

# Standards-Referenced Reporting

## INFORMATION FOR YOU

The No Child Left Behind Act (NCLB), which was signed into law on January 8, 2002, ushered in a new criterion-referenced era of education in the United States.

Criterion-referenced teaching and learning measures individual students' performance against a set of criteria established as academic standards, and indicates an individual student's level of proficiency in relation to specific standards.

Following the NCLB Act, the Every Student Succeeds Act (ESSA) was passed in 2017. According to the U.S. Department of Education, ESSA "requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers."

To meet ESSA requirements states must define high levels of performance in academic standards and implement systems that clearly track students' performance. A systematic way for schools to meet these requirements is to implement standards-referenced reporting.

### STUDENT CENTERED

Scores should reflect the proficiency for each individual student in relation to the priority standards for each grade level. Standards-referenced reporting provides information about a student's level of performance in reference to each of those priority standards.

### PROGRESS BASED

Students work through a progression of knowledge to master each grade level standard throughout the year. The focus is on achieving mastery in all standards over a period of time. Students are able to track their growth and describe their current status within the proficiency scale.

### TARGETED INFORMATION

A standards-referenced report card shows a student's progress on each standard rather than a general number that may or may not accurately represent where they are in a course. It also separates academic achievement from habits, efforts, and behaviors and provides specific student progress as it relates to the standards.

### DATA DRIVEN

Student progress, instruction, and data is analyzed regularly through various forms of evidence such as classroom assessments, projects, teacher-student conversations, etc. Data is used to drive instruction and provides teachers with information for enrichment or remediation, as necessary.