

# STANDARDS-BASED GRADING AND REPORTING

PTA Fall 2021

# Objectives:

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- The Why - Understanding Arlington's journey
- Define Standards Based Grading
- Understand What Standards Based Grading Looks Like
- Next Steps

# Purpose of the Report Card

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A communication tool

A valid representation of student's progress

Inform students and parents of strengths and challenges in learning

Included in a student's school record and cumulative file

# Current Report Cards at APS

Language and Literacy	Jan	June
<b>Oral Language (Listening and Speaking)</b>		
Listens for meaning in discussion and conversations	M	M
Uses language effectively to communicate with others	M	M
Contributes to group discussions	M	M
<b>Word Knowledge</b>		
Generates rhyming words	M	M
Hears and identifies sounds in words	P	M
Recognizes and identifies uppercase and lowercase letters	M	M
Recognizes and produces letter sounds	P	M
<b>Reading</b>		
Relates personal experiences to text	M	M
Recalls details about fiction and non-fiction texts	M	M
Shows an understanding of concepts of print	M	M
Matches spoken words to written words (one to one)	M	M
Reads and writes simple high frequency words	P	M
Reads predictable, familiar, and decodable text independently	P	M
<b>Writing</b>		
Communicates thoughts and ideas on paper		
Writes for a variety of purposes		
Writes several sentences around a single topic		

<b>M</b>	Meets	Child consistently meets behavior or skill	<b>A</b>
<b>P</b>	Progressing	Child is in the process of developing a behavior or skill	
<b>B</b>	Beginning	Child is beginning to demonstrate a behavior or skill	
<b>N</b>	Not Yet	Child is not yet demonstrating behavior or skill	
<b>NI</b>	Not Introduced	Skill has not been introduced	

Achievement and Participation	
An asterisk (*) indicates either that a supplement is attached or that the curriculum has been modified	
<b>P</b>	Making Expected Progress
<b>N</b>	Not Making Expected Progress
<b>#</b>	Area of Difficulty
<b>+</b>	Area of Strength
No symbol indicates - Satisfactory	

LANGUAGE ARTS	P	P	P	P
<b>READING</b>				
Level of instructional materials	PP3	1-2	1-2+	2-1
Reads with understanding	+	+	+	+
Shows growth in vocabulary				+
Reads independently		+	+	+
Uses word recognition skills			+	+

ORAL COMMUNICATION	P	P	P	P
Uses listening skills	+	+	+	+
Expresses ideas clearly			+	+
Shows growth in vocabulary		+	+	+

WRITTEN COMMUNICATION	P	P	P	P
Expresses ideas clearly	+	+	+	+
Shows growth in vocabulary				+
Writes legibly			+	+
Uses capitalization/punctuation appropriately				
Spells assigned words correctly	+	+	+	+
Applies spelling skills to written work	+	+	+	+

MATHEMATICS	P	P	P	P
Level of instructional materials	1	1	1	1+
Understands concepts presented		+	+	+
Computes accurately		+	+	+
Uses problem solving strategies			+	+

SUBJECT		Grading Period			
		1	2	3	4
English/Language Arts Reading	Instructional Level	3-2	3-2+	3-2+	3-2+
	Achievement	A	A	A	A
	Effort	O	O	O	O
English/Language Arts Writing	Achievement	A	A	A	A
	Effort	O	O	O	O
Mathematics	Instructional Level	3	3	3	3
	Achievement	A	A	A	A
	Effort	O	S	O	O
Science	Achievement	A	A	A	A
	Effort	O	S	O	S
Social Studies	Achievement	A	A	A	B
	Effort	O	S	O	O
Art	Achievement	S	O	O	O
	Effort	S	O	O	O
Vocal Music	Achievement	S	S	S	S
	Effort	S	S	O	S
Physical Education	Achievement	A	A	A	A
	Effort	O	O	O	O
	Effort	S	S	S	S
Health	Achievement				
	Effort				
	Achievement	P	P	M	M
Health	Effort	O	O	O	O
	Effort	S	S	S	S

P=Progressing, B=Beginning, O=Outstanding, S=Satisfactory, U=Unsatisfactory

Academic Progress Key	
An asterisk (*) indicates either that a supplement is attached or that the curriculum has been modified	
<b>A</b>	Exceeds Grade Level Expectations
<b>B</b>	Often Exceeds Grade Level Expectations
<b>C</b>	Meet Grade Level Expectations
<b>D</b>	Does Not Meet Grade Level Expectations - Passing
<b>E</b>	Does Not Meet Grade Level Expectations - Failing



# Why implement standards-based grading and reporting?

# Success Criteria for Grading Systems

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- **Accurate:** Clear reflection of what the student knows
- **Meaningful:** Helps parents and teachers know where the student needs support; helps support rigor
- **Consistent:** Removes subjectivity in grading
- **Supports learning:** Teacher can adjust instruction to meet students needs

# Why implement standards-based grading & reporting?

- More specialized reporting: precise and specific information about a child's progress toward a standard
- Meaningful, consistent, and accurate picture of student proficiency on agreed upon standards
- Supports students in answering:
  - ▣ Where am I going?
  - ▣ Where am I now?
  - ▣ How will I get there?

# Why implement standards-based grading & reporting?

## Alignment to Teaching & Learning

- A, B, C is very gray – does a teacher reteach a B or C? As parents, you may be happy with a B, but has your student mastered the skill?
- Aligns report cards with curriculum and assessment
- The focus is on learning, rather the earning

## Specific

- Provides greater detail for understanding
- A single grade doesn't reflect a clear picture of what a child **can** do
- A,B,C,D, E has little meaning and may be interpreted differently



# Why implement standards-based grading & reporting?



## **Consistency**

- There are expected outcomes of learning in every area
- More consistency among teachers' grading practices and expectations

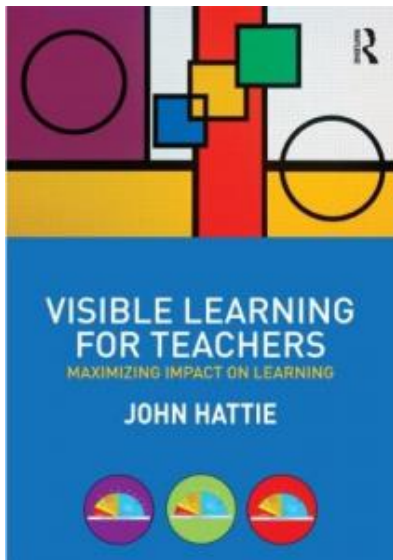
## **Focus on What Students Know and Can Do**

- Teachers can better explain where a child may be struggling and where they excel
- Students can gain a greater depth of knowledge when they demonstrate early mastery of the standard

# Why implement standards-based grading & reporting?

## Student Focused

- Helps/teaches students what quality looks like for the standard
- Builds student ownership
- Adult world is performance based; students are better prepared



Students' expectations for their own learning have the most powerful influence on student achievement and success (Hattie, 2012).

# APS Standards-based Progress Report Purpose Statement

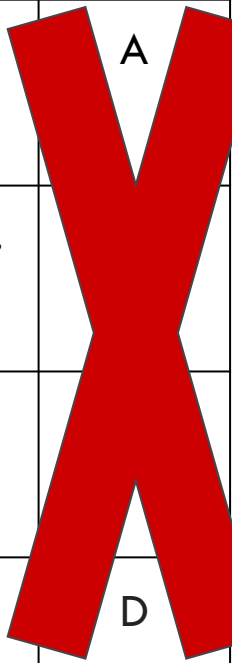
- The purpose of this report is to inform parents/guardians of students' academic progress, based on the Virginia Standards of Learning (SOL) and APS learning expectations established for each grade level. This progress report highlights learning successes and opportunities for growth.

# Mindshift - Learning Is a Progression

Meets Standard	The student consistently demonstrates mastery of the standard.
Approaching Mastery	The student is in the process of mastering the standard.
Developing Mastery	The student demonstrates initial understanding of the standard with support.
Insufficient Evidence	The teacher does not have evidence to determine a student's mastery level for this skill.

# Standards Based Assessment Does *NOT* Equate to Letter Grades

Meets Standard	The student consistently demonstrates mastery of the standard.	A
Approaching Mastery	The student is in the process of mastering the standard.	
Developing Mastery	The student demonstrates initial understanding of the standard with support.	
Insufficient Evidence	The teacher does not have evidence to determine a student's mastery level for this skill.	D



# Another Way to Think About It...

## GPS



Destination → Learning Target or Standard

Location → Current Performance or Grade

Directions → Feedback

# How might this affect your child?

Students are able to take more ownership of their learning.

**From:** Wondering how they are doing in Math...

**To:** I need to work on comparing and ordering whole numbers...



# Features of the Reporting System

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- Uses proficiency ratings instead of letter grades to reflect students' progress toward meeting academic standards
- Progress indicated relating to the knowledge and skills a student is attaining
- Includes comment section



# End of Quarter - What to Expect

## Language Arts - Grade 4

Standard	Proficiency
4.7j. Express an opinion about a topic and provide fact-based reasons for support.	Meets
4.7k. Use transition words and prepositional phrases for sentence variety.	Developing
4.8a. Use subject-verb agreement.	Developing
4.8d. Use commas in series, dates, and addresses.	Meets

## Reading - Grade 4

Standard	Proficiency
4.5d. Identify genres.	Meets
4.6a. Use text features such as type, headings, and graphics, to predict and categorize information.	Meets
4.6d. Summarize supporting details.	Meets
4.6e. Draw conclusions and make inferences using textual information as support.	Meets
4.6h. Use reading strategies throughout the reading process to monitor comprehension.	Meets
4.9b. Collect and organize information from multiple resources.	Meets

Parents will view the progress report electronically through ParentVue.

- Gr. 1-5 progress report – Nov. 20<sup>th</sup>
- K progress report – Feb 17<sup>th</sup>

# More Information

- Link on APS Website: Check for updates  
[www.apsva.us/standards-based-instruction/](http://www.apsva.us/standards-based-instruction/)
- Opportunities for information on student growth:  
P/T Conferences Oct. 21 /22
- Parent survey and feedback on progress report  
(Winter 2022)

# Questions?

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