

# ***Duluth Public Schools***

## *Grades K-5 Standard Based Reporting Frequently Asked Questions*

### **1. What are the key components of the Duluth Public School District's Standard Based Reporting system?**

- The new grading and reporting system will:
  - Reflect academic achievement.
  - Contain meaningful feedback.
  - Be honest, fair, transparent, credible, useful, and user friendly.
  - Be criterion referenced.
  - Align with the Duluth Public Schools curriculum.
  - Reflect consistency within and among courses, grade levels, departments, and schools.
  - Grades will not include non-academic factors like participation or effort.

### **2. What general conclusions can be drawn from research?**

- Grading and reporting are not essential to the instructional process.
- Grading and reporting has some value as a reward, but no value as a punishment.
- Grading and reporting should always be done in reference to learning criteria (standards) never “on the curve.”

### **3. Will non-academic factors be reported?**

- Yes. While non-academic factors are highly valued and often contribute to the student's achievement, they will be communicated separately from an achievement score. Non-academic factors will be reported in a section on the report card titled *The Characteristics of Successful Learners*.

### **4. What should be included in the score?**

- The primary purpose of grading is to report the academic achievement of students.
- Only assessments that measure what a student knows and can do shall be included in the score.

### **5. How will the ratings of 1-4 be determined?**

- Teachers use a 4-point standards-based rubric (or scoring tool) when assessing performance on a given benchmark. The scores are based on what the student knows or can do.

### **6. Why do some concepts have no score?**

- The report card lists all of the reporting categories for the entire year. Empty categories indicate the academic standards were not taught during that reporting period. By the end of the year, all benchmarks will be scored.

### **7. How will the score be recorded on the report card?**

- *4 = Mastering* - The student's knowledge, understanding, and application of the concepts, skills, and processes extends beyond the requirements of the standard.
- *3 = Meeting* - The student has thorough knowledge, understanding, and application of the concepts, skills, and processes the standard requires.
- *2 = Developing* - The student is gaining understanding of the concepts, skills, and processes the standard requires, but has not been able to consistently demonstrate the learning.
- *1 = Beginning* - The student is just starting to understand the concepts, skills, and processes the standard requires and needs consistent support.

### **8. Are the reported scores the equivalent of A, B, C, D, and F, or scores on a 100-point scale?**

- This standards-based system is not the same as a traditional grading system. While any symbol could be used (letters, numbers, etc.), it is important to remember that:
  - On a standards-based report card, the score represents the level of learning reached by the student by the end of the period of study, not an average of performance over the period of study.
  - Non-academic factors are not mixed in with the academic score, but are instead reported separately.

### **9. Why are there multiple standards for the same subject? Why not just one grade?**

- In a traditional system, it is not possible to see strengths and needs when different elements of a subject are all lumped together. For example, a student who received a "B" in English language arts might be very strong in writing but weak in analyzing literature, the overall grade doesn't show this. Standards-based grading allows for more specific feedback.

### **10. What if I have more questions?**

- If you would like further information regarding standards-based grading and reporting, please call the Duluth Public School Curriculum Department at 218-336-8700 ext. 1138