

Standards-Based Reporting

Frequently Asked Questions

Why are we using Standards-Based Reporting?

Grant County School District began researching and implementing elements of standards-based grading as early as 2010. Based on research, the Grant County School District decided to begin implementing a Standards-Based Reporting system for the following reasons:

- ◆ Standards-Based Reporting identifies essential learning targets/standards that are to be learned at each grade level.
- ◆ It provides students, parents, and teachers with an accurate report of progress towards meeting each learning target/standard.

What is Standards-Based Reporting?

The Standards-Based Reporting system is different from a traditional A, B, C system. It is based on a specific set of standards that students need to meet for each grade level. Marks are not a comparison of one student to another but rather a way to measure how well students are doing on grade-level standards. This helps all students strive to meet high expectations.

Standards-Based Reporting:

- ◆ Measures a student's progress toward the attainment of learning targets/standard.
- ◆ Communicates feedback to students, parents, and teachers for each learning target/standard indicating what students know and are able to do.
- ◆ Provides opportunities for ongoing mastery of learning targets/standards.
- ◆ Communicates expectations ahead of time.
- ◆ Encourages student reflection and responsibility.
- ◆ Assesses students on multiple experiences over time.

How will Standards-Based Reporting benefit your child?

- ◆ Your child will know what is expected in his or her learning.
- ◆ You, as a parent, will understand the expectations and be able to provide support at home.
- ◆ Teachers across the district will have the same understanding of what each child should know and be able to do at each grade level.



Standards-Based Reporting

“TRADITIONAL” GRADING VS. STANDARDS-BASED REPORTING

Traditional Grading	Standards-Based Reporting																		
Grades are given for each subject area, such as math, reading, writing, social studies, etc.	Each subject is sub-divided into standards/learning targets the student needs to master. Scores are given based on the level of mastery (M, P, L, NY, or I) of each standard.																		
Grades reflect an averaging of scores from beginning of grading period to the end.	Scores reflect to what level of mastery the student has achieved the given standard.																		
Grades can be raised by doing “extra credit.”	No extra credit is given. Re-teaching and reassessing allows for students to show mastery.																		
Students are graded on “practice” assignments (homework, classwork, etc.) before mastery is expected.	Scores are only given on assessments. Practice work is monitored with feedback given individually.																		
Focuses on making a “grade”.	Focuses on mastery of the standard/learning target.																		
<p>A= Excellent 93%-100%</p> <p>B=Above Average 85%-92%</p> <p>C=Average 76%-84%</p> <p>D=Below Average 68%-74%</p> <p>F=Failure 0%-67%</p>	<table border="1"> <thead> <tr> <th>Middle School</th> <th>Elementary</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>M</td> <td>M</td> <td>Mastering the Standard</td> </tr> <tr> <td>P</td> <td>P</td> <td>Progressing Toward Mastery of Standard</td> </tr> <tr> <td>L</td> <td>L</td> <td>Showing <i>Limited</i> Mastery of Standard</td> </tr> <tr> <td>NY</td> <td>NY</td> <td>Not yet, Performing Below the Standard</td> </tr> <tr> <td>N/I</td> <td></td> <td>No Evidence of Learning/Incomplete</td> </tr> </tbody> </table>	Middle School	Elementary	Description	M	M	Mastering the Standard	P	P	Progressing Toward Mastery of Standard	L	L	Showing <i>Limited</i> Mastery of Standard	NY	NY	Not yet, Performing Below the Standard	N/I		No Evidence of Learning/Incomplete
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<p>4 (M) Mastering the Standard</p>	<p>This student independently and consistently applies key concepts, processes, and skills as outlined in the standard.</p>	<p>I know it! I can do it! I can teach it to others!</p>
<p>3 (P) Progressing toward Mastery of the Standard</p>	<p>This student is making progress toward mastering the standard, but does not consistently and independently apply key concepts, processes, and skills as outlined in the standard.</p> <p>This student needs remediation to apply a few key concepts, processes, and skills outlined in the standard.</p>	<p>I can do most of it by myself.</p>
<p>2 (L) Showing <i>Limited</i> Mastery of the Standard</p>	<p>This student is showing limited progress toward mastering the standard.</p> <p>This student needs remediation and/or intervention to apply key concepts, processes, and skills outlined in the standard.</p>	<p>With help, I can do it.</p>
<p>1 (NY) Performing Below the Standard</p>	<p>This student demonstrates little or no evidence of understanding key concepts, processes, and skills as outlined in the standard.</p> <p>This student is not making progress, even with support.</p> <p>A score of 1 is a red flag. It should alert the teacher, student, and parents that remediation and/or intervention is needed immediately to ensure academic success.</p>	<p>I don't understand, even with help.</p>

