



Skokie
School District 68

Standards Based Grading & New Elementary Report Card

Parent Presentation

October, 2016

Why is there a need to revisit our report card?

- To provide more information to students and parents
- To ensure information provided is meaningful
- To share information in a clear and concise manner
- To provide a fair and consistent grading framework
- To ensure all grading and reporting is aligned with learning standards

What is a learning standard?

“An agreed upon statement of what a student should know and be able to do in a given content area”

Standards Based Grading

- Based on learning goals and performance standards
- A focus on mastering content “standards” instead of accumulating points
- Measures a student’s progress towards proficiency
- A report of what students know and are able to do
- A balance of formative and summative assessments (mounting evidence)
- A record keeping system that informs instruction
- A system that encourages student reflection and responsibility for learning
- Separates achievement from effort/behaviors

Standards Based Grading - Principle 1

The purpose of grades is to communicate **student achievement**

- Based on state and district standards
- Academic performance only
- Behaviors reported separately

Standards Based Grading - Principle 2

Grading should be...

- Fair
- Consistent
- Support student learning
- Promote communication between teachers/students/parents

Standards Based Grading - Principle 3

Grading practices are related to learning goals

- Identify critical concepts
- Assess individual concepts
- Mastery is the standard
- Formative and summative activities
- Multiple opportunities to demonstrate learning

Standards Based Grading - Principle 4

What is not including in Standards Based Academic Grades...

- Effort
- Participation
- Citizenship
- Attitude
- Extra credit
- Behavior
- Homework

Arriving at Grades on Standards/Targets

Student	Target #1						Summary
	9/9	9/14	9/22	9/27	10/3	10/6	Target #1
Greg	1	1	1	2	3	3	3

Mathematical algorithms

Average: 1.8

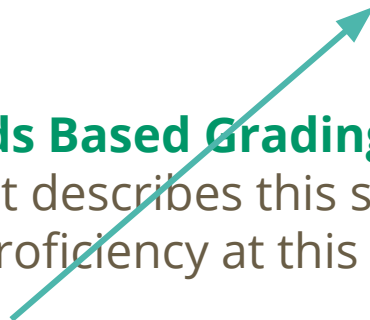
Median: 1.5

Mode: 1

Standards Based Grading

What best describes this student's level of proficiency at this time?

Score: 3



District 68 Elementary Grading Philosophy

Why we grade

- to communicate the student's progress towards the achievement of the Illinois Common Core Learning Standards
- to provide objective feedback for students and families
- to identify the academic strengths and needs of each student to inform instruction
- to promote student self-reflection and engagement in the learning process
- to strengthen the home-school partnership

District 68 Elementary Grading Philosophy

Grades should be:

- objective
- meaningful
- clearly defined
- specific
- current - not an average over time
- based on progress towards year-end standards

District 68 Elementary Grading Philosophy

Beliefs:

- Social skills, homework and work habits are important and are separate from a student's academic grades.
- Grading practices will be consistent across district schools and teachers.

The Standards are our Targets

Students and parents are given learning targets based on the Illinois Learning Standards that remain consistent throughout the school year.

The target is set for the end of the grade level and does not change each trimester.



Performance Descriptors

3 = Meets Grade Level Standard

- Understands and applies grade level concepts and skills
- May occasionally exceed grade level standard

2 = Approaching Grade Level Standard

- Standard not yet met
- The student demonstrates partial understanding and application of skills and concepts taught in class.

1 = Below Grade Level Standard

- Needs frequent support and reteaching
- Area of concern



School Year: 16-17

3rd Grade

Skokie 68 Elementary School

Student Name

The elementary report card is one tool used in District 68 to communicate with parents and students about the achievement of and progress toward the Illinois Common Core Learning Standards. The report card identifies a student's current level of performance, including strengths and areas where additional time and effort are needed.

PERFORMANCE DESCRIPTORS		
3 = Meets Grade Level Standard	2 = Approaching Grade Level Standard	1 = Below Grade Level Standard
Understands and applies grade level concepts and skills May occasionally exceed grade level standard	Standard not yet met The student demonstrates partial understanding and application of skills and concepts taught in class	Needs frequent support and reteaching

Mathematics	T1	T2	T3
Teacher:			
Operations and Algebraic Thinking			
Numbers and Operations			
Measurement and Data			
Geometry			

Language Arts	T1	T2	T3
Teacher:			
Reading			
Writing			
Speaking and Listening			
Foundational Skills			

Social Studies	T1	T2	T3
Teacher:			
Civics			
Economics			
Geography			
History			

Science	T1	T2	T3
Teacher:			
Life Science			
Earth Science			
Physical Science			

Music	T1	T2	T3
Teacher:			
Creating			
Performing			
Responding			
Connecting			

Physical Education	T1	T2	T3
Teacher:			
Movement Skills			
Physical Fitness			
Team Building			
Human Body Systems			

X = Not assessed this trimester

Art	T1	T2	T3
Teacher:			
Creating			
Presenting			
Responding			
Connecting			

ATTENDANCE as of 9/29/16

Marking Periods	T1	T2	T3
Days Absent	0.0	0.0	0.0
Days Tardy	0	0	0

Social Skills/Work Habits	T1	T2	T3
Teacher:			
Respectful			
Follows rules and procedures			
Interacts cooperatively with others			
Responsible			
Uses time effectively			
Involved in learning			
Ready			
Completes homework/assignments on time			
Organizes self and materials			

3 = Consistently
2 = Sometimes
1 = Rarely/Has Difficulty

Teacher Comments

1st Trimester

2nd Trimester

3rd Trimester

Learning Targets

LANGUAGE ARTS

Reading

Literature

- Asks and answers questions about a text.
- Retells stories and determines the central message.
- Describes how characters behave and think in a story.
- Describes how words and phrases have rhythm and meaning.
- Describes the structure of a story (beginning, middle, end) and how they relate to one another.
- Reads with expression to show that characters have different points of view.
- Uses pictures and words to show understanding of characters, setting and plot.
- Compares and contrasts two or more versions of the same story.
- Reads grade-level stories and poetry with understanding.

Informational Text

- Asks and answers questions to show understanding of key details.
- Identifies the main topic of a text as well as the focus of paragraphs within the text.
- Figures out the meaning of words and phrases in grade-level text.
- Uses various text features to find information.
- Identifies the main purpose of a text.
- Describes how an author uses details to make a point.
- Compares and contrasts key points into two different texts on the same topic.
- Reads grade-level informational text with understanding.

Writing

- Writes a real-life, focused story with detail and a clear sequence of events. (T1)
- Writes opinion pieces about a topic or book, giving reasons and ending with a concluding sentence. (T2)
- Writes to inform about a topic with facts and ending with a concluding sentence. (T3)
- Revises and edits writing with support.
- Uses technology to write and publish work with support.
- Participates in shared research and writing projects.

Speaking & Listening

- Takes part in group discussions.
- Talks with others and adds to what they say about a given topic.
- Asks questions about a topic being discussed.
- Retells or describes key details from what was read aloud or presented.
- Asks and answers questions to deepen understanding about a topic.
- Retells a story using good details, speaking clearly in complete sentences.
- Creates recordings of stories or poems read-aloud, using pictures to help others understand.

The Report Card is ONE form of communicating student progress!



Seesaw



Thank you! Please contact your child's teacher or principal if you have other questions.