



## Why Standards-Based Grading and Reporting?

### Alignment to Teaching and Learning

- Aligned with VA Standards of Learning
- Based on student progress through learning progressions
- Teaching practices have evolved, standards-based report cards align with shift in practices
- Allows for vertical alignment of reported standards
- Teachers can focus on giving feedback on assignments that will have a greater impact on student learning
- Students can gain a greater depth of knowledge when they demonstrate early mastery of the standard
- A, B, C is very grey – do teachers reteach a B or C? Parents may be happy with a B, but have students mastered the skill?
- Helps to drive instruction
- Aligns report cards with curriculum and assessments
- Aligned with instructional practices: learning progressions, data collection and reporting, goal setting, etc.
- Allows teachers to adjust instruction based on individual student needs

### Consistency

- There are expected outcomes of learning (what students should know and be able to do) in every area, regardless of context (teacher, school, content area, etc.)
- Less subjective
- Consistency among teachers' grading practices and expectations
- Proficiency scales/rubrics are used to define the various levels of mastery

### Focus on What Students Know and Can Do

- Informs parents on work habits separate from academics
- Letter grades do not represent what a student can/can't do
- Avoids placing value on subjective measures of student learning
- Avoids use of bell-shaped curve, which is not accurate
- Uses performance standards based on an individual's achievement
- Keeps effort and academics separate
- By reporting learning skills separately, parents and teachers have a clearer picture of what the student can do
- Teachers can better explain where a child may be struggling and where they excel
- Based on a student's own achievement and does not rely on how achievement compares with other students
- Demands high standards and quality work
- Accurate reflection of student's ability at that point in time

### Specific

- More specific – the report is broken down into elements of learning
- Standards-based report cards provide parents with more specifics about academics
- By separating standards, parents can see which areas/standards their child has mastered
- A, B, C, D, E has little meaning and may be interpreted differently
- A single grade doesn't reflect a clear picture of what a child *can* do
- Provides greater detail for understanding

## **Student Involvement**

- Helps/teaches students what quality looks like for the standard; builds student ownership and capacity
- Promotes conversation (parents, students, other educators)
- Use of performance levels supports learning and encourages success and growth
- Gives students a direction for what to do to be successful
- Students are able to answer the three questions: Where am I going? Where am I now? How will I get there?

## **Big Picture**

- Standards-based report cards provide for a meaningful, consistent, and accurate picture of student proficiency on agreed upon standards
- Adult world is performance based; students are better prepared for the real world
- Every grading system should have four criteria for success:
  - Accurate: Clear reflection of what the student knows
  - Meaningful: Helps parents and teachers know where the student needs support; helps support rigor
  - Consistent: Removes subjectivity in grading practices (homework, extra credit, etc.)
  - Support Learning: Teachers can adjust instruction to meet student needs
- Places focus on quality and meeting standards, which matches the standard in the workplace
- Every state in the U.S., every province in Canada, and almost every jurisdiction in other countries use standards and it is important to report on students' progress toward those standards, standards are the norm