



ON TARGET WITH STANDARDS BASED GRADING 1st & 2nd Grade Parent Guide

What are “Standards”?

In Texas the Texas Essential Knowledge and Skills (TEKS) mandate the standards/skills that each district and grade level must teach. Standards are statements of what each child should know and be able to do before advancing to the next grade level. The TEKS are developed and formatted in a manner that one grade level expectation leads to another. They continue to build on one another from K-12.

In Standards-based reporting grades are:

- Consistent
 - Grades are based on grade-level standards
 - Grades are based on quality assessments (formal and informal data gathering)
- Accurate
 - Grades reflect student achievement only. Behavior, work habits, etc. are reported separately
 - Grades are based on an individual achievement, even if the student is involved with group work
- Meaningful
 - Teachers use the most recent achievement data to determine grades (grades are not averaged)
 - Zeros are not used in place of missing or incomplete work
- Supportive of Learning
 - Formative assessment and practice are used to collect evidence that learning is occurring
 - Students have MULTIPLE opportunities to demonstrate their learning
 - Students should know from the beginning how grades will be determined
 - The learning targets are clear to teachers, students and parents


A standards-based system has four important parts:

- Content/ Priority Standards
 - Selected from grade level TEKS
 - Show what a student should know and be able to do
- Curriculum
 - Roadmap to success
 - Ensures that instruction targets standards
- Assessments
 - Formal/Informal
 - Developmental/Performance-Based
 - Measure learning and the extent to which a student has met the standards
- Reporting Tool
 - The Standards-Based report card
 - Allows teachers to communicate accurately a student’s progress toward meeting mastery of a standard

The Ratings for 1st & 2nd Grade





When reporting academic achievement, WFISD 1st & 2nd grade teachers will use the following ratings on the report card:

ELAR and Math

4	<p>Masters/Exceeds Student Expectations</p> <ul style="list-style-type: none"> ● Demonstrates advanced thinking and understanding of skills ● Masters and applies knowledge and skills that lead to consistent, high quality work that excels at grade level expectations ● Typically, few students perform at this level
3	<div style="display: flex; align-items: center;">  <div> <p>End of year expectation</p> </div> </div> <p>Meets Student Expectations:</p> <ul style="list-style-type: none"> ● Strong performance at grade level expectations; produces quality work ● Demonstrates solid and consistent understanding of skills ● Applies knowledge and skills that lead to above average work based on grade level expectations ● Completes work accurately and independently
2	<p>Approaching Student Expectations:</p> <ul style="list-style-type: none"> ● Student is approaching an understanding of the standards, concepts, and skills taught but has not yet met the standards. ● Some support from teachers is needed.
1	<p>Below Student Expectations:</p> <ul style="list-style-type: none"> ● Demonstrates an inconsistent understanding of grade level standards, concepts, and skills and is currently not meeting the grade level standards. ● Requires teacher direction, support, and assistance to learn and use skills, concepts, or strategies

Please be aware the level of difficulty changes each 9 weeks; therefore, it is possible to move from masters or meets to approaches or below level throughout the year.

Note: Students are expected to “meet student expectations” by the end of the school year. For promotion purposes students must score a rating of Approaches, Meets, or Masters in at least 70% of both the ELAR and the math skills/standards by the end of the school year.

Student Goal: Ride the Bike Independently		
	4	Exceeding the Standard The student can not only ride the bike independently, but also perform stunts!
	3	Meeting the Standard The student is successful at riding the bike independently.
	2	Progressing Toward the Standard The student is pedaling well and staying upright, as long as someone is assisting.
	1	Not Meeting the Standard The student is riding a bike, but only with the use of training wheels

Science & Social Studies	
S	<u>Satisfactory</u> Student consistently demonstrates knowledge of skill with limited errors and limited teacher support.
N	<u>Needs Improvement</u> Student sometimes (but not consistently) demonstrates knowledge of skill with teacher support. Improvement is needed to completely master the skill.

Music, Art & PE	
S	<u>Satisfactory</u> Student consistently demonstrates knowledge of skill with limited errors and limited teacher support.
N	<u>Needs Improvement</u> Student sometimes (but not consistently) demonstrates knowledge of skill with teacher support. Improvement is needed to completely master the skill.

Conduct and Work Habits	
S	<u>Satisfactory</u> Student displays appropriate learning skills and behaviors
N	<u>Needs Improvement</u> Student does not apply learning skills and behaviors that lead to success.

Frequently Asked Questions

What is Standards-Based Grading?

- A standards-based report card informs parents of the most important skills/concepts students should learn in each subject area at a particular grade level.
- It is designed to give parents a better understanding of the strengths and weaknesses of their child's learning

What is a standard?

In Texas, the Texas Essential Knowledge of Skills (TEKS) are the standards that determine what a student should know and be able to do. Performance-based objectives and skills listed on the report card are directly related to the TEKS for that subject area/grade level as set by the state. Mastery of each standard is expected by the end of the school year

What examples of data do teachers use to assign grades?

With a standards-based approach, teachers evaluate student learning in a variety of ways using classroom observations and classwork, along with formative and summative assessments.

What if a student earns a “3” one nine weeks , then a “2” the following nine weeks on the same concept?

The score is an indication of performance with expectations of difficulty that increase throughout the school year. The concepts increase in difficulty as the year progresses. Therefore, a student who demonstrates a score of “3” in one 9 weeks could earn a “2” the next 9 weeks when the rigor of the standard has increased. This indicates the student understands the major elements of the concept but may need more development of the details or application and more teacher support.

What if students don't get all 3's on their report card?

Some concepts and skills are more difficult to grasp than others, but given time and motivation students can continually challenge themselves. A score of 2 while learning a new skill or concept is appropriate. A score of 3 by the end of the school year demonstrates a thorough understanding of the skill or standard.

Is it possible to achieve a “4”?

Yes it is. However, a “4” means that the child is presently demonstrating work that is beyond what is expected for mastery of the standard. It demonstrates advanced thinking and understanding of the skills and concepts. Typically, few students perform at this level.

How will achievement be reported?

A standard-based report card clearly communicates student progress towards mastery of each standard. A number key code for meeting expectation, approaching expectation etc. will be detailed on the standards-based report card.

How will student achievement on standards be assessed?

Student achievement can be assessed in a variety of formal and informal methods including but not limited to:

Observations	Portfolios
Group Discussions	Quizzes and Tests
Reflections	Assessments
Interviews	Graphic Organizers
Journals	Performance Tasks
Games	Projects
Running Records	Reports
Class Work	Reading Inventories

Will the standards-based scoring be comparable to the traditional report card?

Grades on the traditional report card and proficiency levels on a standards-based report card are not comparable. Standards-based report cards are based on individual content standards. The traditional grading system averages many standards into one overall grade. A student might be doing well on one standard while not mastering others. When the scores are averaged, it is hard to know in what area the student needs assistance. A standards-based report card allows a parent to know exactly how your child is progressing on each individual standard.

How does the standards-based report card compare to the traditional report card?

- Traditional report cards use grades, which can reflect student effort and teacher expectations. The standards-based report card indicates mastery of the grade level standards as set by the state.
- The curriculum (what we teach), the instruction (how we teach), and the assessment (how well the student learned the material) are all aligned to the standard.