

# A Parent's Guide to Standards Based Report Cards

## Questions?

If you have further questions regarding DVI's Report Card, please contact:

Your student's teacher

Mr. Van Nostrand,  
Principal

928-608-4161

This guide has been created to provide parents with the following information about Desert View Intermediate's Standards Based Report card:

- An overview of philosophy and purpose.
- An explanation of how to interpret the Desert View Intermediate report card.
- An explanation of the Academic Performance Standards that are used in the report cards.
- Answers to some of the most frequently asked questions about standards based report cards.

Reporting student progress is an essential part of the communication and partnership process between home and school. To that end...

***The purpose of Desert View Intermediate's report card is to communicate information about students' achievement and behavior to parents, students, and other stakeholders.***

It is the school's responsibility to provide parents/guardians with complete and useful information that thoughtfully reflects the fullness of the learning process. Parents should have information that accurately reflects a student's level of performance and progress in meeting academic standards. The report card provides a "snapshot" of student learning that reflects grade-level expectations/standards, student achievement of an individual's progress toward independently meeting expectations, and where support is needed. The level of learning is the message we wish to communicate to both parents and students. Students should be evaluated on their individual progress toward achieving the standards and skills of their grade level.

## Standards Based Grading

We have made the transition to a standards based report card in order to communicate more clearly what students have learned and to what degree they have learned the standards. Traditional letter grades may seem understandable, yet they provide little detail about what children can do or what they have learned. A letter grade requires teacher and parent interpretation, but does not always explicitly communicate the level of student learning that has occurred.

With a standards based approach, teachers evaluate student learning using classroom observation, student's classroom work and assessments. The combination of these pieces of evidence when reviewed with parents provides a more detailed picture of student progress. It tells the parent what the student can do and to what degree. This in turn leads to identification of direction for the student and future learning goals.

### A Brief Look at What Teachers Mark on the Report Card

English Language Arts				
<i>Reading – Literature</i>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Retell the moral of a story using key details.				
Determine the point of view from the narrator.				
Read grade-level text with purpose and understanding.				

A numeric mark (4,3,2,1) is placed by the standard. A space left blank indicates an area not evaluated in that specific quarter.

Work Habits/Behavior				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Works well independently.				
Cooperates and contributes during group work.				
Uses time wisely.				
Demonstrates appropriate self control.				
Interacts well with peers and adults.				
Listens and follows instructions.				
Follow P.R.I.D.E expectations.				

An alphabetic mark (E,S,N,U) is placed by the behavior:

**E – Excellent** – Consistent high quality.

**S – Satisfactory** – Does what is required.

**N – Needs Improvement** – Does less than required.

**U – Unsatisfactory** – Does not attempt.

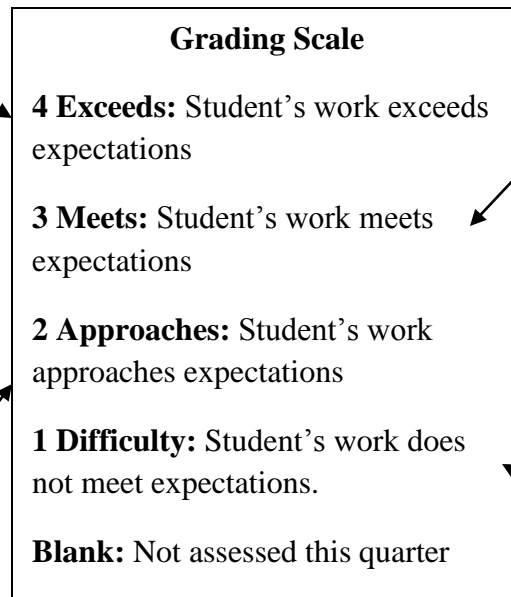
## Understanding the Academic Grading Scale

To be accurate and fair in reporting both student progress and achievement, teachers use the Grading Scale pictured below to report individual progress with the standards in each academic area.

Four levels of progress are noted using a numeric marking system (numbers 1-4). On the Grading Scale, the numbers themselves are not the focus. Rather, the descriptor that coincides with each number is most important. The descriptors indicate the level of the individual student's skill acquisition, as well as the independence with which the student performs the standard.

A "4" indicates that the student is working above grade level. A student's progress is assessed as "Exceeds" because s/he has demonstrated mastery in terms of knowledge, but also applies that knowledge in ways that go beyond expectations.

A "3" indicates that a student is working at grade level. A student's progress is assessed as "Meets" because success is independent and requires little or no adult supervision to demonstrate proficiency.



A "2" indicates that a student is approaching grade level. S/he is progressing with skills and information at grade level, but requires the support and assistance of others to show success.

A "1" indicates the student is working below grade level. The student's progress with skills and information is below expectations.

When looking at the standards based report card it is important to note:

- Marks of “3” and “2” BOTH indicate that a student is working within the expectations of his/her grade level. The difference is the level of independence and support with which the student works.
- A mark of “3” is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level.
- A mark of “4” indicates that the student’s performance is above grade level expectations.
- A mark of “1” indicates that the student’s performance is below grade level expectations.

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### **Questions Frequently Asked by Parents About Standards Based Report Cards**

*How does the traditional letter grade system compare to the standards based grade system?*

<b>Traditional Report Cards</b>	<b>Standards Based Report Cards</b>
Major subjects listed by name only	Content standards define major subjects

*Won’t most students receive the same scores, mostly 2’s & 3’s?*

Learning is a process and it should be expected that repeated experiences and exposures are necessary for students to acquire new skills and strategies. A score of “2” indicates the student is progressing towards mastery of the standard. Once the student demonstrates thorough understanding of the content and skills involved in the standard they will earn a “3”. The process of moving from a “2” to a “3” is student specific and is characterized by the student independently performing the skills with accuracy and quality.

*How do I help my student “get a 4”?*

Remember, a mark of “3” indicates that a student is meeting grade level expectations with independence and excellence. With high and challenging expectations, a “3” is exactly where a competent student should be. “Getting a 4” is not about what more a student does. It is what a student knows, and at what level s/he applies what s/he knows to new and higher-level situations that exceeds what is explicitly taught in class.

*How is it possible for my child to “drop” from one mark to another?*

It is important to note that the student does not necessarily drop a grade. The score is an indication of performance with expectations of difficulty that increase throughout the school year. In other words, the concepts increase in difficulty as the year progresses. Therefore, a student who demonstrates a score of “3” in first quarter could earn a “2” in the second quarter when the rigor of the standard has increased. The shift from a “3” to a “2” indicates the student understands the major elements of the concepts but may need more development of the finer details and more teacher support.