



## FAMILY GUIDE: CCSD 146 STANDARDS-BASED REPORT CARDS

The purpose of standards-based report cards is to provide accurate information and detailed feedback to students and families on a student's progress towards meeting grade level standards.

District 146 uses a standards-based grading and reporting system for kindergarten through fifth grade students.

Standards-based grading measures student learning of the standards which are aligned with district curriculum and state academic standards. The reported standards are **essential learnings** that district teacher teams identified to be attained by the end of the year. By focusing instruction and alignment of curriculum with essential standards, student achievement improves.

Reporting standards may include several learning standards in one parent-friendly descriptor. Several standards are taught but will not be directly reported on the report card.

Reporting standards share the teaching and learning focus for the marking period. There may be times when a standard has not been introduced yet and therefore, will not be assessed or reported at that time. Most of the reporting standards are end-of-the-year grade level expectations. There are many opportunities for students to demonstrate learning.

The grading scale for a SBRC is different from the traditional report card grades. A four point number scale is used to represent the level to which the student has progressed toward the specific learning criteria of the standard. Report cards will be shared every trimester.

The essential learnings have a progression called a **proficiency scale** that students, parents, and teachers use to monitor progress towards the target. The scales indicate the student's level of knowledge. The Academic Code breaks down as follows:

A mark of "4" is extending and indicates student performance is above proficiency.

A mark of "3" is meeting the expected goal or target for the grade level.

A mark of "2" is developing and indicates a student is not currently proficient but does not require teacher help during assessments.

A mark of "1" is beginning and indicates that student performance is below expectations and requires teacher help during assessments

The goal is for each child to reach a proficiency level of "3" by the end of the year.

There are some standards where a "4" is not achievable. Extending is not doing more; it is what the student is able to do at a higher level, beyond the learned content.

There may be instances where from one trimester to the next a student receives a "3" and then a "2." This could be reflective of the expectation level of student performance related to the complexity of the standard. Specific questions about student performance should be addressed with the child's teacher.