



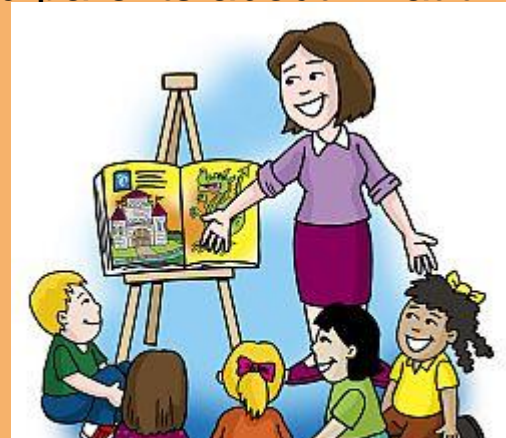
**WASHINGTON
COMMUNITY SCHOOLS**
Academic Excellence with a Competitive Edge

Washington Community Schools

Standards Based Report Cards

The need for a revised grading system...

- Indiana's College and Career Readiness Standards are very detailed for what every child should know and be able to do in each subject area and grade level.
- Identifying the **"PRIORITY"** standards establishes the learning goals for the school year. Provides for a system that targets specific skills and standards.
- Providing detailed information to students and parents about what they can do and cannot do.



Limitations with Current System

- Overall grades for “Math”, “Reading”, “Writing” can be too generalized
- Factors other than academic achievement may be included
- Weighing items differently (tests, quizzes, other tasks, etc.) by weight
- Misinterpret single scores (using a single score to represent performance on a wide array of skills and abilities)



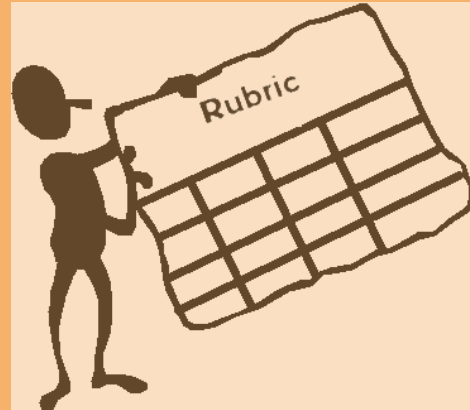
Research

Hattie Study - Providing students with specific information about their standing in terms of particular objectives increased their achievement by 37 percentile points.



Proficiency Scales

- Scales describe levels of performance or understanding for a particular topic
- Scales follow general patterns
- Using the 4 Point Marzano Scale



The “3”

The 3 is equivalent to an A. It represents a student demonstrating understanding **ON GRADE LEVEL** for the given skill or standard.



The “4”

A 4 represents a student demonstrating complete mastery of the grade level standard and elements of understanding at a more complex level of the given standard (elements not taught by the teacher and most likely above the given grade level skill or standard).



2, 1, 0, and .5s

The remaining scores represent:

2 - Student demonstrates PARTIAL or INCONSISTENT understanding of the skill/standard.

1 - WITH HELP, a student demonstrates partial understanding for this skill/standard.

0 - Even with help, a student does not demonstrate understanding for this skill/standard.

**Teachers can use .5 on a rating when students are in between levels.

Success Skills

Behavior Skills Traits:

1 Needs Work	2 Approaching	3 Proficient	4 Exceptional
<ul style="list-style-type: none">● Follows classroom rules● Listens attentively● Shows respect● Talks at appropriate times.	<ul style="list-style-type: none">● Follows classroom rules● Listens attentively● Shows respect● Talks at appropriate times.	<ul style="list-style-type: none">● Follows classroom rules● Listens attentively● Shows respect● Talks at appropriate times.	<ul style="list-style-type: none">● Follows classroom rules● Listens attentively● Shows respect● Talks at appropriate times.

Success Skills

Life and Study Skills

1 Needs Work	2 Approaching	3 Proficient	4 Exceptional
<ul style="list-style-type: none">• Responsible• Participates in class• Organized and neat• Gets along well with others• Character traits	<ul style="list-style-type: none">• Responsible• Participates in class• Organized and neat• Gets along well with others• Character traits	<ul style="list-style-type: none">• Responsible• Participates in class• Organized and neat• Gets along well with others• Character traits	<ul style="list-style-type: none">• Responsible• Participates in class• Organized and neat• Gets along well with others• Character traits

Specials Classes

- **Physical Education will remain traditional - S (satisfactory) or U (unsatisfactory)**



- **Art and Music will report out on a targeted standard each quarter. These are numbered on the report card and align to the current quarter (example - Standard #2 under music will only be reported out on during quarter 2).**



ART CLASS

Final Thoughts

- **Standards based reporting provides a clear picture of what a student knows and understands as measured against grade level expectations.**
- **We believe this will improve student learning.**
- **Diving into the components**

Questions?

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