



Grading Guide for Report Cards - Grades K - 5

1	Below time-of-the-year grade level expectations
2	Approaching time-of-the-year grade level expectations
3	Meets time-of-the-year grade level expectations
4	Exceeds grade level expectations at time-of-the-year
N/A or *	Standard not assessed at this time

- ★ A mark of “1”: Indicates that a student’s proficiency with skills and concepts within the standard are below the grade level expectation for the time-of-the-year. A student’s instructional level indicates a need for additional instruction and teacher support.

- ★ A mark of “2”: Indicates a student’s proficiency with skills and concepts within the standard are in close range of the grade level expectation for the time-of-the-year, but requires the support and assistance from teachers and/or materials to demonstrate understanding.

- ★ A mark of “3”: Indicates that a student’s progress with skills and information meets the grade level expectations for the time-of-the-year. Students demonstrate understanding ***independently and require little or no adult support*** to demonstrate proficiency. A student mastering skills and concepts at grade level will find themselves at level “3”, which indicates strong or excellent work at the expected grade level.

- ★ A mark of “4”: Indicates the “next level” of student learning. A student’s progress exceeds expectations for the standards because the student has demonstrated mastery in terms of knowledge, but also applies that knowledge in ways that go beyond expectations.

- ★ A mark of N/A or *: Indicates an area that is not assessed at that time of year.

Behaviors that Support Learning Rubric

C	Consistently respectful, responsible, and safe.
S	Sometimes respectful, responsible, and safe.
R	Rarely respectful, responsible, and safe.



Frequently Asked Questions

➤ Why does our school district use Standards Based Grading (SBG)?

The short answer of why we use SBG in grades K - 5 is that it focuses on guiding instruction versus showing how much work a student completed, Quality over Quantity. Using detailed rubrics, teachers can see their students' proficiency within the standards. From there, they can make informed decisions for their lessons and teaching practices. SBG also gives more opportunities for mastery by allowing for multiple exposures of content and ongoing teacher assessment.

➤ What grading marks should I expect to see?

While you may see some marks of "1" and "2" for the first grading period as the beginning of the year is spent reviewing and introducing skills and concepts and allowing students practice to develop independence. You may also see marks of "3" or "4". The Minnesota Mathematics Academic Standards (MMSS) and The Common Core State Standards (CCSS) identify what students are expected to know by the end of their grade level. However, ISD #318 Grand Rapids & Bigfork Schools have set "time-of-year" grade level expectations that teachers will use to assign grades. These "time-of-year" grade level expectations can be viewed on the respective grade Report Card Rubrics.

➤ How do I help my student "get a 4"?

Remember, a mark of "3" indicates that a student is meeting grade-level expectations with independence and excellence. With high and challenging expectations, a "3" is exactly where a competent student should be. "Getting a 4" is not about what more a student can do or complete, rather, it is what a student knows, and at what level she/he applies what is known to new and higher-level situations that exceed what is explicitly taught in class. The shift in thinking from the A,B,C,D, F letter grades is that "3" is the top for the grade level and should be celebrated as such.

➤ How will my student have the opportunity to demonstrate "level 4" thinking?

Classroom teachers have common formative and summative assessments that are used to measure proficiency of the grade level standards. In addition to these assessments, grade level teachers have common formative assessment tasks to present to students demonstrating independence and mastery of skills and concepts. These tasks are asking students to apply their knowledge and understanding to higher level critical thinking tasks.

➤ Is it possible for my child to "drop" from one mark to another?

It is important to note that the student does not necessarily drop a grade. The proficiency score is an indication of performance throughout the school year. In other words, the concepts are introduced and reinforced all throughout the year. Therefore, a student who demonstrates a proficiency score of 3 in first trimester/quarter could earn a 2 in second trimester/quarter depending upon the retention of the skill and concept for the student. This shift from a 3 to a 2 indicates the student understands the major elements of the concept but may need more guided and independent practice.



ISD 318 Grades K - 5 Report Card

Parents Guide to Understanding the Standards Based Report Card

Standards Based Grading and Reporting

We are currently using a full standards-based grading system and report card for all content areas at the elementary level in order to communicate more clearly what students have learned and to what degree they have learned the standards. Traditional letter grades may seem understandable, yet they provide little detail about what children can do or what they have learned. A letter grade requires teacher and parent interpretation, but does not always explicitly communicate the level of student learning that has occurred. With a standards-based approach, teachers evaluate student learning using classroom observation, student classroom work, and formative and summative assessments. The combination of these pieces of evidence when reviewed with parents provides a more detailed picture of student progress. It tells the parent what the student can do and to what degree. This in turn leads to clarity of student learning goals.

Understanding Academic Performance Level for Standards Proficiency

To be accurate, fair and consistent in reporting both student progress and achievement, teachers will use the Grading Guide and Report Card Rubrics to report individual progress with the standards in math. Four levels of progress are noted using a numeric marking system (numbers 1-4). On the Grading Guide, the numbers themselves are not the focus. Rather, the descriptor that coincides with each number is most important. The descriptors indicate the level of the individual student's skill acquisition, as well as the level of independence the student performs the standard. (See annotated Grading Guide)

Important Dates

Report Cards may be accessed online through Parent Portal at the conclusion of each quarter. This year's 2018/2019 end-of-the-quarter dates:

Q1: November 2nd

Q2: January 17th

Q3: March 28th

Q4: June 5th

Note: Grades K & 1 are under Trimesters

Minnesota K-12 Academic Standards in Mathematics and The Common Core State Standards in ELA

The CCSS in ELA establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

The *MMSS in K-12 Mathematics* are grounded in the belief that all students can and should be mathematically proficient. All students need to learn important mathematical concepts, skills, and relationships with understanding. The standards describe a connected body of mathematical knowledge students learn through the processes of problem solving, reasoning and proof, communication, connections, and representation. The standards are grouped by strands: 1) Number and Operation; 2) Algebra; 3) Geometry and Measurement; 4) Data Analysis and Probability.

For more information, visit the Minnesota Department of Education at <http://education.state.mn.us/MDE/dse/stds/Math> and <http://www.corestandards.org/ELA-Literacy>