

School District of Washington

Standards Based Report Cards

Parent Q & A

Q. What is Standards-Based grade reporting?

A. Standards Based Grade Reporting is a system designed to report student progress to parents towards achieving specific learning standards.

Q. Why change to Standards-Based report cards?

A. On a traditional report card, students receive one grade for reading, one for math, one for science and so on. On a Standards-Based report card, each of these subject areas are further expanded by a list of skills and knowledge students are responsible for learning during each grade level. Standards-Based report cards provide a separate measure of progress for each indicator. Thus, providing parents a more detailed insight of their students' progress and what they have actually learned and know. **For example:** In traditional grading, the student's performance for the whole quarter would be averaged and early quiz scores that were low would be averaged together with performance later in the course resulting in a lower grade. In standards based grading, a student who reaches proficiency would be reported proficient and the performance scale would reflect the current level of mastery.

Q. Why not have a Standards-Based system as an additional reporting component to the traditional report card?

A. Traditional grading for elementary level students does not communicate to parents what teachers want them to know about their child's strengths and weaknesses. The elementary level is based on a developmental model where learning is valued as a process. Traditional letter grades and Standards-Based rubrics do not assess in the same way and therefore are not compatible with one another.

Q. Why are we only doing Standard-Based reporting for grades K and 1?

A. At this time Standards-Based report cards have only been developed for grades K and 1. Standards Based Report Cards will be developed for grades 2-6 over the next couple of years.

Q. Where do I find the standards that my child will be working towards mastering and the scoring rubrics for these standards?

- A. All standards and scoring rubrics can be accessed on the School District of Washington website under the Parents Tab, “Standards Based Grading.”

Q. What are the performance scale expectations?

Performance Scale	
4	Exceeds: Work exceeds standards and shows in-depth understanding that goes beyond what was explicitly taught.
3	Proficient: Work at this level meets grade level expectations.
2	Developing: Student work is developing, but is not meeting grade level expectations.
1	Emergent: Student work is beginning to show progress/understanding.
0	Area of Concern: Student does not demonstrate understanding and application of the standard at this time.
N/A	Standard was not assessed during this time period.

Q. How can my child exceed the standards?

A. Exceeding is **not** the equivalent of an A on a traditional report card. **For example:** if a student received A’s on every math test during the marking period, he or she would probably receive an A on a traditional report card. If those math test measured only the concepts fourth graders are expected to master, those A’s would be the equivalent of meeting the standard on a Standards-Based report card; the student is doing what he or she should be doing very well, but not necessarily more. Standards-Based report cards encouraged students to demonstrate their ability to apply skills and knowledge beyond grade level expectations. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality.

Students that demonstrate a 3 (proficient) are meeting grade level expectations. Please note that some standards will **not** have an exceeds option. These standards can be identified by access the grade level rubrics on the SDOW website.

Q. How is it that may student scored a “3” (proficient) first quarter and then scored a “2” (developing) second quarter on the same standard?

A. There are several standards that you will notice are included on more than one quarter. The reason for this is that as the year progresses that standard is taught to a deeper level of understanding. For example: First quarter the student may be asked to complete an addition word problem and the student is able to do this at a proficient level so they have a “3” for first quarter. Second quarter the standard is taken to a new level by also incorporating subtraction word problems. The students can still successfully complete addition word problems, but is unable to successfully complete subtraction word problems. So they are now at a developing level and have a “2” for second quarter on this standard.

Q. How will I know what progress my student is making and if he/she is on track to meeting the standard?

A. In order to know what progress students are making, parents should begin with talking to their student's teacher to understand the assignments, assessments and/or student work products.

Q. How often will I receive my child's progress on each quarter's standards?

A. Students will continue to receive progress report at mid-quarter and end of quarter.

Q. What does "with prompting and support" mean on the rubrics?

A. Rewording or giving assistance to the student in order to work towards mastery.

Q. What happens to the incentives that local businesses provide our students?

A. Many of the local businesses have already been made aware of the changes that will occur with the standards based report cards and will be honoring a "3" for the incentives that their business provides. If you come across a business that needs more information on the standards based grading system please don't hesitate to let your principal know and we will get in contact with that business.

Summary: This new report card will benefit students, teachers, and parents/guardians. It will allow students to be more aware of what is expected of them. It will provide parents with a more detailed outline of the expectations in each of the major academic areas. We believe that your understanding of what is expected of your child and how well he or she is progressing towards the goals at his or her grade level is very important. We look forward to working together to provide your child with the knowledge and tools necessary to be successful and to reach his or her fullest potential.