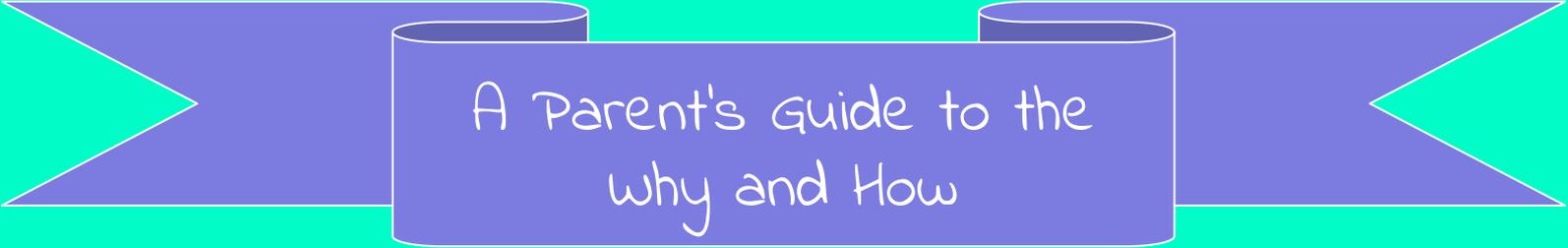


INTRODUCTION TO STANDARDS-BASED GRADING



A Parent's guide to the
why and how

"Help me understand the standards" (83% of you say that you would like to know the difference between standards and curriculum).

"Communicate specifically" (92% of you would like to know what your child is struggling with in class)

"From Good to Better" (Half of you report that the current report card allows you to interpret how your child is doing overall).

"What Does Progress Look Like?" (68% of you want to be able to track your child's progress).

WHAT YOU {parents} HAD TO SAY....

Kindergarten:

Know and apply grade-level phonics and word analysis skills in decoding words. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). (K.RF.3)

Third Grade:

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue. (3.L.2)

STANDARDS ARE
STATEMENTS OF THE
SKILLS SCHOLARS
SHOULD MASTER BY THE
END OF THE YEAR.

"Help me understand the standards"

Fifth Grade:

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 5.NBT.B.7.

WHAT IS MY SCHOLAR STRUGGLING WITH IN CLASS?

Standards-Based Report
Cards Communicate
Specifics

"Communicate
Specifically"



Feedback

Because learning goals are clear teachers
can be clear with students.

This is the skill
you need to
practice more.



YOUR REPORT CARD BEFORE.... GOOD

Overall
Subject
Title



Course ID	Course Title	Q1	Q2	Q3	Q4
LAES	Language Arts	ES	ES	MS	MS
Mus	Music	MS	MS	MS	MS
Span (EL)	Spanish Elementary	MS	MS	MS	MS
MA	Math - elementary	ES	MS	MS	MS
PE (EL)	PE Elementary	MS	MS	MS	MS
SSES	Social Studies	MS	MS	MS	MS
SCES	Science	MS	ES	MS	MS



K-2 Meets
Standards;
Exceeds
Standards,
etc.

...but what standard?

3rd through
5th:
A's, B's, C's,



Course ID	Course Title	Q1	Q2	Q3	Q4
Read	Reading	C+	C	B	A+
PE (EL)	PE Elementary	A+	A+	A+	A+
MA	Math - elementary	C	B-	B	C
LAES	Language Arts	B-	B	B-	C+
Beg Strings	Beginning Strings	A-	A+	A+	A+
Span (EL)	Spanish Elementary	A+	A+	A+	A-
SSES	Social Studies	B	B	A	A-
SCES	Science	A	B+	A+	B+

YOUR REPORT CARD NOW SPECIFIC

Something To Remember:
3 is Proficient; 4 is MORE!

Scholar's overall proficiency of this subject area (Math, Language Arts, etc).

Scholar's level of mastery toward this learning target:

Learning targets to be mastered.

Grade Detail						
Period	Course ID	Course Title	Sem1	Teacher	Abs	Tdy
1	MAC917A	AP CALC AB	3	Alexander, AI	0	2
	Code	Standard				Score
	MA.AP.CALAB.01.1.01	PS 1-Solve and describe functions including linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, parametric, polar, and piece-wise analytically, graphically, numerically, and verbally.				3
	MA.AP.CALAB.01.1.02	PS 2-Find, describe, and compare limits and asymptotic/unbounded behavior of functions analytically, graphically, numerically, and verbally including one-sided limits.				2
	MA.AP.CALAB.01.1.04	PS 4-Compute and determine the derivative of functions and relations using power rule, product rule, quotient rule, chain rule, and implicit differentiation; and logarithmic differentiation of functions including power, exponential, logarithmic, trigonometric; and their inverses analytically, graphically, numerically, and verbally and as a rate of change and difference quotient.				4
	MA.AP.CALAB.01.1.06	PS 6-Distinguish between characteristics of f , f' , and f'' and the relationship between increasing and decreasing behavior and concavity analytically, graphically, numerically, and verbally.				3
	MA.AP.CALAB.01.1.07	PS 7-Solve problems using the derivative analytically, graphically, numerically, and verbally for a variety of problems (including optimization, related rates, rectilinear motion).				4
	MA.AP.CALAB.01.1.08	PS 8-Solve problems including those that model physical (including acceleration, velocity, and position), biological, or economic situations and average value.				4
	MA.AP.CALAB.01.1	AP Calc AB				3

4 = Highly Proficient

3 = Proficient

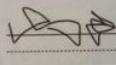
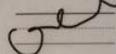
2 = Partially Proficient

1 = Minimally Proficient

MANY OF YOU USE TEACHER FEEDBACK TO MEASURE YOUR CHILD'S SUCCESS

Foundations Rubric			
		Standard: 2.RF.3 Know and apply grade-level phonics and word analysis skills. f. grade-appropriate irregularly spelled words	Standard: 2. L. 2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Proficiency Level	Rubric Score	Success Criteria	Success Criteria
Highly Proficient	4	I can spell all phonics skill focus words correctly as well as all the trick words.	I can capitalize, and use periods, exclamation, or question marks, spell all words correctly.
Proficient	3	I can spell all of the trick words correctly in both sentences.	I use capitalization and punctuation correctly throughout the sentence. I spell most commonly used words correctly.
Partially Proficient	2	I can spell some of the trick words correctly.	I use capitalization at the beginning and punctuation at the end of my sentence. I make common spelling errors.
Minimally Proficient	1	I did not spell any of the trick words correctly.	I do not use capitalization or punctuation correctly. There are many spelling errors in my sentence.

Check your work! Can you get ☆☆☆☆ ?

	☆	☆☆	☆☆☆	☆☆☆☆
Name		ROBER	ROBERT	Robert
Picture				
Coloring				
Writing		of Joe	ICANPIA	I can play.

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Rubrics allow teachers to give specific feedback regarding scholar success.

68% OF YOU WANT TO BE ABLE TO TRACK YOUR CHILD'S PROGRESS....

Fourth Grade

1ST Quarter Learning Targets



Social Studies

- Scholars will use and create maps to provide a scaled down version of the features of Earth, as well as systems for locating those features.
- Scholars will analyze the history and impact of the civilization of Europe in the Middle Ages.

Writing

The scholar will identify front, back, and title of a book.

The scholar will identify lower case letters. (t, b, f, m, n, i, u, c, o, a, g, s, d, e, r, p, j)

The scholar will pronounce letter sounds. (t, b, f, m, n, i, u, c, o, a, g, s, d, e, r, p, j)

The scholar will write letters correctly as taught in Foundations. (t, b, f, m, n, i, u, c, o, a, g, s, d, e, r, p, j)

The scholar will draw pictures with 3 details about something they like.

Coming to a
Backpack Near
You!

Math

- I will use an appropriate tool to measure the length of an object.
- I will measure an object twice using different forms of measurement tools.
- I will estimate the length of an object using inches, feet, centimeters, and meters.
- I will measure to determine how much longer one object is with another and label with the correct standard length unit.
- I will add and subtract within 100 to solve word problems involving lengths.
- I will mentally add and subtract within 20.

WHY CHANGE IT UP?

WE'VE BEEN FINE SO FAR. (HAVEN'T WE???)

AT ODYSSEY, PARENTS ARE PARTNERS. WE ARE A TEAM, ALL WORKING TOGETHER FOR THE GOOD OF YOUR SCHOLARS.

INFORMATION IS POWER. WE WANT ACCURATE, DETAILED INFORMATION IN THE HANDS OF SCHOLARS, TEACHERS, AND PARENTS.

GOOD ENOUGH, ISN'T. EVERY DAY IS CHANCE TO PERFECT OUR PRACTICE.

Things get better by change, not chance.