

Standards-Based Reporting at Hoopeston Area Schools

Hoopeston Area C.U.S.D. #11



Hoopeston Area C.U.S.D. #11 has aligned our curriculum to *The New Illinois Learning Standards* for English Language Arts, Mathematics, and Science. A complete listing of these standards can be found at:

- * Nextgenscience.org
- * corestandards.org

Grades are NOT *compensation*.
Grades are *communication*.
They are an accurate report of learning.
What you can do because of the learning is the compensation.

-Rick Wormeli

What is a Standards-Based Report Card?

A standards-based report card is a reporting tool based on a specific set of standards that students need to know and understand for successful completion of the grade level or course. The report card lists learning standards under each subject area. A grade is given for each standard to indicate the student's level of proficiency with the standard. Scoring is not a comparison of one student to another, but rather a way to measure how well students are meeting grade-level standards.

The standards based report card gives precise information about how students are doing in school. The grades for each standard reflect achievement toward mastery of each reporting standard.

Why the Change?

The traditional grading scale (A, B, C, D, F) is highly subjective. When a student receives a letter grade on their report card it does not really tell the parent, teacher, or student what the student knows and is able to do. For example, if a student receives a "C" in math, what does that mean? There are dozens of skills taught in every grade level math course. What specific skills is the student struggling with? How do the teachers or parents know how to help the student improve with such general information?

The traditional letter grade factors in things like effort, participation and behavior in the overall grade. When these factors are figured into the grade, we do not have a clear picture of the students' achievement toward the skills. For example, the student earning a "C" may have mastered all the skills for the course, but they did not participate in class or they may have had behavior issues. The mark of a "C" does not reflect what the student really knows and is able to do.

The Standards-Based Reporting system reports effort and behavior separately so that the grade received reports only the student's achievement toward the standards.

Standards-Based Reporting System:

While the focus of any grading system is typically the report card, it is just one tool used to report the progress of our students. Our teachers will communicate progress in a variety of ways including parent teacher conferences, open houses, phone calls, emails, newsletters and through the school and teacher created webpages.

The evidence of our students' mastery toward learning standards will be gathered through projects, rubric guided assignments, portfolios, and formative and summative assessments.

What is the Difference Between a Traditional and Standards-Based Report Card?

If you can't explain it simply, you don't understand it well enough.

-Albert Einstein

| Traditional Report Card | Standards-Based Report Card |
|--|--|
| Reporting based on subject area | Reporting based on grade-level or subject area learning standards |
| Assessments are based on teacher-defined criteria | Assessments based on specific learning standards |
| Grades are given for each subject area, such as reading, writing, math, etc... | Subjects areas are sub-divided into a list of skills that students need to master. Each item on the list is scored. |
| Work habits and behavior may be calculated into the letter grade | Work habits and behavior are reported separately from academic skills |
| Can measure students in comparison to their classmates | Measures how well an individual student is doing in relation to the grade-level standards. Gives a better understanding of each student's strengths and areas where improvement is needed. |
| Uses different language from school to school | Will use the same language from school to school when fully implemented |

Standards-Based Reporting Vocabulary

Grades will be reported as follows on a Standards Based Report Card:

- 4- Exceeds Standards
- 3- Meets Standards
- 2- Almost Meets Standards
- 1- Below Standards

As parents who are used to a traditional grading system, your first instinct might be to try to translate this into an A, B, C, D, or F. We would ask you to think of these grades like this:

- 4- The student is able to demonstrate skills and understanding that go beyond what was explicitly taught in relation to the standard.
- 3- The student is able to demonstrate the skills and understanding that were explicitly taught in relation to the standard.
- 2- The student was able to demonstrate the simpler content that was taught in relation to the standard.
- 1- With help the student was able to demonstrate some understanding of the simpler content that was taught in relation to the standard.

*Tell me and I forget.
Teach me and I may remember.*

Involve me and I will learn.

- Benjamin Franklin

Standards-Based Reporting Vocabulary Continued...

On a standards-based report card, the traditional subject areas are broken down into smaller categories. Under each of these categories are a list of reporting standards. These reporting standards may be reported on each quarter, or they may only be reported on in a few quarters. Listed below are the reporting categories for English Language Arts, Mathematics, and Science.

| Traditional Subjects | Categories (Will Vary Somewhat from grade level to grade level) |
|-----------------------|---|
| English Language Arts | <ul style="list-style-type: none">• Reading Literature• Reading Informational Text• Reading Foundational Skills• Language• Speaking and Listening• Writing |
| Mathematics | <ul style="list-style-type: none">• Operations and Algebraic Thinking• Number and Operations in Base Ten• Measurement and Data• Number and Operations Fractions• Geometry |
| Science | <ul style="list-style-type: none">• Life Science• Physical Science• Earth and Space Science• Engineering, Technology and applications of Science |

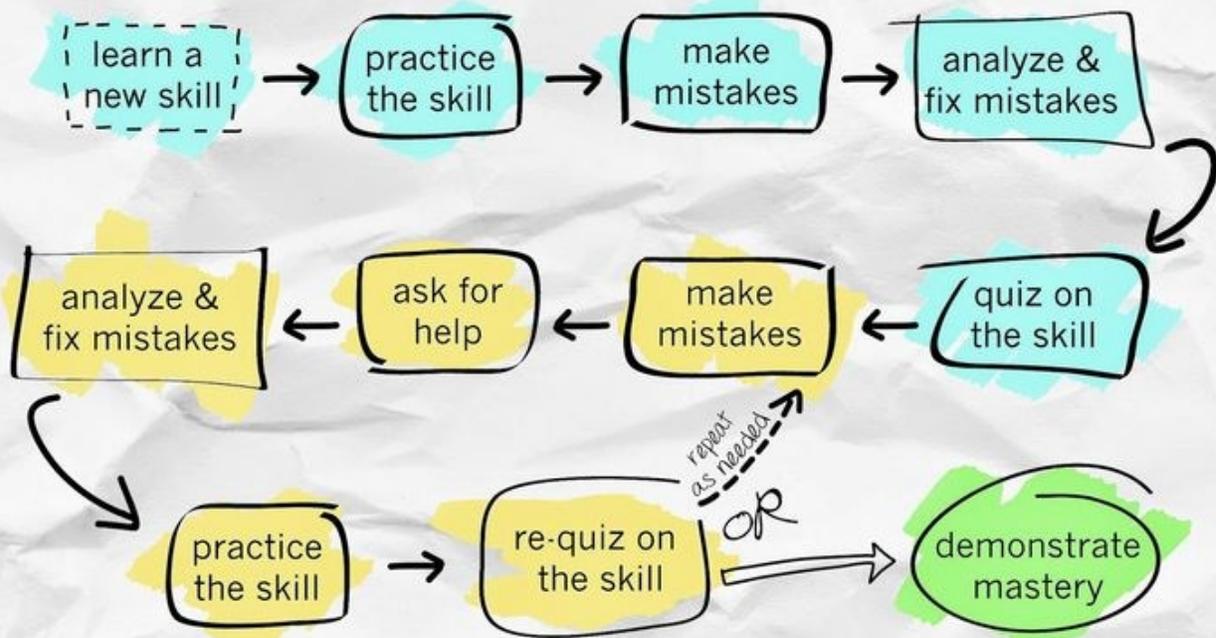
Standards-Based Reporting Resources:

- ◆ Your child's teacher can answer specific questions that you have about your child's standards based report card.
- ◆ <https://www.youtube.com/watch?v=E7m4762pjH8>
- ◆ <http://www.schoolfamily.com/school-family-articles/article/10881-standards-based-grading-what-parents-need-to-know>
- ◆ http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Seven_Reasons_for_Standards-Based_Grading.aspx

Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it.

-Rick Wormeli

What is standards based grading?



The vision of Hoopeston area CUSD #11 is to Expect More by

- ◆ Building relationships with our families and communities
- ◆ Preparing our students for success in college, career, and life
- ◆ Ensuring our students have equitable access to excellence throughout the district.

The Mission of Hoopeston Area CUSD #11, in cooperation with our families and communities, is to engage all of our students in a rigorous curriculum that expects academic and behavioral excellence.

Definition of Terms

Equitable- equal and fair access to educational opportunities

Excellence- high expectations that surpass ordinary standards

Rigorous-

- ◆ Intentionally challenging
- ◆ Involves higher order thinking and real world problem solving
- ◆ Depth in content.

<http://www.hoopeston.k12.il.us>