time with multiple opportunities for updates

Principle 3: Separating Academic Indicators from Extraneous Factors

- 
- ✘ Traditional grades and report cards combine both academic factors and non-academic factors into a single grade.
 - ✘ Educational assessment experts recommend all formative work should not be included in the final grade

4. Standards-Based Report Cards



K-5 Report Cards

- ✘ Given out three times a year - December, March, and June
- ✘ Only report on the standards covered during the trimester
- ✘ Reflect the student's current level of mastery - a grade can change from one trimester to another
- ✘ Only current grade level standards are reflected on the report card



Behaviors that Support Learning

- C - Consistently ✗ Work Skills
- U - Usually ✗ Social Skills
- S - Sometimes ✗ Do not impact grades on academic standards
- I - Infrequently ✗ Important work habits



“By comparing one child’s performance to a clear standard, parents, children and teachers all know precisely what is expected. Every time a student attempts a task, the performance is compared to the standard, not to other children’s performances. The most important advantages for children and families are fairness, clarity, and improved learning.”

~ Dr. Rick Wormeli

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