

Parent FAQ

STANDARDS-REFERENCED REPORTING

What are the advantages of standards-referenced reporting?

- Allows students, teachers, and parents/guardians to track each student's progress per standard.
- More accurately represents student's knowledge and skills of a specific standard.
- Provides multiple opportunities for students to show what they know.
- Offers students opportunities to learn from mistakes made during the learning process and correct their understanding.
- Increases consistency in grading policies and criteria across teachers and schools.
- Ensures that every child has a chance to meet the standard, knowing that it may take longer for some students.
- Provides accurate and specific information to all partners in student learning.

What are the main differences from traditional grading?

- Standards-referenced reporting focuses on a student's progress toward meeting grade level standards rather than a simple accumulation of points.
- It uses a number scale (4, 3, 2, 1) rather than a percentage/average.
- Non-academic behaviors are reported separately.
- Grades are determined by each student's ability to meet the priority standards, not on how he or she compares to other students in the class. All students are given a chance to meet or exceed (if appropriate) the standard.

What does my child need to do to achieve a 4?

- A score of 3 is the expectation and represents mastery of the standard on the proficiency scale.
- To earn a score of 4 students need to demonstrate they have a deeper understanding by elaborating on their answers, solving more challenging problems, or showing connections between varying concepts that they have made on their own.
- Not all standards qualify for a level 4 (Ex. Demonstrate multiplication fluency through 12×12).

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How are students with learning disabilities or English language learners affected by standards-referenced reporting?

Students with an IEP, 504, or English language learners will continue to receive modifications and accommodations they are eligible to receive. They will also continue to receive appropriate support and/or interventions as indicated in their academic plan. Teachers will report how they are performing as measured against content standards. Special education teachers can use the proficiency scale to accurately match student accommodations and/or modifications to the curriculum. Additional progress reports may be provided as appropriate.

Why does SRR use most recent assessment scores in determining course grades?

Through assessments teachers are able to determine student growth toward proficiency. Since the goal is to document each student's level of achievement based on the learning standards, averaging all scores throughout the semester does not accurately reflect a student's current understanding of a standard. By only reporting the most recent score, students are not being penalized for mistakes made during the learning process.

For those participating in the launch of standard-referenced reporting via Infinite Campus, the proficiency scale score will be converted using the following scale:

A: 3.00 - 4.00 C: 2.00 - 2.49

B: 2.50 - 2.99 D: 1.00-1.99

For example, a score of 3, which is mastery of the standard, will convert to an A for that standard.