



# CTCS Standards Based Grading!

2020-2021

# Standards Based Grading

- Ensures consistency from classroom to classroom.
- Provides accurate representation of student's progress for parents.
- Provides greater detail for parents about how their child is performing in school.

# What are Standards?

Standards describe what students should know and be able to do at each grade level.

Four learning goals provide the foundation for the development of all academic learning standards in Washington state:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Washington State learning standards were developed through collaborative, public processes informed by educators, administrators, community members, parents and guardians, and stakeholder groups across the state and nation.

# How will this help your child?



- Research indicates increased student achievement when students understand learning expectations.

We at CTCS are moving students from:

**From:**

“I think I am doing pretty well in math, but I get confused sometimes.”

**To:**

“I understand how to add and subtract multi-digit numbers, but I need to work on my addition and subtraction facts.”

# Purpose of Report Cards

- Provides accurate information and feedback to students and their families on the students' progress towards meeting grade level standards.
- Promotes equity among student's achievement and accountability.
- It is an objective tool to measure student progress.
- Supports students, parent and teacher in monitoring progress towards mastery of grade-level standards.



# Traditional Report Cards

- Traditional report cards generally provide one or two indications of performance (grades) for each subject.
- Mathematics:
  - Counting & Cardinality
  - Operations & Algebraic Thinking
  - Number & Operations
  - Measurement & Data

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	48		
	Absent	2		
	Tardy	1		

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement  
U = Unsatisfactory • I = Incomplete/Incomplete

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Year: \_\_\_\_\_

# Traditional Report Cards

- Grades often include factors such as behavior, attendance, homework completion, effort and extra credit.
- Including these factors in an overall grade can make it difficult for parents and teachers to identify strategies to support students success.

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	48		
	Absent	2		
	Tardy	1		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Incomplete/Incomplete				
Student:		Grade:		Year:

# An Example of a Math Test:

Student Name: John Doe					
Question	Standard		Question	Standard	
1	5.OA.1	Correct	11	5.NBT.2	Correct
2	5.OA.2	Correct	12	5.NBT.5	Correct
3	5.NBT.5	Correct	13	5.OA.2	Correct
4	5.NBT.6	Incorrect	14	5.OA.1	Correct
5	5.OA.2	Correct	15	5.NBT.1	Correct
6	5.OA.2	Correct	16	5.OA.6	Correct
7	5.NBT.6	Correct	17	5.OA.1	Correct
8	5.NBT.1	Correct	18	5.NBT.1	Correct
9	5.NBT.6	Incorrect	19	5.NBT.6	Incorrect
10	5.OA.6	Correct	20	5.OA.1	Correct

Standards based approach: John is meeting expectations for all standards except the ones circled in red. John needs additional instruction and practice to be meeting expectations in that standard.

# Standard Based Report Cards

LANGUAGE ARTS				
	Q1	Q2	Q3	Q4
<b>Reading: Fluency</b>				
1.1 Reads narrative and expository text aloud with fluency, accuracy, and expression	1	2	2	
<b>Reading: Vocabulary</b>				
1.2-1.4 Uses knowledge of word origins, synonyms, antonyms and homographs to determine the meaning of grade-level vocabulary	/	/	2	
1.5 Understands and explains figurative language	/	/	/	
<b>Reading: Comprehension</b>				
2.0-2.2 Reads and understands grade-level text	3	3	3	
2.3-2.5 Identifies and utilizes a variety of comprehension strategies	/	3	/	
<b>Reading: Analysis</b>				
3.0-3.3 Identifies and analyzes different literary genres	2	3	3	
3.4-3.7 Uses literary elements to interpret and compare text	/	3	/	
<b>Writing: Strategies</b>				
1.0 Uses the writing process to improve the quality of writing	/	/	3	
1.1-1.2 Creates multiple paragraph compositions	3	2	3	
1.4 Uses word processing tools effectively to publish writing	/	/	4	
<b>Writing: Applications</b>				
2.1 Writes narratives	2	3	3	
2.2 Writes responses to literature	/	/	3	
2.3 Writes research reports	/	/	4	
2.4 Writes persuasive compositions	/	/	/	
<b>Writing: Conventions</b>				
1.1 Demonstrates knowledge and use of grade-level sentence structure	/	/	2	
1.2 Demonstrates knowledge and use of grade-level grammar	/	2	/	
1.3-1.4 Demonstrates knowledge and use of grade-level punctuation and capitalization	/	2	2	
1.5 Demonstrates knowledge and use of grade-level spelling	/	1	/	
<b>Listening and Speaking: Strategies</b>				
1.0 Listens critically and responds appropriately with elaboration	3	4	4	
<b>Listening and Speaking: Application</b>				
2.0 Delivers well-developed, focused and coherent presentations	/	3	4	
MATHEMATICS				
	Q1	Q2	Q3	Q4
<b>Number Sense: Place Value</b>				
1.1 Compares and rounds very large and very small numbers	2	2	4	
1.2 Understands and computes percents	/	/	2	
1.4 Determines and writes prime factors using exponential notation	2	3	3	

  

MATHEMATICS (continued)				
	Q1	Q2	Q3	Q4
<b>Number Sense: Computation with Whole Numbers</b>				
2.1 Adds negative numbers and subtracts positive integers from negative integers	/	/	2	
2.2 Demonstrates proficiency with division with one and two digit divisors	/	2	3	
<b>Number Sense: Computation with Fractions</b>				
2.3 Adds and subtracts fractions and mixed numbers with unlike denominators	/	/	3	
2.4-2.5 Multiplies and divides unlike fractions and mixed numbers	/	/	2	
<b>Number Sense: Computation with Decimals</b>				
2.1 Adds and subtracts decimals	3	2	3	
2.1 Multiplies and divides decimals	2	2	3	
<b>Algebra &amp; Functions</b>				
1.2 Uses a letter to represent an unknown quantity and solves simple problems	3	2	3	
1.4-1.5 Writes, solves and graphs equations using linear functions	/	/	/	
<b>Measurement and Geometry</b>				
1.1 Understands and computes area for a variety of figures	/	/	/	
1.2-1.3 Understands and computes surface area and volume for cubes and rectangular prisms	/	/	/	
2.1 Measures and draws angles, lines, and shapes	/	3	3	
2.2 Understands and applies rules regarding the sums of angles	/	4	4	
<b>Statistics, Data Analysis and Probability</b>				
1.1 Finds mean, median, and mode	/	3	3	
1.2 Organizes, displays, and interprets data in appropriate graphs	/	/	/	
<b>Mathematical Reasoning</b>				
1.0-1.3 Analyzes problems and uses a variety of methods to explain reasoning	3	3	2	
HISTORY/SOCIAL SCIENCE				
	Q1	Q2	Q3	Q4
5.1 Describes the geography, culture, and government of pre-Columbian settlements	/	/	3	
5.2 Understands the role and impact of early explorers	/	/	3	
5.3 Understands the relationship between Native Americans and settlers	/	/	/	
5.4 Understands the development of the Colonial era	/	/	/	
5.5-5.6 Understands the causes, major events, and consequences of the American Revolution	/	/	/	
5.7 Understands the role and history of the Constitution	/	/	/	
5.8 Understands immigration and settlement patterns from 1758 to mid-1880	/	/	/	
5.9 Knows the 50 states and their capitals	/	/	/	
SCIENCE				
	Q1	Q2	Q3	Q4
<b>Physical Science</b>				
1.1 Understands elements and how their				

- Each content area is broken down into specific academic skills and knowledge, allowing parents to have detailed information about the skills that their child has acquired and where he or she may need additional instruction and support.
- The goal is for ALL student to achieve a “3” (or higher) in each standard by the end of the school year.

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1.4 Uses word processing tools effectively to publish writing	/	/	4	
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1.4-1.5 Writes, solves and graphs equations using linear functions	/	/	/	
<b>Measurement and Geometry</b>				
1.1 Understands and computes area for a variety of figures	/	/	/	
1.2-1.3 Understands and computes surface area and volume for cubes and rectangular prisms	/	/	/	
2.1 Measures and draws angles, lines, and shapes	/	3	3	
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1.1 Finds mean, median, and mode	/	3	3	
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	Q1	Q2	Q3	Q4
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5.4 Understands the development of the Colonial era	/	/	/	
5.5-5.6 Understands the causes, major events, and consequences of the American Revolution	/	/	/	
5.7 Understands the role and history of the Constitution	/	/	/	
5.8 Understands immigration and settlement patterns from 1758 to mid-1880	/	/	/	
5.9 Knows the 50 states and their capitals	/	/	/	
<b>SCIENCE</b>				
	Q1	Q2	Q3	Q4
<b>Physical Science</b>				
1.1 Understands elements and how their				

- Characteristics of a successful learning are reported separately.
- By reporting these separately, parents and teachers have additional and specific information to support each child's success in school.

# Teacher Responsibility:

- Identify which standards are taught and assessed each quarter.
- Use assessments for those standards along with rubrics to determine students' proficiency level towards meeting the standards.

# Indicators for Academic Success:

<b>4</b>	<b>Exceeds Standard</b>	The student consistently demonstrates an understanding and application of skills and concepts beyond the grade level standard.
<b>3</b>	At Standard	The student is able to consistently demonstrate mastery of the grade level standard. Evidence shows ability to apply concepts in a variety of contexts.
<b>2</b>	Approaching Standard	The student is able to demonstrate partial understanding of the grade level standard. Student produces evidence that may often contain errors.
<b>1</b>	Not at Standard	The student has not shown sufficient progress towards given standard.
<b>NA</b>	Not Assessed	The standard was not addressed this quarter, or the student was not enrolled long enough to accurately assess.

# Your goal: To ride a bike by yourself

	4	<b>Exceeding the Standard</b> Wow! You not only ride a bike on your own, but you can pop a wheelie, jump ramps, and perform other bike stunts.
	3	<b>Meeting the Standard</b> Congratulations! You are successfully riding a bike by yourself.
	2	<b>Progressing Toward the Standard</b> You are pedaling well and staying upright as long as someone is holding on and giving you a little push.
	1	<b>Not Meeting The Standard</b> You are riding a bike, but using training wheels

# Important Reminder...

Students learn at different rates and in different ways.

Students performance levels represent the student's performance at the time.

It is not unusual for a child to have a rang rating.

Student performance is measured in many ways.

Performance expectations increase every quarter, and student performance ratings can change as well.



4	Exceeding the Standard
3	Meeting the Standard
2	Progressing Toward the Standard
1	Not Meeting The Standard



Goal	T1	T2	T3
Driving a Car	3	2	3

In the first Trimester the student has been taught the laws and rules of the road and has demonstrated that she knows the rules and laws.



4	Exceeding the Standard
3	Meeting the Standard
2	Progressing Toward the Standard
1	Not Meeting The Standard

Goal	T1	T2	T3
Driving a Car	3	2	3

In the second trimester the student is expected to demonstrate the ability to drive on the road in a rural area, in a city and to parallel park.

At the end of the second trimester the student can drive in a rural area, and in the city but is having difficulty with parallel parking.

4	Exceeding the Standard
3	Meeting the Standard
2	Progressing Toward the Standard
1	Not Meeting The Standard



Goal	T1	T2	T3
Driving a Car	3	2	3

By the end of the third trimester the student has met the goal of driving a car. The student has successfully passed the written and road test examination.

# Students with IEP's

- For students with accommodations, the content of the standards remains the same but the instructional strategies and methods for demonstrating mastery of the standard may be adjusted.

# Report Card Questions



- Contact:
  - Your child's teacher if you have specific questions about how to help your child.

We are partnering with your family in child's success this school year and beyond!