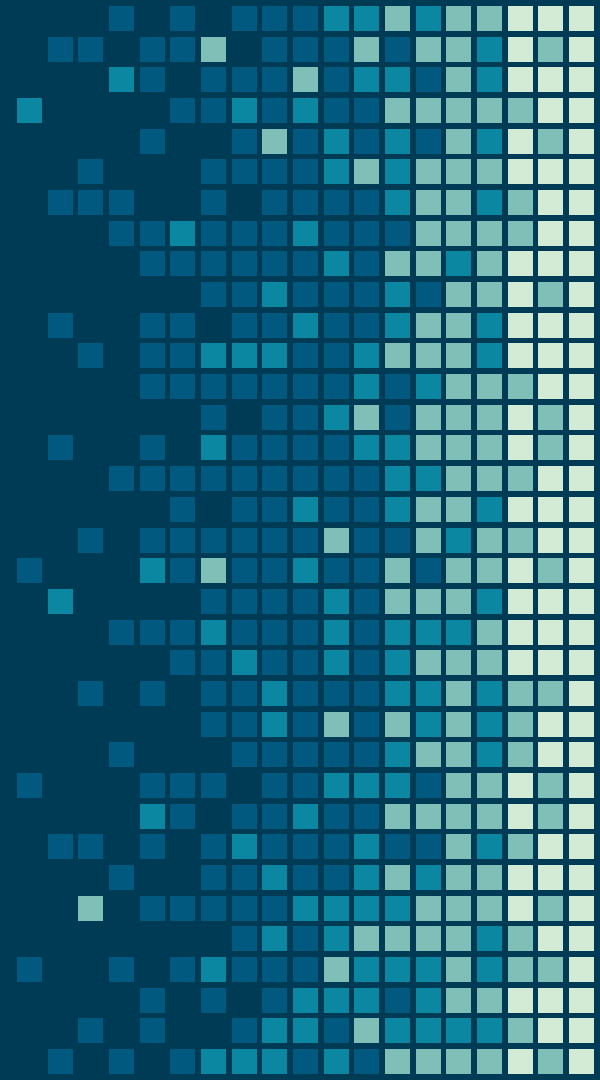


How to Read and Understand Your Child's Report Card



BELIEFS ABOUT GRADING

- Grades should be an authentic reflection of learning
- Growth mindset and intrinsic motivation are encouraged
- Work samples, rubrics, and in-class evidence are used to determine grades
- As students improve in their learning, more recent evidence should replace previous evidence (no averaging/final grades)

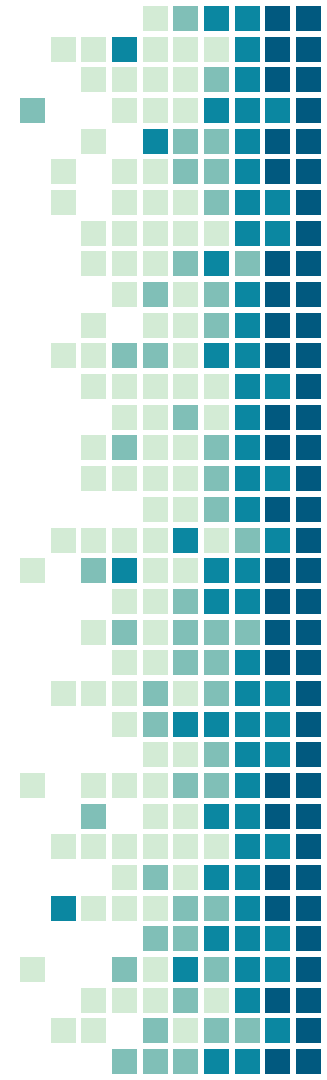


TRADITIONAL

- Reward and punishment system
- Sorting and ranking students
- How hard has the student worked and how well have they followed the rules
- Good grades were the goal and learning was overlooked

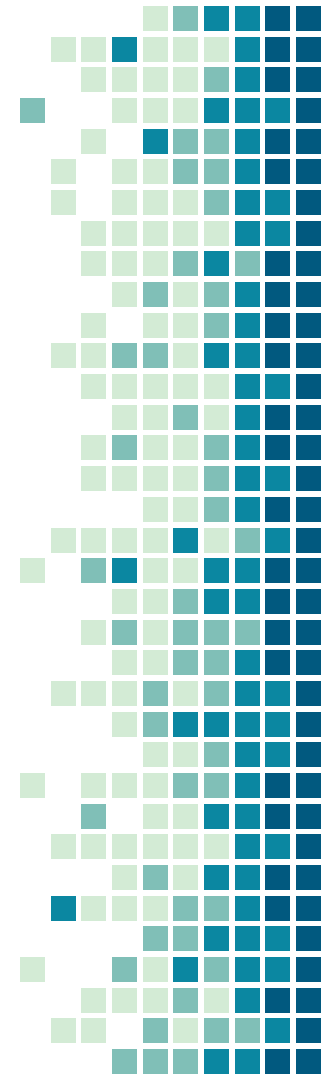
BEST PRACTICES

- Clear learning targets
- Units are organized based on state standards
- Students self-assess
- Intrinsic motivation and growth mindset
- Behavior is separate from academics
- Authentic feedback is given



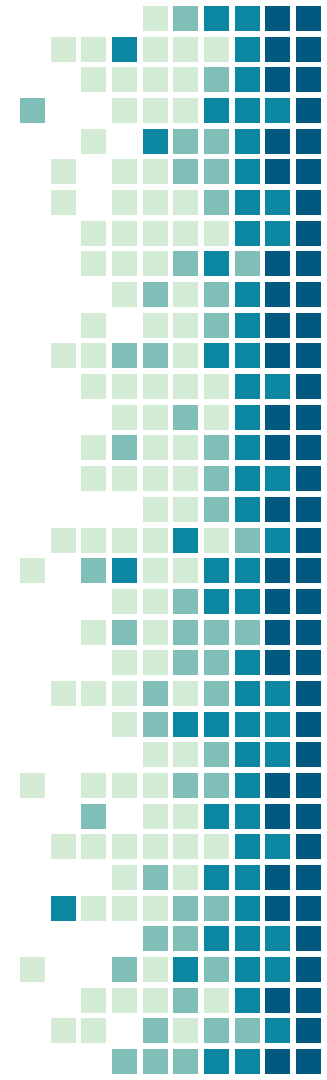
OUR REPORT CARD HISTORY

- Committee of teachers, school administrators, and parents
- Looked at samples from other schools
- Used state standards to help develop overarching goals in each subject area
- Grading scale has changed
- Report card guide was created
- Narrative comments (two times a year)



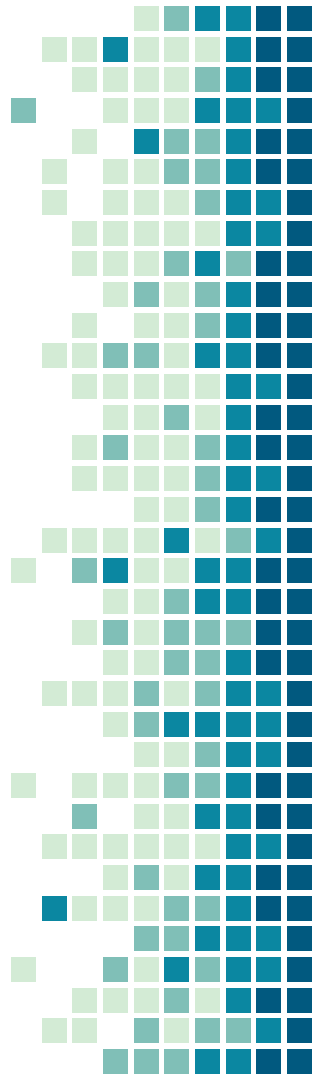
OUR GRADING SCALE

- **Exemplary (E):** The student is working significantly above the target standard, the student could teach the standard to someone else.
- **Strong (S):** The student is working above the target standard.
- **Proficient (P):** The student has achieved the target standard.
- **Developing (D):** The student is still working on the target standard.
- **Not Evident (NE):** The student is either not ready for the target standard or not showing any evidence of the target standard. This means they are either significantly below grade level in that area or they are not completing their class work.
- **Not Applicable (NA):** This standard has not been taught during this quarter.



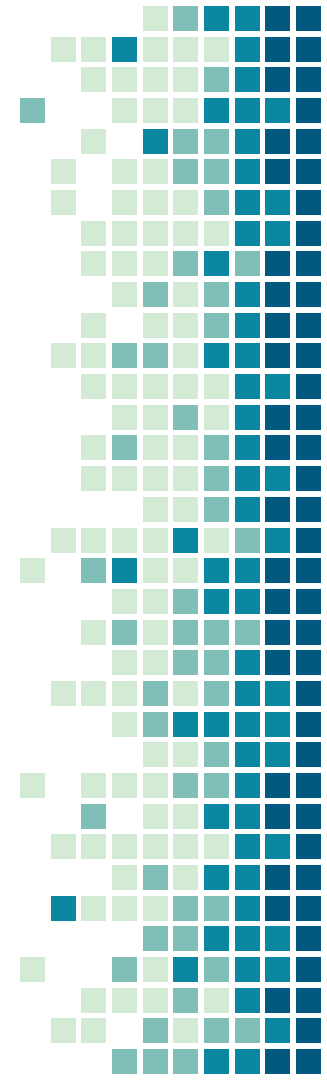
Language We Discourage

- “If you don’t get all E’s you are grounded.”
- “I want all S’s on your report card!”
- “Developing means you’re not trying your best. Try harder.”



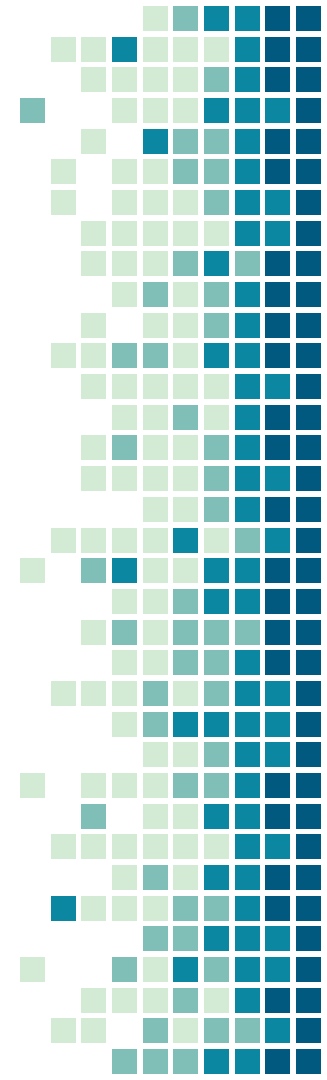
Language We Encourage

- “I see you have been working hard on reading with fluency. What strategies are you using?”
- “I notice that you are developing in problem solving in math workshop. What can you do when you are stuck on a math problem?”
- “I see you grew from developing to proficient on geometry. What did you do to improve?”



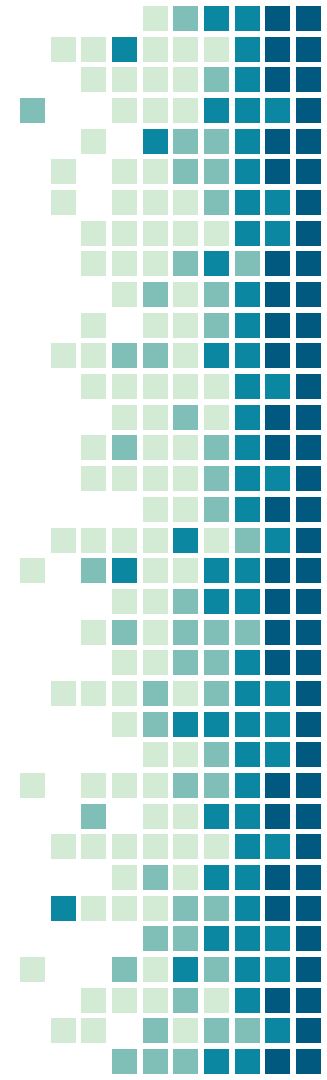
Reader's Workshop Example

Reader's Workshop	1	2	3	4	Final
Comprehension	S				
Decoding	P				
Fluency	S				
Word Study	S				
Independence and Participation	P				



Math Workshop Example

Math Workshop	1	2	3	4	Final
Number Sense	P				
Number and Operations in Base 10	NA				
Operations and Algebraic Thinking	NA				
Measurement and Data	NA				
Geometry	NA				
Problem Solving	P				
Independence and Participation	D				

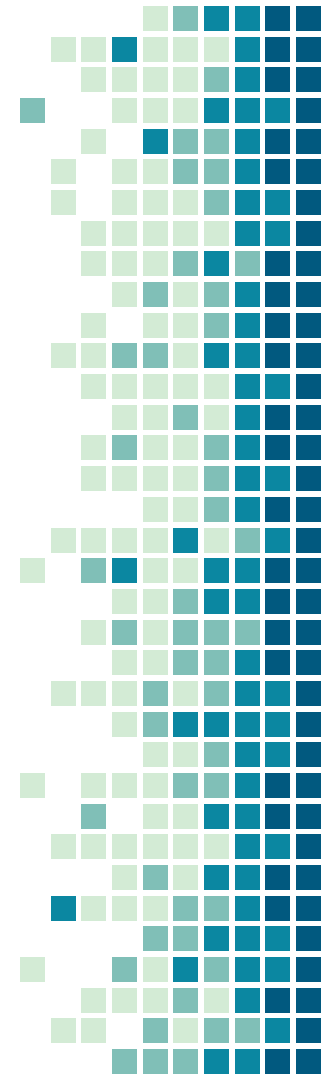


What does each indicator mean?

Look to state standards:

<https://www.doe.in.gov/standards>

Math Workshop	
Number Sense	Your mathematician can read, write, and represent numbers. They understand number relationships such as greater than and less than. They can use number sense to reason mathematically.
Algebraic Thinking	Your mathematician can solve real-world mathematical problems and uses a variety of strategies to show thinking and generate solutions.
Geometry	Your mathematician identifies and classifies shapes, angles, lines, and shows an understanding of attributes of shapes.
Computation	Your mathematician can add, subtract, multiply, and divide (depending on what is developmentally appropriate for their grade level).
Measurement	Your mathematician can tell time and count money. They can measure capacity, weight, length, and distance.
Data Analysis	Your mathematician can read graphs, organize, and interpret data.



Indicators across the grade levels

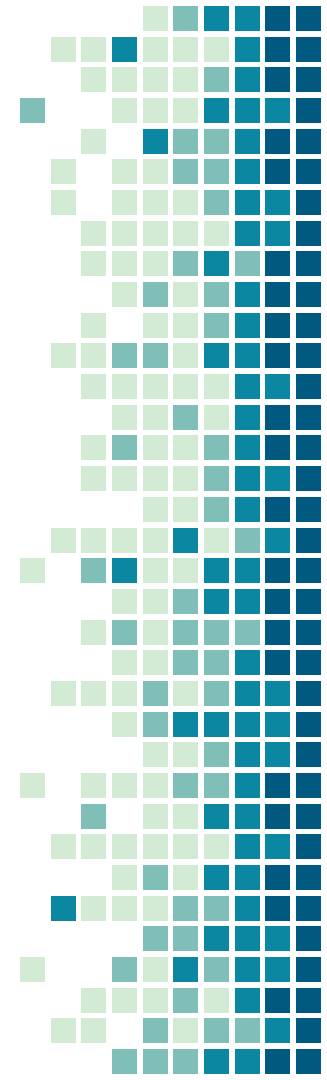
Kindergarten	Grade 1	Grade 2
<p>K.NS.1: Count to at least 100 by ones and tens and count on by one from any number.</p>	<p>1.NS.1: Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.</p>	<p>2.NS.1: Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.</p>
Third Grade	Fourth Grade	Fifth Grade
<p>3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.</p>	<p>4.NS.1: Read and write whole numbers up to 1,000,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.</p>	<p>5.NS.3: Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents 1/10 of what it represents in the place to its left.</p> <p>5.NS.4: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p>

Indicators across the grade levels

Grade 6	Grade 7	Grade 8
<p>6.NS.1: Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>	<p>7.NS.3: Know there are rational and irrational numbers. Identify, compare, and order rational and common irrational numbers ($\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, π) and plot them on a number line.</p>	<p>8.NS.1: Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.</p>
<p>6.NS.2: Understand the integer number system. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself (e.g., $-(-3) = 3$), and that 0 is its own opposite.</p>		
<p>6.NS.3: Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p>		<p>8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.</p>

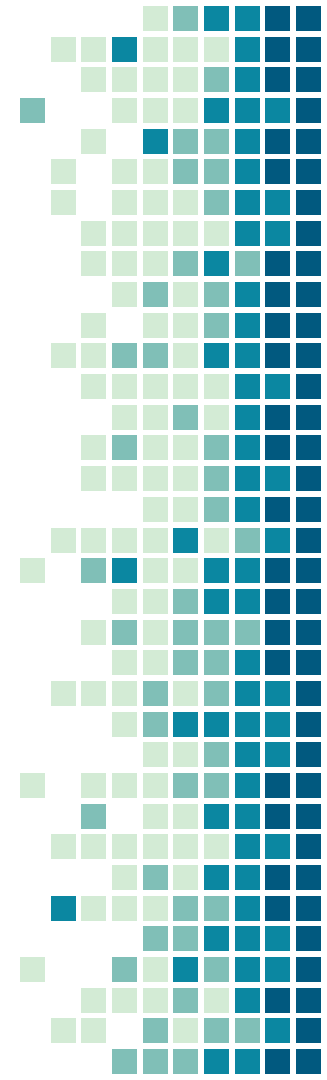
How do we decide on a grade?

- We use standardized data to help inform the grade given (NWEA, Dibels/TRC, Math assessments)
- Use work samples and rubrics
- Meet and discuss grading as grade level teams to provide more consistency
- Qualitative data (teacher notes/observations) from from in class



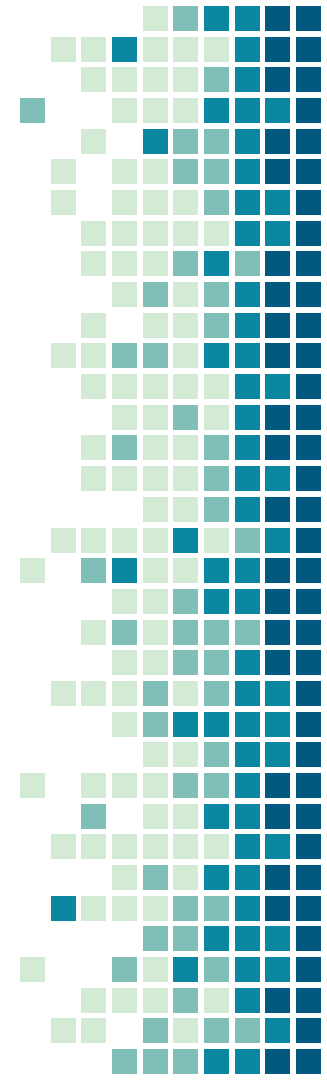
GOALS FOR OUR SCHOOL

- Continue developing more rubrics
- Involve students in self-reflection and self-grading with the target standards
- Teach students about our grading scale
- Collaborate with school 60 and high schools to prepare our students for grading expectations in middle school and high school



RESOURCES

- Report Card Guide
- Indiana State Standards
- Rethinking Grading Meaningful Assessment for Standards-Based Learning by Cathy Vatterott



Questions??

