

# STANDARDS-BASED GRADING

**Republic R-III School District**

# STANDARDS-BASED GRADING VIDEO

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Parents

Standards Based Grading

[Video Link](#)

# GRADE CARD PURPOSE

**The purpose of the report card is to describe students' learning progress to their guardians, based on our district's learning expectations for each grade level. It is intended to inform parents and guardians about learning successes and to guide improvements when needed.**

# Average Based Grade Card

Republic R-3 School District						
Elementary Grades						
<b>School</b>	Price					
<b>Student</b>	John Smith					
<b>Grade</b>	2					
<b>Teacher</b>	Thomas					
<b>Subject</b>	<b>Q1</b>	<b>Q2</b>	<b>S1</b>	<b>Q3</b>	<b>Q4</b>	<b>S2</b>
Math	B-					
Spelling	B					
Reading	A					
Writing	A					
Science	C+					
Social Studies	B					
Art	A					

# Standard Based Grade Card

Student: \_\_\_\_\_

TERM 4: Ending 05/17/17

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MATH	T1	T2	T3	T4
<b>Objectives</b>				
<b>OPERATIONS AND ALGEBRAIC THINKING</b>				
Use addition within 100 to solve 1- and 2-step word problems. (2.OA.1)		AV	AV	AV
Fluently add within 20 using mental strategies. (2.OA.2)	MT	MT	MT	MT
Fluently subtract within 20 using mental strategies. (2.OA.2)	MT	MT	MT	MT
Determine if a group of objects has an odd or even number of members. (2.OA.3)	MT	MT	MT	MT
Use addition to find the total number of objects in up to a 5 by 5 array. (2.OA.4)				AV
Use addition and subtraction within 20 to solve 1- and 2-step word problems. (2.OA.1)	MT	MT	MT	MT
Use subtraction within 100 to solve 1- and 2-step word problems. (2.OA.1)				AV
<b>NUMBER &amp; OPERATIONS IN BASE TEN</b>				
Understand the digits of a 3-digit number are amounts of hundreds, tens and ones. (2.NBT.1)	AV	AV	AV	AV
Count within 1000; skip-count by 5s, 10s, and 100s. (2.NBT.2)	MT	MT	MT	MT
Read and write numbers to 1000 using numerals, number names, and expanded form. (2.NBT.3)	AV	AV	AV	AV
Compare two 3-digit numbers based on meanings of the hundreds, tens and ones digit, using $>$ , $=$ , and $<$ symbols. (2.NBT.4)	MT	MT	MT	MT
Fluently add within 100. (2.NBT.5)			AV	AV
Fluently subtract within 100. (2.NBT.5)			AV	AV
Add up to four 2-digit numbers using strategies based on place value and properties of operations. (2.NBT.6)		AV	AV	AV
Add and subtract within 1000 using a concrete model or drawing. (2.NBT.7)				AV
Mentally add and subtract 10 to 100 to a given number 100-900. (2.NBT.8)				AV
<b>MEASUREMENT &amp; DATA</b>				
Tell & write time from analog and digital clocks to nearest 5 minutes using a.m. & p.m. (2.MD.7)			AV	AV
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using money symbols appropriately. (2.MD.8)		AV	AV	AV
Draw picture graphs, bar graphs, and line plots to represent data. (2.MD.10)			AV	AV
Measure the length of an object by selecting and using appropriate tools (rulers, yardsticks, meter sticks, and measuring tapes). (2.MD.1)		AV	AV	AV
Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (2.MD.2)		AV	AV	AV
Estimate lengths using units of inches, feet, centimeters, and meters. (2.MD.3)		AV	AV	AV
Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. (2.MD.4)		AV	AV	AV
Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. (2.MD.9)		MT	MT	MT
Represent whole numbers as lengths from 0 on number line diagram. Represent whole number sums and differences				MT

# LETTER GRADE VS. STANDARDS BASED

Grades are a reflection of a student's understanding at a particular point in time. In the end, we want to know whether or not a student has mastered a standard.

**Example:**

Tim's grades on one standard fluctuated throughout the quarter as his understanding increased. At first his scores on the standard were: 50%, 47%, 30%, 67%, 90%, 90%, 90%

Letter grade = 66% D ~or~ Standards-based Grading = Met

# BENEFITS OF STANDARDS BASED GRADING

- Standard Based Grading helps the teacher and parents know exactly where students most need help, rather than relying on an average from a multi-skill assessment.
- Rather than a student having a letter grade that stays stagnant throughout the year (due to the average of the scores), the grade fluctuates to reflect the student's understanding of the skill.
  - Example: Tim scored a Not Met on his rounding assessment during 1st Quarter, but after working with the teacher, he now has an Approaching on his 2nd Quarter Progress Report. Tim's teacher will continue to work with him until he reaches his fullest potential.
  - This is why we have a heavy emphasis on the most recent scores as opposed to an average of all scores.

# Grading Key

## NM or Not Met:

I do not understand this skill and will work with my teacher to better understand.

## AP or Approaching:

I understand some of this skill, but still need to work with my teacher to better understand.

## M or Met:

I understand this skill. I showed what a student in my grade needs to know. I will work on other skills with my teacher.

## AV or Advanced:

I understand more about this skill than is expected for my grade level. I will work on other skills with my teacher.



# SETTING STUDENTS UP FOR SUCCESS

- The students are aware of the what and why of their learning.
- They sometimes keep data-binders tracking their progress and setting goals.
- This is motivating and empowering to students because they know exactly what they need to accomplish to get to that next level of understanding.

# HOW CAN I HELP MY CHILD AT HOME?

- **Monitor student progress through Leadership Binders which holds student assessments and data (these will come home on the last Friday of the month, aka Buddy Day)**
- **Communicate with your students teacher**
- **Review the grade card and celebrate successes and discuss areas of improvement**

**Let's take a few minutes to  
look at a grade card compared  
to a graded assessment.**

# FREQUENTLY ASKED QUESTIONS

- Can students retake assessments?
  - Yes, the standards will be retaught to students who are not understanding the material. They will be allowed to retest.
- How many times can a student retest?
  - This is up to each individual teacher and his/her timeframe.
- What is the assessment process?
  - Pretest, Instruction, Posttest, Reteach and Retest if needed
- Why is the grade card so long?
  - This year, we will teach all of the Missouri Learning Standards, but will only report the standards that are most important for each grade level. Other standards not formally assessed/reported support the standards that are on the grade card, so they don't require separate assessments.

# QUESTIONS AND CONSIDERATIONS

**What questions do you have?**