



# STAFFORD COUNTY PUBLIC SCHOOLS



## STANDARD BASED REPORT CARD QUICK REFERENCE GUIDE

### ***RATIONALE FOR STANDARDS BASED REPORT CARDS***

The SCPS standards-based report card is aligned with the Virginia Standards of Learning. This report card lists the skills or standards that every student is held accountable for at local and state levels. Knowing where students are in their progress toward meeting grade level or content area standards is crucial for planning and carrying out classroom instruction.

Standards Based reporting is different than traditional report cards in that scores from assignments and assessments are not averaged, rather they have the ability to show growth over time. For example, if a teacher presents instruction on a specific skill and a student earns marks of “1” or “2” at the beginning of instruction, but demonstrates a complete understanding of the standard by the final evaluation, student should be given a score of “3” on the report card.

Standards-based report cards give parents and teachers information about students’ progress because each of the content areas is broken into strands that are based on the Virginia Standards of Learning. The intention is that every child can learn when provided with growth-producing feedback regarding strengths and weaknesses.

#### **ACADEMIC REPORT CARD MARKINGS**

The evaluation code for academic subjects is as follows:

- 4** Exceeds standard
- 3+** Progressing to level 4
- 3** Meets standard
- 2+** Progressing to level 3
- 2** Works toward standard
- 1** Performs below standard
- X** Standard not assessed

#### **SOCIAL AND WORK HABIT MARKINGS**

The evaluation code for social and work habits is as follows:

- 3** Meets expectations
- 2** Works toward expectations
- 1** Performs below expectations

*Teacher evaluation of students in these areas is based on school and classroom expectations. The expectations for students should be clearly communicated to both students and parents at the beginning of the school year.*

### **Noting Modifications and Accommodations**

An asterisk (\*) beside a grade on an assignment or on the report card indicates that modifications have been used with the student. Specific modifications **MUST** be explained in the comment section of the student’s report card. For students who have been identified through the eligibility process and have a current Individualized Educational Plan (IEP), IEP progress reports are also sent home along with the report card.

Modifications are provided to the curriculum to meet the needs of an individual student. With a modification, content is changed in some way. Simplified vocabulary on a science test, shorter assignments, or a more complicated text in reading are examples of modifications. Students given modifications are still held to the same content standards (concepts or skills).

Accommodations are when an adjustment is made to allow the child to access the curriculum without changing the actual assignment. Examples of accommodations include large print, tests read aloud, extended time, and changing the environment (e.g. small group setting).

#### **CONFIDENTIALITY REMINDER**

Report cards are confidential documents. Therefore, it is important to make sure that you do not leave your Synergy account open and signed in when you are not at your desk.

#### **FINAL GRADES**

The *Final* column reflects student progress on the standards by the end of the year. Students will have a grade that indicates to what extent they have met the standards. In the case of non-cumulative content, grades may need to be “averaged” to split the difference between “2”s and “3”s.

### ***TIPS FOR SCORING***

- When assigning grades, teachers must consider student work in relation to the expected standard for the grade level.
- Rubrics were developed for each subject and grade to provide a guide that could be used for consistent and uniform assessment of student progress. The rubrics provide general guidelines for assessing students on the standards reported on the report card. A “3” represents what a student must be able to know and do in order to demonstrate understanding of the specific standard. Students are expected to meet the standards by the end of the school year. These rubrics are available on the Instruction Docs Drive under the SBRC Resources folder.
- If only part of a rubric category or standard is taught, then teachers can use the rubric to evaluate that part of the standard. For example, a second grade mathematics category states that in order to demonstrate a “3,” a student “estimates and solves problems involving the sum or difference of two whole numbers.” A teacher who has taught the addition part of the standard, but not the subtraction part would still use that rubric category to evaluate student work in addition.
- All students should have access to opportunities to earn a “4”. This can be done in a variety of ways. Consult your grade level teams or Focus teachers, or Math and Reading Specialists for ideas.
- If a student has received a score lower than a 3 and receives interventions support services that result in improvement, a new score should be reported, even if the standard is not technically assessed for all students within that quarter.
- When in doubt, work with your grade level team to determine the most accurate score to give students.

**Note:** Letter grades and percentages are not to be used under any circumstances, since they do not correlate to the evaluation code. In addition, minuses are not to be used.

### ***EXCEEDING THE STANDARD***

To exceed a standard, the student must demonstrate understanding on a deeper level. More of something (more digits, more complex text, etc) is not the same as exceeding a learning target. As teacher teams meet to consider what criteria meet a standard or target, the thinking or processes required for all students, it is good practice to discuss what it looks like to exceed the standard. Consider the levels of [Blooms Taxonomy](#), [Webb’s Depth of Knowledge](#) or [John Antonetti](#) when determining what exceeding a standard looks like.

All students should be given multiple opportunities to exceed the standard; these are commonly referred to as “4 opportunities.” Open-ended questions and tasks that allow for multiple responses are ways to give students opportunities to exceed the standard. Math Specialists, Reading Specialists, ITRTs and PLC teams can provide valuable insight and resources on how to allow students the chance to go beyond the minimum requirements.

### ***CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS***

According to the law, identified ELs cannot be failed based on work they are not able to do because of their limited English skills.

Curriculum and assessment may be modified to meet the students’ needs. All teachers should consider accommodations and modifications when assessing ELs.

If an accommodation or modification is used for a student who is evaluated on work that is below grade level, then an asterisk is used beside the mark along with the comment “[Subject] assessed on individual instructional level.”

Content teachers should contact their ESOL specialist for information regarding what students can do based on their specific level of English and what strategies can be used to support both language acquisition and content mastery.