



This guide is designed as a resource to help understand how student and teacher feedback will be communicated to parents of Wachter Middle School students.

FAQ

What is a standards-based report card?

Standards-based grading (SBG) measures student academic proficiency. In SBG, learning targets have been identified and teachers have designed lessons that teach the standards. Feedback on assignments is used to determine who has increased in proficiency/achievement and who has not. SBG reports are a measure of the student's knowledge of grade level content over time by showing the most recent, consistent level of performance.

How does standards-based grading work?

Traditional **grading** averages a student's achievement data with other characteristics, such as **work** habits. SBG removes extraneous factors and focuses solely on a student's academic achievement and continued mounting evidence that indicates a true assessment of the student's present attainment of learning.

Why Use Standards-Based Grading?

Within SBG are several of the most successful influences that have been identified to affect student achievement; self-reporting grades, descriptive feedback, spaced vs. mass practice, mastery learning as well as several others (Hattie, 2009)

Student Benefits

- Students are partners in their own learning.
- Students monitor their own progress toward the achievement of learning targets.
- Learning targets are clearly defined.
- Students understand the expectations and purpose of each learning experience.
- All assessments are clearly aligned to the learning targets.
- Students are offered multiple opportunities and ways through which to demonstrate mastery.
- All students can achieve to their highest potential.

Parent Benefits

- Parents can monitor their student's progress.
- Parents know in what areas their child needs more support and where their child should be pushed to higher levels.
- In seeking colleges, parents and students have a better idea of the student's true academic ability.

Teacher Benefits

- Teachers of the same courses have the same expectations and standards.
- Teachers work more closely together due to collective goals and understandings.
- Collaboration encourages consistency between teachers more than ever.
- In the same way that expectations for students are clearer, expectations for teachers are clearer as well.
- Teachers know exactly where students stand in their progress toward learning targets and what supports to provide.
- Assessment results help teachers determine when students need extra help and when they need more challenging work.
- Professional development is focused on teachers helping students achieve at higher levels.

What are the BPS Middle Schools Principles of Learning?

A belief system on how best to educate students

- Students learn in different ways.
- Students learn in different time frames.
- Mistakes are necessary and productive in learning.
- Problem solving and critical thinking are integral parts of learning.
- Students must have ownership in their learning and data.
- Students must understand the purpose of their learning.
- Students receive frequent and specific feedback.
- Student scoring is based on knowledge of a learning goal, not attitude or effort.

New Report Card Features

Standards-Based Reporting Scale

4.0-Student demonstrates extended knowledge and understanding

3.5-Student demonstrates proficiency plus partial success at extended knowledge and understanding

3.0-Student demonstrates proficiency

2.5-No major errors regarding 2.0 content and partial knowledge of the 3.0 content

2.0-Student demonstrates partial proficiency

1.5-Partial knowledge of the 2.0 content; major errors or omissions regarding the 3.0 content

1.0-Student demonstrates beginning understanding

0.5-Student lacks understanding

Behavior Rubr-2 R's

R+R=Success	
Be Responsible (works, accomplishes and achieves)	Be Respectful (treats persons, materials, and property)
<ul style="list-style-type: none"> * Bring necessary materials (pencils, books, etc.) to class * Organize materials (planner, binder, folders, etc.) * Complete homework and practice assignments as instructed * Follow school/classroom rules (cell phone, dress code, etc.) * Actively participate in a positive and purposeful manner * Take advantage of opportunities to improve * Communicate in a positive way using appropriate language 	<ul style="list-style-type: none"> * Focus attention on teacher * Respect the personal space and property of others * Demonstrate proper and safe use of materials and equipment * Encourage and support others

This behavior rubric is used to assess each student in regard to the behaviors of Being Responsible and Being Respectful. Each teacher will be assessing your child using the rubrics once per week. The behavior section is reported using the following symbols, M for meets goals, P for partially meets goal, and N for Needs Improvement.

The behavior rubric section reports a student's behavior, attitude and effort separate from the academic achievement.

Reporting Vocabulary

- **Baseline**-Assessments done before instruction. They provide initial data to guide the teacher when planning instruction.
- **Feedback**-Information provided by second party (e.g., teacher, peer, book, parent, or one's own experience) about aspects of one's performance or understanding. Feedback is timely, frequent, descriptive, supportive, and linked to future opportunities to demonstrate mastery.
- **Formative Assessment**-Formative scoring takes place in conjunction with learning; is used while instruction is still in process; provides feedback for further learning. Examples include observations, quizzes, presentations, projects, and benchmark assessments
- **Summative Assessment**-An assessment given to summarize learning which is given at the conclusion of a unit or course. Examples include quizzes, tests, reports, projects, and presentations.
- **Common Assessment**-An assessment given by two or more instructors with the intention of collaboratively examining the results for shared learning, instructional planning (for the individual students) and curriculum, instruction, and/or assessment adaptations.

Understanding the Shorthand

Each teacher's gradebook will look different, but here is an example of what a specific course's list of activities might look like and what they represent.

Due Date	Category	Assignment
01/26/2015	SA	W7 3 Narrative
01/30/2015	FA	L7 2 DOL Quiz 1/30
01/30/2015	Behavior	ROAR Q3W1
02/05/2015	FA	L7 6 HOTB Vocab
02/06/2015	Behavior	ROAR Q3W2
02/13/2015	FA	RL7 10 HOTB Test
02/13/2015	Behavior	ROAR Q3W3
02/18/2015	SA	W7 2 Informative Paper

What does some of this mean?

- FA-Formative Assessment
- L.7.2 DOL Quiz 1/30-Students have had a "checking for progress" assessment on this language standard on January 30th.
- W.7.2 Informative Paper Summative Assessment-Since this is a summative assessment on December 18th, whole class instruction has ended on this standard and the score a student receives represents their "end of instruction" score.

Further explanation of standards can be found at ND's DPI website: www.dpi.state.nd.us/standarad/content.shtm