

Standards-Based Grading & Report Cards



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“Standards-based grading has the potential to restore integrity to the grading process. It can and will change our students’ future.” – Cathy Vatterott

Standards-Based Report Card Committee

MFJ Teachers

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Administrators

Rich Carr
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Standards-Based Report Card Committee

- Initial meeting: April 2, 2015
- Met weekly throughout the school year
- Examined research, methods, and examples of standards-based grading/reporting
- Collectively determined all aspects of the report card (i.e., wording of standards, reporting criteria, performance scale, product standards v. process standards, etc.)

“As the world has changed the outcomes we want for education must change.”



What is the purpose of grades? What is the purpose of report cards?

According to Guskey and Bailey (2010), report cards should serve to:

- communicate information about students' achievement to parents
- provide information to students for self-evaluation
- select, identify, or group students for certain educational paths or programs
- provide incentives for students to learn
- evaluate the effectiveness of instructional programs
- provide evidence of students' work habits



Do we want.....

- Students who can memorize and repeat or students who can analyze, synthesize and problem solve?

The kind of students we produce will determine the kind of adults who will inhabit the United States and our global community.



Do we want.....

- Students who are excited and engaged and involved in their learning or students who obediently slog through whatever tasks they are given?

The kind of students we produce will determine the kind of adults who will inhabit the United States and our global community.



Do we want.....

- Students whose goal is to get the grade at any cost or to find meaning in what they do?

The kind of students we produce will determine the kind of adults who will inhabit the United States and our global community.



Which student demonstrates a greater current understanding of math concepts learned?

Grades in T1

- 85%, 85%, 85%, 85%, 85%, 85%, 85%, 85%, 85%
- Report Card Grade = 85% B-

Grades in T1

- 50%, 60%, 65%, 70%, 80%, 85%, 90%, 90%, 90%
- Report Card Grade = 75% C-



7 Reasons for Standards-Based Grading

- 1: Grades should have meaning.
 - What does an A, B, C, D, F really mean? How do you compare a 85% student to a 75% student?
- 2: We need to effectively measure student learning.
 - Are averages meaningful? How do you demonstrate “learning”?
- 3: We can control grading practices.
 - The way we assess students is a meaningful component of school that we have the power to control.
- 4: Standards-based grading reduces meaningless paperwork.
 - Feedback on select assignments; ongoing use of formative assessments.



7 Reasons for Standards-Based Grading

- 5: It helps teachers to adjust instruction.
 - Specific areas of strength and weakness are identified.
- 6: It shows teachers what quality looks like.
 - In the real world, everything is a performance assessment. Help students understand the idea of quality.
- 7: It's a launchpad for curricular and instructional improvements.
 - SBG helps to focus on curriculum needs; naturally addresses interventions

*“Too often, we have neither allowed nor expected students to THINK!”
– Cathy Vatterott*



Grade	Standard	Expected Fluency
K	K.OA.A.5	Add/Subtract within 5
1	1.OA.C.6	Add/Subtract within 10
2	2.OA.B.2	Add/Subtract within 20 (Know single digit sums from memory)
	2.NBT.B.5	Add/Subtract within 100
3	3.OA.C.7	Multiply/Divide within 100 (Know single digit products from memory)
	3.NBT.A.2	Add/Subtract within 1000
4	4.NBT.B.4	Add/Subtract within 1,000,000
5	5.NBT.B.5	Multi-digit multiplication
6	6.NS.B.2	Multi-digit division
	6.NS.B.3	Multi-digit decimal operations
7	7.NS.A.1,2	Fluency with rational number arithmetic
	7.EE.B.3	Solve multistep problems with positive and negative rational numbers in any form
	7.EE.B.4	Solve one-variable equations of the form $px + q = r$ and $p(x + q) = r$ fluently
8	8.EE.C.7	Solve one-variable linear equations, including cases with infinitely many solutions or no solutions
	8.G.C.9	Solve problems involving volumes of cones, cylinders, and spheres together with previous geometry work, proportional reasoning and multi-step problem solving in grade 7

Grading Should Match Learning Expectations

- Students are expected to demonstrate skill and understanding, not just memorization of facts.
- Today's educators understand the need for differentiated instruction. Students require different paths and varying amounts of reach the same goal of learning.
- Students should have opportunities to reflect upon their own learning.
- Mistakes happen as you learn...that's ok. We want to identify the current level of performance at the time of reporting.

*To successfully navigate the standards, students grades will need to reflect mastery of skills, not **MEMORY OF CONTENT**.*



Performance Scales

- **Math and ELA**
- **E = Exceeds**
 - Exceeding the grade-level standard
- **M = Meets**
 - Meeting the grade-level standard
- **P = Progressing**
 - Progressing towards the grade-level standard
- **N = Needs Improvement**
 - Demonstrating minimal progress & at risk of not meeting the grade-level standard
- **Science/Health, SS, Related Arts**
- O = Outstanding
- S = Satisfactory
- N = Needs Improvement



Report Card Example

- **1st Grade Math Standard**
- 1.NBT.2 Compose and decompose numbers to 20 to identify the value of the number in the tens & ones place
- **Standard on the report card**
- Demonstrates understanding that the digits of a two-digit number represents amounts of tens and ones
- **1st Grade ELA Standard**
- RL1.2 Retell stories, including key details, and demonstrates understanding of their central message or lesson
- **Standard on the report card**
- Retells stories and explains the main idea



Report Card Example

- 2nd Grade Math Standard
- 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends
- Standard on the report card
- Makes connections between arrays and repeated addition sentences
- 2nd Grade ELA Standard
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text
- Standard on the report card
- Identifies main idea and topic of a text



Next Steps

- Gr. 1 & 2
 - Continue finalizing the trimester rubrics
 - Continue with formatively assessing and documenting student progress
- Gr. 3 & 4
 - Initial discussion phase, reviewing other districts report cards
 - Start to create their report card for next school year



The Plan

- **2015 – 2016**
 - Implement SBG & SBRC in Grades 1 & 2
 - Provide PD & create reports cards/rubrics in Gr. 3 & 4
- **2016- 2017**
 - Implement SBG & SBRC in Grades 3 & 4
 - Provide PD & create reports cards/rubrics in Gr. 5
 - Explore SBG for Gr. 6
- **2017 - 2018**
 - Implement SBG & SBRC in Grades 5

