



Perrysburg Schools

Elementary Standards-Based Reporting

Family Guidebook

What is a Standards-Based Approach?

Learning is an ongoing process and what matters is how much learning occurs, not when it occurs.

A standards-based approach focuses on what a student knows, not how long it takes to get there. It measures how well a student understands the material and how they are progressing on their learning goals. It is based on a specific set of standards that students need to meet for each grade level. Teachers use common assessments to determine what each student has learned and how that student is progressing towards end of year expectations. This approach builds consistent grading practices throughout the district.

The standards-based approach allows teachers to design instruction to give students multiple opportunities, if necessary, to demonstrate success, or provide extensions if students are already meeting their learning goals.

A standards-based approach also allows parents and students to understand more clearly what is expected of students and how to help them be successful in their learning. It provides better feedback to students, parents, teachers and administrators on what each student knows and is able to do based on academic standards and separately assesses the influence of work habits on student learning.

Traditional

vs.

Standards-Based

<p>One grade is given per assessment, even, <u>if many different standards are tested.</u></p>	<p>Performance ratings are given per <u>standard</u>, even when assessments contain multiple standards.</p>
<p>Based on a percentage system. Criteria used to determine grades are not always clear.</p>	<p>Based on specific criteria by defining what it “looks like” to be successful on the standard. Rubrics are utilized for assessment feedback.</p>
<p>Grades are calculated using an averaging system--the worst grades averaged with the best</p>	<p>Emphasizes the most recent assessments more heavily to demonstrate learning that has occurred and does not penalize the student for the learning process.</p>
<p>Uses an uncertain mix of achievement, attitude, effort and behavior. Uses penalties and extra credit that distort grades.</p>	<p>Measures only achievement, while behaviors are reported separately. No penalties or bonuses are given</p>
<p>Everything goes in the grade book, regardless of its purpose.</p>	<p>Selected common assessments are used for reporting progress with many opportunities to demonstrate growth.</p>
<p>The teacher calculates the grade and announces the decision to students.</p>	<p>The teacher discusses progress with students and provides feedback on learning goals throughout the learning process.</p>

*Adapted from O'Connor 2008, www.solution-tree.com Reproducible.

Standards-Based Reporting

Although teachers are responsible for teaching all of Ohio's Learning Standards, there are specific standards that teachers will be reporting to parents on a regular basis. These are referred to as Power Standards and reflect the standards that are critical for student success. These standards tend to cross content areas, span grade levels and/or are skills that are considered as crucial building blocks for future lifelong learning.

Students will receive progress reports each quarter. These reports will include performance ratings that communicate whether a student is performing above, at, or below the standards. These ratings are not a comparison of one student to another, but are a measure of the student's work toward mastering the end-of-year standard.

Reporting Skills for Success

While we believe that work habits and social development should not be factored into academic performance ratings, it is still very important to communicate progress on these skills to parents and students. We acknowledge that these skills are valued in the outside world and are essential for preparing students for college, careers and other post-school endeavors. By reporting Skills for Success as a separate category, teachers can communicate information to parents without distorting a student's progress on the Power Standards.

Performance Rating Scales

Student Friendly Language			
1	2	3	4
Even with help, I am unable to do what is expected of me.	With or without help, I can do some of what is expected of me.	I can independently do what is expected of me.	I can make connections beyond what is expected of me and I can even teach it to others.

What Parents Will See on Quarterly Progress Reports			
1	2	3	4
I need to make lots of growth to meet end of year expectations on this standard.	I understand what I have been taught and am on my way to meeting end of year expectations on this standard.	I am meeting end of year expectations on this standard.	I am exceeding end of year expectations on this standard.

Skills for Success			
1	2	3	4
Even with prompting, the student does not demonstrate this skill for success.	Demonstrates this skill some of the time in the classroom.	I am meeting end of year expectations on this standard.	I am exceeding end of year expectations on this standard.

Not Assessed – Standard has not been taught and/or measured to date.

Grading and Reporting Guidelines At A Glance

- **Guideline #1** - Teachers will only include scores that relate to the achievement of standards.
- **Guideline #2** - Teachers will use district guidelines to assign a performance rating on common assessments and progress reports.
- **Guideline #3** - Students will have retake opportunities with the goal of reaching a “3” on Power Standards by the end of the year and to demonstrate continued growth throughout the school year.
- **Guideline #4** - Teachers will use district-developed common assessments and curriculum maps to guide instruction and assessment on standards.
- **Guideline #5** - Students K-4 will utilize progress binders to report progress on standards.
- **Guideline #6** - Students with disabilities will receive allowable accommodations on common assessments to give an accurate picture of progress on the standards.
- **Guideline #7** - District language will reflect growth towards end of year expectations and align with standards based reporting.

Guideline #1

Progress reporting only includes scores that relate to the achievement of standards.

- Data collected on non-academic factors (effort, participation, attendance, attitude, behavior, work completion) will be reported using a 1-4 scale on Skills for Success and will not be included in the student's academic progress reporting.
- Homework is imperative to use as a practice opportunity and is a risk free chance to practice newly acquired skills. Homework is a Skill for Success.
- Teachers will not offer extra credit or bonus points. See retake grading practice # 3 for other opportunities for demonstrating learning and progress.
- Teachers will not give zeros for missing or incomplete work.
- Teachers will apply other consequences for these behaviors, such as staying in at recess to make up the work, etc.
- Academic dishonesty is not factored into academic progress. Teachers will apply other consequences that are not related to progress on the standards. Example: If a student is caught cheating, they will retake the assessment by administering an alternative version of the assessment.
- When a student is demonstrating mastery of a skill, homework should reflect stretch activities or enrichment and not busy work on skills already mastered.

Guideline #2

Teachers will use district guidelines to assign performance ratings on common assessments and progress reports.

- Teachers will follow grade level guidelines for assigning a 1-4 rating on common assessments based on district rubrics.
- Teachers will refrain from using percentages, 8/10, or other “scoring” on formative assessments or in-class assignments.
- Instead, they will provide explicit feedback, the 1-4 scale, and/ or a mark showing completion.
- Teachers will assign a summative performance rating on each power standard at the end of the quarter. The quarterly performance rating is calculated for each Power Standard, based on the following criteria:

*General guideline: The most recent assessments should influence the final performance rating more than earlier assessments in each quarter. Focus on progress.

If the students' profile of ratings is:	Then the final performance rating is:
If the student has all 1's	1
If the student has all 2's	2
If the student has all 3's	3
If the student has all 4's	4
If there is a mix of any three numbers	Teachers review the student's progression and use professional judgment and other academic evidence
If there is a mix of any two numbers with the lower number being the most recent	The lower number
If there is a mix of any two numbers with the higher number being the most recent	The higher number

Guideline #3

Students will have retake opportunities with the goal of reaching a “3” on Power Standards by the end of the year and will be provided with opportunities to demonstrate continued growth throughout the school year.

- Teachers will offer retakes if the student is not meeting the expectation outlined for his/her grade level power standards at checkpoints during the year.
- Teachers will use alternative ways to re-administer assessments or administer sections of the original assessment to provide multiple opportunities for students to demonstrate mastery of end of year standards.
- When students demonstrate mastery of end of year standards before the end of the school year on initial common assessments, stretch questions and extensions will be provided so that students can attempt level 4 questions.

Guideline #4

Teachers will use district-developed common assessments and curriculum maps to guide instruction and assessment on standards.

- Only summative common assessments for Math and English Language Arts will be reported for the Power Standards for the 2020-21 school year.
- Mastery is a year-long process and possibly more. Common assessments will measure progress on year long expectations and report on progress towards those expectations.
- Students in grades K-2 will not receive separate Social Studies and Science ratings because content is integrated into the day. Students in grades 3-4 will receive the 1-4 performance rating.

Guideline #5

Students K-4 will utilize progress binders to report progress on standards.

- Final performance ratings will not be averaged.
- Teachers will use the guidelines in grading practice #2 to assign summative performance ratings.
- Common assessments will each be given a rating of 1-4.
- Each quarter, teachers will complete and send home the Progress Binder which will include a quarterly progress report, common assessments, and other resources.

Guideline #6

Students with disabilities will receive allowable accommodations on common assessments to give an accurate picture of progress on the standards.

- Students with disabilities who are being instructed on Ohio's New Learning Standards will take district common assessments.
- If a student has an accommodation written in his/her IEP, the accommodation will be provided on the common assessment. It is critical for teachers to provide scaffolding and support for students to ensure the accommodation maintains the level of rigor and does not modify grade level expectations.
- Students with disabilities who are instructed on the extended standards will not take the district common assessments. Assessments will be based on the modified curriculum they are receiving and progress will be reported each quarter based on the extended standards.

Guideline #7

District language will reflect growth toward end-of-year expectations and align with standards based reporting.

- Progress Reports will be issued each quarter.
- A 1-4 Performance Rating scale will be used to measure progress on individual Power Standards.
- Midterm reports will not be provided. Common assessments will be given throughout the school year to measure progress and progress on Power Standards.
- A quarterly performance rating will be assigned indicating growth towards end of year expectations on Power Standards.

Frequently Asked Questions

Why did we decide to go to a standards-based approach?

- A standards-based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their learning. It tells us what students have actually learned by measuring a student's progress on grade level standards. Rather than receiving an overall grade for a subject, parents will see ratings for specific skills their child needs to know to reach grade level standards. For example, a reading grade in Kindergarten involves skills such as recognizing letter sounds, identifying letters, understanding what was read, recognizing parts of a book, etc. A student may be able to successfully read all of their letters and letter sounds, but may experience difficulty understanding what was read. This is important information for parents and teachers and it is often hidden within one overall letter grade.
- Traditional grading also includes subjective factors like attendance, effort, and attitude, which might influence the grade positively or negatively. In a standards based approach, these behaviors are reported separately in order to portray a more accurate report of student progress.
- A standards-based system also focuses on the most recent, consistent level of performance. Traditional grading systems use averaging to calculate grades, which often penalizes students for the learning process.
- For example: In traditional grading, the student's performance for the entire quarter would be averaged and scores that were low would be averaged together with proficient performance later in the quarter resulting in a lower grade. For comparison purposes, consider a runner training for a marathon. The training plan incrementally grows in length and the runner's time typically gets better and better. If we used a traditional grading system to give the runner a "grade," we would average the results on the day of the marathon with all of the training times leading up to that day. This would not be an accurate reflection of the runner's current level of performance because it is penalizing the runner for the training process. A standards-based approach does not penalize a student for the learning process because it focuses on the most recent results, similar to race day results after a long training process.

Explain why we are getting reports on the Power Standards and how can we be sure the students are getting a complete education?

- Experts in the field have conducted research and determined we need 71% more time than we currently have available to teach all of the standards in depth.

Some experts say it would take 22 years of education to teach them all. Grade level teams of teachers identified the Power Standards as those standards that are critical for student success. These standards tend to cross content areas, span grade levels and/or are skills that are considered crucial building blocks for future lifelong learning.

- Teachers are still responsible for teaching all of Ohio's New Learning Standards and have mapped out how they will teach these standards throughout the school year. By taking this approach, teachers are able to be consistent and focus on in-depth instruction and learning to ensure students leave each grade level with the foundational skills and content they need to be successful at the next level.

How are the performance ratings defined and what do they mean?

- The performance ratings are based on research from experts in the field on standards-based reporting. The ratings provide teachers and parents information about whether a student is performing at, above, or below the standards and expectations. These ratings are not a comparison of one student to another, but are a measure of the student's work against the standard. These ratings are defined in more detail on page 4 of this guidebook.

How was the decision made to use 1-4 performance ratings?

- Based on feedback from parents, teachers, students and the community, a standards-based workgroup was formed to refine our system in 2014-2015. This workgroup includes representation from each building and grade level in the form of teachers, administrators and representatives from general education, special education and technology. This team researched experts in the field including Marzano, Guskey, Reeves, Stiggins, Wormeli and more. It also offers more levels to better describe student performance and allow for more differentiation in instruction.

How will each teacher determine how to assign a 1, 2, 3 or 4?

- Grade level teams are working together to ensure a consistent approach in determining these ratings. Common assessments and rubrics were developed that outline the criteria for each of these ratings. Teachers will also have the opportunity to collaboratively score common assessments and have discussions regarding assigning performance ratings. This will build consistent grading practices across the district.

Will I get anything printed and sent home at the quarter?

- Yes. Each quarter, you will receive a copy of your child's progress report on the standardized assessments completed that quarter.

How will I know if my child is progressing as expected?

- Each quarter, you will receive a progress report.

What will teachers do when a student is not performing well?

- Teachers will provide students with additional opportunities for practice. There will also be opportunities to focus on these standards during the ICE (Intervention - Challenge - Enrichment) block each day. Teachers will also continue to differentiate for students as we have in the past. This approach will provide us another measure to ensure we are meeting the needs of ALL of our students.

What about students who want to move beyond the standards?

- Teachers are working to provide enrichment and challenge for these students as we always have. This may take the form of enrichment assignments, higher level questioning, extension to higher grade level material, projects, etc. This will provide the teacher with valuable information regarding the student's performance and the need for extension work on specific standards. The standards-based approach will allow us to identify students who may need this extension or enrichment much earlier than in a traditional grading system.

If homework and practice do not count as part of the student's grade, how will we teach them the importance of this work and motivate them to turn it in?

- As teachers, we realize that homework and practice tied directly to learning targets is an important component of student achievement. So when teachers use homework as a mechanism for extensive and timely feedback to the student, it conveys the message that homework is important and necessary. Providing students with nonjudgmental written or verbal feedback enables teachers to assess student understanding and provides the student safe opportunities to practice - without judgment.

Why are we allowing students to turn in late work or re-do work without penalty? How does this teach responsibility and accountability?

- In a standards-based system, the emphasis is on learning. When a student doesn't do the work, the inherent consequence is that he or she doesn't learn the content or practice the skill.
- Rather than applying academic consequences by lowering a grade, teachers will be working with students to ensure the work is completed. By enforcing this behavior, students will be held accountable for work completion and will not be able to avoid this important responsibility.
- When we do not allow a student to turn in late work or re-do work, we deny that student the opportunity to grow character traits that are vital to student achievement, such as perseverance and persistence.
- If a teacher doesn't accept late work, the teacher sends the message that the assignment had little educational value. It's as if the teacher is saying, "It's okay if you don't do the work, and it's okay if you don't learn the content or skill." As professional educators working to prepare students to successfully navigate our current and future world, we can no longer accept these messages.

Are there resources I can view about standards based reporting?

- The resources listed on the following page were used by our standards-based workgroup to refine our philosophy. There are also additional resources listed that may be helpful in understanding the standards-based approach.

Resources

Reeves, D. (2004). The Case Against the Zero. Phi Delta Kappan, 86(4), 324-325.

Reeves, D. (2009). Remaking the Grade from A to D. The Chronicle of Higher Education, LVI(4), 324-325.

Scriffiny, P. (2008, October 1). Seven Reasons for Standards Based Grading. Retrieved August 2, 2014, from <http://goo.gl/Cq8F>

Marzano, R. (n.d.). Tips from Dr. Marzano. Retrieved June 1, 2014.

Wormeli, R. (2011). Redos and Retakes Done Right. Educational Leadership, 22-26.

Guskey, T. (2001). Helping Standards Make the Grade. Educational Leadership, 59(1), 20-27.

O'Connor, K. (2010). A Repair Kit for Grading: 15 Fixes for Broken Grades (No ed.). Boston, MA: Allyn & Bacon.

Erikson, J. (2010). Grading Practices: The Third Rail. Principal Leadership, 22-26.

Ainsworth, L. (2003). Power Standards: Identifying the Standards that Matter the Most. Englewood, CO: Advanced Learning Press.

Marzano, R., & Heflebower, T. (2011). Grades that Show What Students Know. Educational Leadership, 34-39.