

Standards-Based Reporting

December 12, 2024



Timeline

- Approximately 2017-2018 initial conversations
- 2022-2023 Kindergarten rollout with all standards
- Spring 2023 C&I researched, gathered input from teachers, developed drafts
- Rolled out K& 1 in 2023-2024 school year
 - Mastery progression rubrics
- New essential standards selected spring 2024
- Changed formatting
- Added grades 2 & 3 2024-2025 school year
- Goal to roll up to grade 4 in 2025-2026



Rationale

- Clearer picture of student learning
- Helps teachers identify student successes and needs
 - More relevant/accurate information for families
- Eliminates issues with percentage grades
- Measures work that aligns with standards and learning goals
 - Not participation, effort, or behavior
 - Not isolated tasks or activities
- Framework for reporting student *progress*

What does a letter grade tell you?



What happens...?

89

89 Mean or Average = 75.2

20

89

89

89

20

89

89

Total 752

Issues with the Mean

Assessment in Order	Karen	Alex	Jennifer	Stephen
Assessment #1	0	63	0	0
Assessment #2	0	63	10	0
Assessment #3	0	63	10	62
Assessment #4	90	63	10	62
Assessment #5	90	63	100	63
Assessment #6	90	63	100	63
Assessment #7	90	63	100	90
Assessment #8	90	63	100	90
Assessment #9	90	63	100	100
Assessment #10	90	63	100	100

Figure 6.1



**Main purpose of
reporting**

is to *communicate* student achievement





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How good is good enough?

Traditional Approach *per subject:*

A - Outstanding

* B - Above average

C - Average

D - Below Average

F - Failing <60%

Standards-based Approach *per standard:*

Exceeds - above standard

Mastery - meeting the standard

Near Mastery - Below but almost there

Remediation - well below standard

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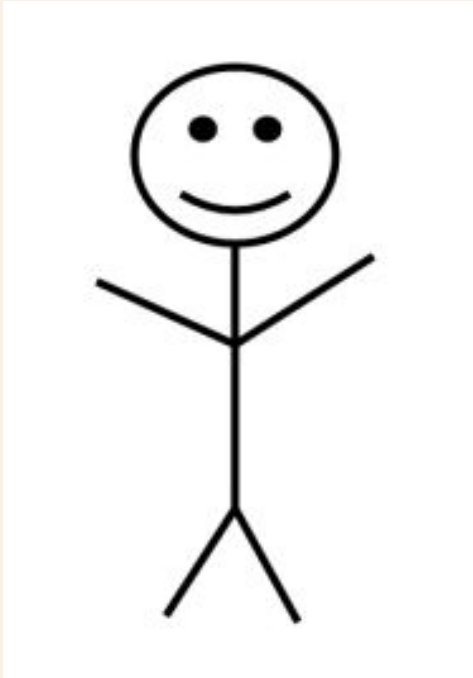
Exceeds Standards

Consistently masters grade level expectations



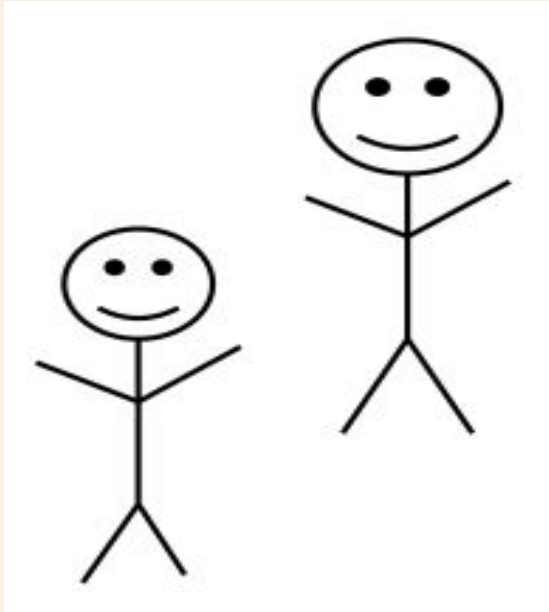
Mastery/Meets Standards

Performs at grade level



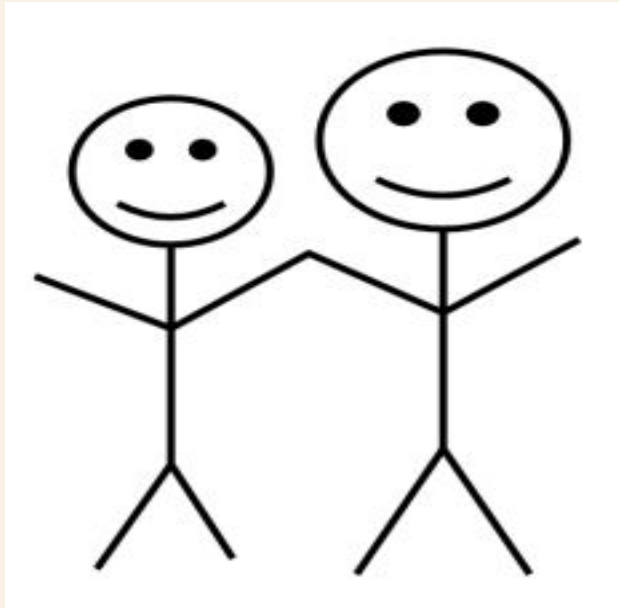
Near Mastery

Occasionally needs assistance to complete grade level tasks



Remediation

Frequently needs assistance to complete grade level tasks





Key Understandings

- Performance levels \neq grades
- Standards are written as *end-of-year* goals
 - It's OK for students to receive a 1 or 2 at the beginning of the year
 - Power of "YET"
- Reporting only the essential standards
 - Guaranteed & viable curriculum - ensure that students reach mastery
- Standards that haven't been taught yet are not reported until they are!

Standards-Based

W.1.2 - I can write informative/explanatory texts in which I name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3 - I can write narratives in which I recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RF.1.1 - I can demonstrate understanding of the organization and basic features of print.

2

RF.1.2 - I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.3 - I can know and apply phonics and word analysis skills in decoding words.

1

RF.1.4 - I can read with sufficient accuracy and fluency to support comprehension.

1.OA.B.3 - I can apply properties of operations as strategies to add and subtract.

2

1.OA.C.6 - I can add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

1

1.OA.D.8 - I can determine the unknown whole number in an addition or subtraction equation relating three whole numbers.


1.NBT.B.2 - I can understand that the two digits of a two-digit number represent amounts of tens and ones.

1.NBT.C.4 - I can add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies.

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ELA Essential Standards Unpacked	
RF.1.1 Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <input type="checkbox"/> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	
Learning Targets What is the essential outcome to be learned?	Success Criteria/Rigor What does proficient student work look like?
<ul style="list-style-type: none"> <input type="checkbox"/> Students can recognize that the first word in a sentence is capitalized. <input type="checkbox"/> Students can recognize that words are separated by spaces. <input type="checkbox"/> Students can recognize a sentence ends with a punctuation mark. <input type="checkbox"/> Students can identify important parts of a sentence (first word, capitalization, end mark). 	<ul style="list-style-type: none"> <input type="checkbox"/> Students can point to/identify: first word, end mark, capital letter. <input type="checkbox"/> Students can tell that a sentence begins with a capital letter and ends with an end mark. <input type="checkbox"/> Students can point to or frame a word in a sentence, a sentence within a text, and spaces within a sentence.
Essential Question(s)	
<ul style="list-style-type: none"> <input type="checkbox"/> How do sentences help me read? <input type="checkbox"/> How do authors use organization and print concepts to help the reader? 	
Learning Progression	
Remediation <50	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of letter(s) and words <input type="checkbox"/> Identify capital letters <input type="checkbox"/> Identify ending punctuation
Near Mastery 50-79	<i>With prompting and support,</i> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate spacing exists between words <input type="checkbox"/> Identify the first word in a sentence <input type="checkbox"/> Recognize a complete sentence contains a capital letter and ending punctuation <input type="checkbox"/> Identify a sentence conveys a complete thought
Mastery 80-89	<i>With little or no prompting and support,</i> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate tracking from left to right in a sentence <input type="checkbox"/> Describe the complete thought of independent sentences <input type="checkbox"/> Produce a complete sentence
Exceeds 90-100	<ul style="list-style-type: none"> <input type="checkbox"/> Independently identify the distinguishing factors of a complete sentence <input type="checkbox"/> Explain the complete thought of independent sentences <input type="checkbox"/> Demonstrates grade level proficiency with increasingly complex texts and/or tasks

Math Essential Standards Unpacked	
1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	
Learning Targets What are students expected to comprehend each lesson?	Success Criteria What student evidence demonstrates students' ability to show mastery
<ul style="list-style-type: none"> <input type="checkbox"/> I can measure numerous items with different sizes of non-standard units. <input type="checkbox"/> I understand the smaller the unit, the more units that will be needed to measure the object. <input type="checkbox"/> I understand that multiple, same-sized objects are needed to lay end-to-end with no gaps or overlaps to measure the larger object. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be able to determine which is longer/shorter or taller/shorter by aligning objects.
Essential Question(s)	
<ul style="list-style-type: none"> <input type="checkbox"/> How can we use smaller units to measure the length of bigger objects? 	
Common Misconceptions	
<ul style="list-style-type: none"> <input type="checkbox"/> Some students may leave a gap or a space or overlap as the units are placed next to an item. Some students may simply think about measurement as merely a counting task. <ul style="list-style-type: none"> <input type="checkbox"/> To correct these misconceptions, model and remind students that the length of an object is the number of units counted. Reiterate the idea that when using different sizes of nonstandard objects to measure the same item, the sizes of the objects must be taken into account rather than the amount of objects counted. 	
Instructional Considerations	
<ul style="list-style-type: none"> <input type="checkbox"/> Using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 	
Examples	
<ul style="list-style-type: none"> <input type="checkbox"/> The example below shows the length of a book is 11 cubes long. This is an example of measuring with nonstandard units. 	
	
<ul style="list-style-type: none"> <input type="checkbox"/> Give students specific items to measure along with the nonstandard unit objects to use. <input type="checkbox"/> After measuring several items chosen by the teacher, allow students to pick their own nonstandard unit and their choice of items to measure. Let students measure a variety of items in the classroom. 	

Is it helping us improve?

- “No grading system by itself improves student learning.”
 - Not a change in instruction or curriculum
 - Communicates evidence of student performance; and
 - Provides more accurate information for families on that performance



Teacher Response

Year One (2022-2023) Kindergarten

- Overall favorable feedback
- Liked reporting on the standards
- Report card was too wordy/busy
- Not parent-friendly
- Difficult to differentiate when some standards have many skills
- Wanted more clarity on mastery/meeting standards



Teacher Response

Year Two (2023-2024) Kindergarten & 1st Grade

- Clearer for parents
- Helped teachers focus on learning objectives
- Condensed to essential standards
- Broken into substandards (50/50)
- Some standards difficult to assess
- Lots of assessing
- Needed more time with families to explain



Teacher Response

Year Three (2024-2025) Kindergarten - 3rd Grade

- Some like/some don't
- Challenging for 2nd and 3rd to change mindsets from letter grades to performance-based
 - Differences in opinion and understanding cause friction
- Difficulty with substandards vs. full standard
 - Need more clarity; different teams/teachers approach differently
- Need more alignment with MasteryConnect
- Parents open and understanding - easier in grades 1 & 2

Reflection



Questions?

