How does a teacher grade my child’s performance level?

Throughout the semester, teachers collect evidence of student achievement such as tests, papers written, projects, presentations, and observations. Teachers also use rubrics to evaluate student progress on the standards.

What should I do if my child is not meeting the standards?

Be careful not to overreact. Talk with your child to determine what the problem might be. Once you find out, begin to create solutions with your child and communicate with your child’s teacher/counselor.

How can I help my child to achieve the standards?

Ask your child specific questions about school and listen to and comment on his/her answers.

Monitor television, movie viewing, and use of computer/internet—balance is key.

Ask your child to let you see graded assignments and discuss his/her performance.

Discuss ways that your child will need to use the knowledge and skills learned in school to succeed in work.

Keep your child well rested and offer a well balanced diet.

Establish a schedule and routine for doing homework and studying.

Let your child see you reading and talk often with your child about yourself as a life-long learner.

Discuss your child’s goals for after high school.

Maintain an open and on-going dialogue with your child’s teachers.

It is important to keep in mind that the report card is only one part of an effective reporting system. The key to making the most of this report card is on-going, open dialogue between the parent and the teacher.

Key Terms:

- **Performance levels** – used to evaluate and report what students know and are able to do
- **Rubric** – a tool used to score or rate students’ performance on tasks. It generally consists of a fixed measurement scale, a set of clear criteria, and performance descriptions for each criteria on each point of the scale.
- **Standard** – a statement that identifies what students should know and be able to do at the end of the year
- **Assessment** – the ongoing process of describing or gathering data about performance in order to document student progress

We believe that in order to support optimum student learning, we must have a grading system that is meaningful, accurate, and consistent. Performance levels will be a reflection of achievement on learning goals that are directly connected to the Common Core State Standards. Learning behaviors that reflect 21st century learning expectations will be communicated separately.
Introducing the New Report Card

In 2013-2014, the Raymond School District will use a standards-based approach to grading and reporting. The purpose of our report card is to communicate information about levels of student achievement on specific learning goals.

What is a standard?

Standards describe what students should know and be able to do in each subject area at each grade level.

What does it mean to have a standards-based reporting system?

Standards-based reporting means that student progress is measured against a set of distinct, academic expectations for each subject area. The guiding document is the Common Core State Standards.

How is this different from a traditional reporting system?

In a traditional reporting system, students receive only a general numeric score in a broad subject area.

How will this benefit students?

Standards-based reporting shows parents and students the level of progress with specific skills and concepts within the subject area. This approach provides parents and students with more detailed information about specific areas of strength as well as those areas that may need further study and support.

What types of assessments will my child be exposed to?

Formative assessments, also known as practice and preparation, are assessments for learning. These assessments inform teachers and parents of where the student is in the learning process. They also allow for feedback opportunities to help the student improve and prepare for the summative assessments. The types of assessments that fall into this category include by are not limited to:

- Homework and worksheets
- Skills checks or quizzes
- Entrance/exit slips
- First drafts of writing assignments
- Graphic organizers and brainstorming
- Informal observations of student work
- Pre-tests
- Other class work not listed

Summative assessments are assessments of learning. These assessments allow teachers to measure the level of achievement of a standard. The types of assessments that fall into this category include by are not limited to:

- Tests (unit, mid-terms, finals)
- Projects
- Presentations
- Writings (papers, essays, stories, lab reports, summaries, etc.)
- Authentic learning tasks (real word applications & problem solving)

How are the levels of performance for academic achievement reported?

Our reporting practices are guided by the belief that achievement should be used to communicate levels of student performance on specific learning goals. Behaviors, including but not limited to effort and participation, will no longer influence a student’s academic achievement. Student achievement and academic success are essential and through the revised grading practices will be more fair, consistent, and fluid across grade levels.

Standards based grading provides clearly defined learning targets and specified levels of achievement.

Clearly defined learning targets - Report Card Rubric Example:

<table>
<thead>
<tr>
<th>Meets with Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently demonstrates excellent achievement of the standards. Shows in-depth understanding of the concepts and skills included in the standards. Makes insightful connections to other ideas and concepts. Grasps, applies, and extends the key concepts and skills beyond the grade level.</td>
</tr>
</tbody>
</table>

Specified levels of achievement - Report Card Section:

<table>
<thead>
<tr>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking</td>
</tr>
<tr>
<td>Uses the four operations with whole numbers to solve problems.</td>
</tr>
<tr>
<td>ME</td>
</tr>
</tbody>
</table>

This student has shown mastery of this standard for the first quarter.