



DeWitt Public Schools

Parent Guide to Standards-Based Grading

Standards-Based Grading and Reporting

We are pleased to announce that the DeWitt Public School District is moving toward using a standards-based report card for all elementary and intermediate grade students. This report card is an exciting step for our district as we work toward making sure all students are successful at meeting rigorous standards. Standards describe what a student should know and be able to do at each grade level in all subjects. This report card is designed to give you more and better information about how your child is progressing. The report card also provides information on your child's work habits and classroom behavior separate from academic progress.

The standards-based report card is helpful in many ways. First, it helps to make sure there is more consistency of expectations from teacher to teacher. It also helps teachers and students focus on the standards from the very beginning of the school year, giving students the opportunity to get help earlier if they are not making adequate progress. Finally, and perhaps most importantly, you will know exactly how your child is doing based on the standards. You will learn which big ideas and concepts your child has learned and also what work still needs to be done to make sure your child is ready for the next grade level.

Reporting Periods

In grades K-6, there are three reporting periods. At the end of each reporting period, you will receive information about your child's progress in the standards-based report card. For the first two reporting periods, students are evaluated based on their progress toward end-of-year standards. In other words, you will be updated on your child's progress in learning what is expected at that grade level by the end of the year. Not every standard is marked for each reporting period. Only those standards that were taught and assessed will receive a mark for the first and second reporting periods. A mark of "proficient" means your child has met the end-of-year expectations. In the final report card, the marks reflect your child's actual achievement of the skills, strategies, and concepts identified in the Michigan's frameworks and standards for that grade level.

Academic Proficiency Levels

4	Advanced	Your child consistently demonstrates understanding beyond the grade level standard. Your child understands the how and why behind the concept, demonstrates that knowledge clearly and independently, and readily transfers his/her learning to new situations.
3	Proficient	Your child consistently demonstrates independent, grade level understanding of the standard through a variety of tasks and projects.
2	Basic	Your child inconsistently or incompletely demonstrates independent, grade level understanding of the standard.
1	Needs Assistance	Your child consistently needs help to demonstrate grade level understanding of the standard. He/she only occasionally demonstrates independent understanding and use of concepts.
Blank	Not Evaluated	Your child has not been evaluated on this standard this reporting period.

Behavior and Effort Levels

3	Consistently	Your child consistently and appropriately meets expectations of school behavior and learning effort.
2	Usually	Your child usually meets expectations of appropriate behavior and learning effort. Occasionally, a reminder is necessary.
1	Sometimes	Your child is in need of frequent reminders to engage in appropriate behavior or put forth the expected learning effort.
AC	Area of Concern	Despite multiple attempts to redirect or re-teach, your child continues to display inappropriate behavior and/or less than expected effort.

Frequently Asked Questions

Q: Are all the standards going to be on the report card?

A: No. Since there is such a large number of standards across the various content areas (i.e. math, English language arts, science, etc.), only the "essential" skills and knowledge will be on the report card.

Q: Is the expectation that my child receive an "Advanced – 4" by the end of the year?

A: No. Obviously, we want all students to reach their maximum learning potential. Some students may start the year at a proficient or advanced level. With the onset of new, more rigorous standards, our goal is for all students to reach proficiency (or a "3") on all standards by the end of the year. Realistically, only a small percentage of students will regularly receive 4s. A score of 4 is reserved for those students who show learning that goes above and beyond the criteria for the learning target. It would reflect in-depth understanding of content and/or excellence in demonstration or communication of knowledge, process, and skills.

Q: How does a teacher arrive at a score for each reporting cycle?

A: Using standards-based grading, a teacher assesses a student's work throughout the year. Rather than averaging a set of assignment scores for a given learning target (or standard), the teacher is looking for the most recent and consistent performance level of a given standard.

Q: How will a letter grade be figured out for grades 5 and up?

A: Letter grades will be assigned in grades 5 and up for each content area. One way this is figured out is by averaging the proficiency level scores in each content area. For example, if there are six learning goals (or standards) addressed during the learning period, the teacher can calculate the average score for those. This average score is then applied to this scale:

- A = 3.00 to 4.00
- B = 2.50 to 2.99
- C = 2.00 to 2.49
- D = 1.00 to 1.99
- F = Below 1.00

Q: How will homework be accounted for?

A: Homework completion will be reported in the Behavior and Effort section of the K-6 report card. What students *learn* by doing homework will be included in determining the proficiency level score for the learning targets (or standards).

For more information, please contact your child's teacher or David Potter, Director of Curriculum, Instruction, and Assessment at potter@dewittschools.net