

# Understanding the SBG Report Card

Here is some information to help you better understand the new report card.

## Layout

GradeBook: RDG700-READING 7 ← Name of Class

Standard	Description	Mark
Textual Evidence - FMS	Support thinking with textual evidence	2.0- Approaching Standard
Reads at Grade Level - FMS	Read and comprehend grade level text	3.0- Meeting Standard
Completes Work - FMS WH	Classwork and homework completed	3.0- Meeting Standard

List of Standards

Description of the Standard

Student's current level of mastery

## The Grading Scale

In a standard based grading system, students receive multiple scores per class, providing feedback on the individual standards (skills and knowledge). Each standard is assessed on a four point scale:

1 - Below Standard	2 - Approaching Standard	3 - Meeting Standard	4 - Exceeding Standard
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For each standard students are given a rubric that clearly describes the quality of work at a level 1, 2, 3 and 4. The goal is that students will meet standard.

Exceeding standard indicates the student has exceeded grade level expectations by extending their learning beyond the content taught or by applying their learning in a new way.

## The Learning Cycle

The scores that appear on the report card are a summary of a student's success on a given standard. To reach that score, teachers have provided students with multiple learning opportunities and given multiple assessments, which may include:

- **Pre-assessments** (Pre-tests) - Assessments given at the beginning of a unit of instruction *to determine students' initial understanding* of the standard.
- **Formative Assessments** (Quizzes) - Assessments given during a unit of instruction *to determine students' progress* towards meeting standard.
- **Summative Assessments** (Tests) - Assessments given at the end of a unit of instruction *to determine students' final understanding* of the assessment.

Each student has the opportunity to redo formative assessments and sometimes even summative assessments. However teachers may require students to complete all the class work related to the standard and show evidence of further studying before retaking an assessment.

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## **Work Habits**

In addition to academic standards, report cards now also provide scores/feedback on a student's work habits, which are also scored on the same 4 point scale. These work habits include citizenship (coming to class on time, coming prepared), participation and completing work (classwork and/or homework) on time.

This information is important for students and parents because often it is a student's work habits that are key to improving his or her success on academic standards. For example, a student that rarely completes work on time is unlikely to be meeting standard on an academic skill.

## **Why the Change?**

In the old grading system, students received a single letter grade that attempted to summarize their overall performance in each class, but provided no details about mastery of specific skills or knowledge. We now understand that trying to average the performance of multiple skills into a single letter grade is a poor form of feedback for students and parents.

To improve communication, we are now providing feedback on individual skills so that students and parents can identify both strengths and weaknesses within each class and respond accordingly.

## **What to Look For?**

As a parent, you should expect your student to be meeting standard. Anything below a score of 3 should cause you to ask:

- Why is my child struggling with this standard?
- What assignments or assessments should my child be redoing?
- What's the connection between my child's work habit scores and scores on academic standards?
- What can I be doing at home to improve my child's skills on this standard?
- What impact is my child's attendance and tardies having on his or her academic success?