



Standards-Based Report Card



K-5 Parents' Guide 2012-13

Table of Contents

CONTENTS	PAGE #
SBRC Frequently Asked Questions (FAQs)	1
SBRC Components Pages 1 & 2	3
Definition of Academic Performance Levels for Standards Indicators	5
How to Score Students Working On, Above, and Below Grade Level	6
How Students are Scored on the SBRC	8

Standards-Based Report Card (SBRC) FAQs

What are standards-based report cards and why is Academy School District 20 using them?

The SBRC gives you information about how your child is progressing towards meeting the Colorado Academic Standards during the course of the school year. Standards specify what all students should know and be able to do by the end of their school year.

Other positive attributes of SBRCs are:

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his/her class.
- The SBRC measures how well your child is doing in relation to the grade-level standards as compared to the traditional letter-grade system that gives a compiled grade for work completed in a subject area
- It gives every child in every school the opportunity to meet or exceed Colorado Academic Standards.
- It gives you, the parent or guardian, a more detailed and accurate assessment of how your child is progressing academically.

The SBRC has been in use at many of our schools since 2007. This year all ASD20 elementary schools will be implementing SBRCs in K-5 and specials (art, music, physical education, and world language).

What is the difference between a traditional and standards-based report card?

Traditional Report Card	Standards-Based Report Card
Looks different at each school.	Looks the same at all schools.
Reporting based on subject area.	Reporting based on grade-level expectations and/or evidence outcomes from the Colorado Academic Standards.
Assessments based on teacher-defined criteria.	Assessments based on specific state standards.
Grades are given for each subject area, such as reading, writing, math, etc.	Subject areas are sub-divided into a list of concepts/skills that students need to master. Each item on the list is scored.
Work habits may be calculated in the letter grade (missing assignments, late work, homework, effort, etc.).	Work habits are reported separately and are not calculated in students’ proficiency towards a standard.
Not electronic - entered by hand.	Electronic and tied to the student data base in Infinite Campus (IC).
Measures how well students do in comparison to their classmates.	Measures how well an individual student is doing in relation to the grade-level standards. This will give parents a better understanding of their child’s strengths and weaknesses and encourage all students to do their best.

I received letter grades when I was an elementary student and that’s what I’m used to. Is there any way that along with the SBRC scores, a letter grade can also be assigned?

Yes. Students in 3rd, 4th, and 5th grade receive both SBRC scores and letter grades for each of the following: Math, Science, Social Studies, Reading, and Writing. This dual system helps parents and students adjust to the SBRC scoring.

What are the components of the SBRC? I don't quite understand some of the terminology.

A labeled copy of a 2011-12 first grade SBRC is on the next two pages. Each component is explained. Also, the scoring system of E, ME, PRG, BEL, and NE are defined on pages 7-9.

How will I know if a concept/skill/indicator is not being taught or assessed on the SBRC?

NE is used to indicate that a concept/skill/indicator has not yet been taught or that a concept/skill/indicator has been taught but not yet assessed.

What if a concept/skill/indicator is taught and assessed in one marking period, but not in the next reporting period.

NE is used to indicate that a concept/skill/indicator is not being taught or assessed in that reporting period.

How often will SBRCs be distributed to parents?

SBRCs will be given on a quarterly basis at all grade levels K-5. Specials' SBRCs will be given each semester.

An Explanation of the SBRC Components (using the 2011-12 SBRC): Page 1

Student Name, Student ID,
School Name, Teacher
Name, & Attendance filled
in by IC.

Four reporting periods:
Quarters 1, 2, 3, and 4

ACADEMY 20 SCHOOL DISTRICT GRADE 01 REPORT CARD 2011-2012

Page 1 of 2

Student: _____
Student ID: _____
School: _____
Teacher: _____

ATTENDANCE				
Term				
Days Present				
Days Absent				
Periods Tardy				

Academic Performance Level for Standards Indicators	
Name	Score
Exceeds Standards at Grade Level	E
Meets Standards at Grade Level	ME
Progressing Towards Standards at Grade Level	PRG
Below Standards at Grade Level	BEL
Not Evaluated	NE
Exceeds Standards Above Grade Level*	E*
Meets Standards Above Grade Level*	ME*
Progressing Towards Standards Above Grade Level*	PRG*
Below Standards Above Grade Level*	BEL*
Exceeds Standards Below Grade Level**	E**
Meets Standards Below Grade Level**	ME**
Progressing Towards Standards Below Grade Level**	PRG**
Below Standards Below Grade Level**	BEL**

Academic Performance Level for Work Habit Indicators	
Name	Score
Demonstrated all the time	4
Demonstrated most of the time	3
Demonstrated some of the time	2
Not demonstrated Area of concern	1

WORK HABITS	Term			
	Q1	Q2	Q3	Q4
Observes school/class rules				
Utilizes time effectively				
Works Independently				
Works neatly & carefully				
Cooperates & participates in groups				
Completes homework on time				
Handles conflict				
Completes class work on time				
Follows directions and routines				
Demonstrates organizational skills				
Effort				

1101 ORAL EXPRESSION AND LISTENING	Term			
	Q1	Q2	Q3	Q4
Listens actively & responds on topic				
Speaks in complete sentences using relevant details				

1201 READING FOR ALL PURPOSES	Term			
	Q1	Q2	Q3	Q4
COMPREHENSION				
Understands a variety of literary texts (such as makes predictions, rereads, asks & answers questions)				
Understands a variety of informational texts (such as makes predictions, main topic, & key details)				
Knows & uses non-fiction text features for understanding				
FLUENCY				
Reads fluently & accurately with expression				
Reads high frequency words by sight				
PHONEMIC AWARENESS				
Identifies & manipulates sounds in words when listening				
PHONICS				
Applies phonics skills when decoding words				

1201 READING FOR ALL PURPOSES	Term			
	Q1	Q2	Q3	Q4
VOCABULARY				
Uses context clues to understand unknown words				

1301 WRITING AND COMPOSITION	Term			
	Q1	Q2	Q3	Q4
Writes a variety of texts for a specific purpose				
Plans & organizes writing with guidance				
Uses conventions in writing most of the time (grammar, punctuation, capitalization)				
Uses grade level spelling				
Uses complete sentences				

1401 RESEARCH AND REASONING	Term			
	Q1	Q2	Q3	Q4
Researches a topic using a variety of sources				

1501 MATHEMATICS	Term			
	Q1	Q2	Q3	Q4
DATA, ANALYSIS, STATISTICS, & PROBABILITY				
Organizes, represents & interprets data using simple graphs & charts				
NUMBER SENSE, PROPERTIES, & OPERATIONS				
Counts within 120 by 1's, 5's, 10's, starting at any number				
Reads & writes numbers within 120				
Uses tens & ones to represent two-digit numbers				
Uses place value models/drawings to add & subtract one & two-digit numbers				
Compares two-digit numbers or objects using vocabulary such as more than, fewer than & symbols < = >				
Identifies coins & finds the value of a combination of coins				
Solves story problems involving				

Scores used for work habit indicators.

- Scores used for standards indicators.
- If a student is taught & evaluated on concepts and skills above the 1st grade level (2nd, 3rd, etc.), use the scores with a single * after the letter.
 - If a student is taught & evaluated on concepts and skills below the 1st grade level (Kindergarten), use the scores with two* * after the letter.

Standards Indicators: (grade-level expectations or evidence outcomes).

Colorado Academic Standards

An Explanation of the SBRC Components (using the 2011-12 SBRC): Page 2

1501 MATHEMATICS				
	Term			
	Q1	Q2	Q3	Q4
addition & subtraction within 20				
Uses multiple strategies to solve addition & subtraction problems within 20				
Demonstrates fluency with math facts (+, -) within 10.				
Uses addition & subtraction equations to show number relationships				
SHAPE, DIMENSION, GEOMETRIC RELATIONSHIPS				
Names & identifies attributes of 2-D & 3-D shapes				
Builds & draws 2-D & 3-D shapes				
Partitions circles & rectangles into fractions ($\frac{1}{2}$, $\frac{1}{4}$)				
Measures & compares lengths of two or more objects				
Tells & writes time in hours & half-hours using analog & digital clocks				

1701 SOCIAL SCIENCE				
	Term			
	Q1	Q2	Q3	Q4
jobs & the goods/services they produce				
Identifies & discusses short-term financial goals & sources of income				
GEOGRAPHY				
Understands how maps & globes are used to represent places				
Identifies how people in different cultures & communities interact with each other & the environment				
HISTORY				
Identifies similarities & differences of family & cultural traditions in the past				
Arranges events in chronological order (timelines, calendars)				

5550 COMMENTS				
	Term			
	Q1	Q2	Q3	Q4
Teacher Comments				

1601 SCIENCE				
	Term			
	Q1	Q2	Q3	Q4
EARTH SCIENCE				
Compares & classifies Earth's materials based on their properties				
LIFE SCIENCE				
Recognizes similarities & differences between parents & offspring (plants & animals)				
Identifies physical characteristics of a living organism				
PHYSICAL SCIENCE				
Identifies unique properties of solids & liquids				

1701 SOCIAL SCIENCE				
	Term			
	Q1	Q2	Q3	Q4
CIVICS				
Explains responsibilities of leaders & team members in effective groups				
Identifies notable people, places, holidays & American symbols				
ECONOMICS				
Gives examples of different types of				

There are drop down boxes in Infinite Campus (IC) for every indicator in the SBRC. These are for comments specific to the indicators.

This section has a drop down box in IC for general teacher comments about a student's performance and/or behavior.

Definition of Academic Performance Levels for Standards Indicator

The next two pages contain the scores and definitions used for students who are taught and evaluated on concepts that are *On Grade Level, Above Grade Level, and Below Grade Level*

Here is how it appears on the SBRC:

Academic Performance Level for Standards Indicators	
Name	Score
Exceeds Standards at Grade Level	E
Meets Standards at Grade Level	ME
Progressing Towards Standards at Grade Level	PRG
Below Standards at Grade Level	BEL
Not Evaluated	NE
Exceeds Standards Above Grade Level*	E*
Meets Standards Above Grade Level*	ME*
Progressing Towards Standards Above Grade Level*	PRG*
Below Standards Above Grade Level*	BEL*
Exceeds Standards Below Grade Level**	E**
Meets Standards Below Grade Level**	ME**
Progressing Towards Standards Below Grade Level**	PRG**
Below Standards Below Grade Level**	BEL**

Note: All three of these scoring systems could feasibly be used on one student's report card. For example, a student is above grade level on a math concept, below grade level on a writing concept, and at grade level on the remaining concepts that are taught and evaluated for that quarter.

How to Score Students Working On, Above, and Below Grade Level

STUDENTS WORKING ON GRADE-LEVEL CONCEPTS

In each quarter, the teacher will use the performance levels in the table below for **any student who is taught and evaluated on concepts that are *on grade level***. A student's progress is reported on his/her achievement during that quarter. The progress is determined by looking at overall trends of the student's performance on a variety of assessments and/or assignments. Averaging of these assessments and/or assignments will not be used to determine a quarterly score on individual concepts. If a concept has not yet been taught, or has been taught but not yet evaluated, an NE will be given for that concept.

E	Exceeds Standards	The student exceeds grade-level expectations as demonstrated by a body of evidence which shows depth of understanding and advanced application of grade-level concepts.
ME	Meets Standards	The student masters grade-level expectations as demonstrated by a body of evidence which shows individual understanding and consistent application of grade-level concepts.
PRG	Progressing Towards Standards	The student has basic understanding of and partially meets grade-level expectations as demonstrated by a body of evidence.
BEL	Below Standards	The student has minimal understanding of and consistently does not meet grade-level expectations as demonstrated by a body of evidence.
NE	Not Evaluated	The concept has not yet been taught or the concept has been taught but not yet evaluated.

STUDENTS WORKING ABOVE GRADE-LEVEL CONCEPTS

In each quarter, the teacher will use the performance levels in the table below for **any student who is taught and evaluated on concepts that are *above grade-level***. A student's progress is reported on his/her achievement during that quarter. The progress is determined by looking at overall trends of the student's performance on a variety of assessments and/or assignments. Averaging of these assessments and/or assignments will not be used to determine a quarterly score on individual concepts. If a concept has not yet been taught, or has been taught but not yet evaluated, an NE will be given for that concept.

E*	Exceeds Standards*	The student exceeds above grade-level expectations as demonstrated by a body of evidence which shows depth of understanding and advanced application of above grade-level concepts.
ME*	Meets Standards*	The student masters above grade-level expectations as demonstrated by a body of evidence which shows individual understanding and consistent application of above grade-level concepts.
PRG*	Progressing Towards Standards*	The student has basic understanding of and partially meets above grade-level expectations as demonstrated by a body of evidence.
BEL*	Below Standards*	The student has minimal understanding of and consistently does not meet above grade-level expectations as demonstrated by a body of evidence.
NE	Not Evaluated	The concept has not yet been taught or the concept has been taught but not yet evaluated.

STUDENTS WORKING BELOW GRADE-LEVEL CONCEPTS

In each quarter, the teacher will use the performance levels in the table below for **any student who is taught and evaluated on concepts that are below grade-level**. A student's progress is reported on his/her achievement during that quarter. The progress is determined by looking at overall trends of the student's performance on a variety of assessments and/or assignments. Averaging of these assessments and/or assignments will not be used to determine a quarterly score on individual concepts. If a concept has not yet been taught, or has been taught but not yet evaluated, an NE will be given for that concept.

E**	Exceeds Standards**	The student exceeds below grade-level expectations as demonstrated by a body of evidence which shows depth of understanding and advanced application of below grade-level concepts.
ME**	Meets Standards**	The student masters below grade-level expectations as demonstrated by a body of evidence which shows individual understanding and consistent application of below grade-level concepts.
PRG**	Progressing Towards Standards**	The student has basic understanding of and partially meets below grade-level expectations as demonstrated by a body of evidence.
BEL**	Below Standards**	The student has minimal understanding of and consistently does not meet below grade-level expectations as demonstrated by a body of evidence.
NE	Not Evaluated	The concept has not yet been taught or the concept has been taught but not yet evaluated.

How will the teacher decide the scores my child receives on the SBRC?

Each teacher uses a variety of assessments and/or assignments. The progress is determined by looking at overall trends of the student's performance on these assessments and/or assignments. Averaging of these assessments and/or assignments will not be used to determine a quarterly score on individual concepts. See pages 10-12 for a more in-depth explanation.

What are rubrics, and why do teachers use them?

A rubric is:

- A continuum that articulates distinct levels of knowledge and skill relative to a specific topic
- A tool that makes it easy for teachers to design and score assessments that can be used to generate both formative and summative scores
- A tool that helps the students know how their work will be evaluated before the work begins

There are many advantages to using rubrics:

- Teachers can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students
- Students have explicit guidelines regarding teacher expectations
- Students can use rubrics as a tool to develop their abilities
- Teachers can reuse rubrics for various activities

The next page contains an example of a rubric template that teachers might use when creating rubrics for projects, assignments, etc.

Generic Template for Rubric Design

Scores	Descriptors
4.0 (E)	Demonstrates understanding of more complex/advanced concepts & skills
3.0 (ME)	Demonstrates understanding of target concepts & skills
2.0 (PRG)	Demonstrates understanding of simpler concepts & skills
1.0 (BEL)	With help, demonstrates partial understanding of score 2.0 and 3.0 concepts & skills
0.0 (BEL)	Even with help, demonstrates no understanding of score 2.0 or 3.0 concepts & skills
NE	Teacher has not taught the concepts & skills and/or has taught some of the concepts & skills, but has not yet evaluated them

- *4.0, 3.0, and 2.0 involve different levels of concepts & skills*
- *1.0 & 0.0 involve 2.0 and/or 3.0 concepts and skills*

How Students are Scored on the SBRC

Before the grading period begins, the teacher or team of grade-level teachers may determine which SBRC concepts/skills/indicators will be taught and evaluated and therefore reported on the SBRC within a particular quarter.

For each of the SBRC concepts/skills/indicators, a teacher would then decide which bodies of evidence (a collection of assessments and/or assignments) would be collected to demonstrate student learning. Each body of evidence is scored using the 4-point Patterns of Assessment Scoring Rubric.

Patterns of Assessment Responses Scoring Rubric	
Score	Descriptor
4.0 (E)	Demonstrates understanding of more complex/advanced concepts & skills
3.5 (E)	Demonstrates understanding of score 3.0 concepts & skills and partial understanding of score 4.0 advanced concepts & skills
3.0 (ME)	Demonstrates understanding of target concepts & skills
2.5 (PRG)	Demonstrates understanding of score 2.0 simpler concepts & skills and partial understanding of score 3.0 target concepts & skills
2.0 (PRG)	Demonstrates understanding of simpler concepts & skills
1.5 (PRG)	Demonstrates partial understanding of score 2.0 concepts & skills
1.0 (BEL)	With help, demonstrates partial understanding of score 2.0 and 3.0 concepts & skills
0.5 (BEL)	With help, demonstrates a partial knowledge of score 2.0 concepts & skills, but not score 3.0 concepts & skills
0.0 (BEL)	Even with help, demonstrates no understanding of score 2.0 or 3.0 concepts & skills

When recording bodies of evidence for each student, a numeric (4-0) and/or rubric score (E, ME, PRG, BEL) is recorded. The number of bodies of evidence will vary depending on the concepts/skills/indicator, as well as, what the teacher needs to accurately and confidently report on each student's learning and progress.

In the past, students' report card scores typically were based on averaging assessments and/or assignments such as practice work, late assignments, extra-credit, missing assignments, quizzes and/or tests. On an SBRC, students are able to show growth with their final quarterly score reflecting where they are on a continuum of mastery towards meeting standards.

The final SBRC score is determined by looking at overall growth from the beginning to the end of the quarter/nine week period of the student's performance on assessments and/or assignments for each reporting indicator. Averaging of these assessments and/or assignments will not be used to determine a quarterly score on individual SBRC indicators. All assessments that go into determining the student's quarterly grade are scored on a 4-point rubric. Teachers look at a student's growth from the beginning to the end of the quarter to determine their overall indicator scores and then convert them into a letter grade (see table below.)

Parents will receive a SBRC and a report with letter grades for reading, writing, math, social studies, and science.

In addition to receiving SBRC scores, each student in grades 3-5 will receive a letter grade in math, reading, science, social studies, and writing.

SBRC Rubric Scores	Letter Grades
3.0 – 4.0	A
2.5 – 2.99	B
1.5 – 2.49	C
1.0 – 1.49	D
0.0 – 0.99	F
NE	NE

True competence that stands the test of time comes with reiterative learning and/or practice. We carry forward concepts and skills we encounter repeatedly and get better the more times we experience them.