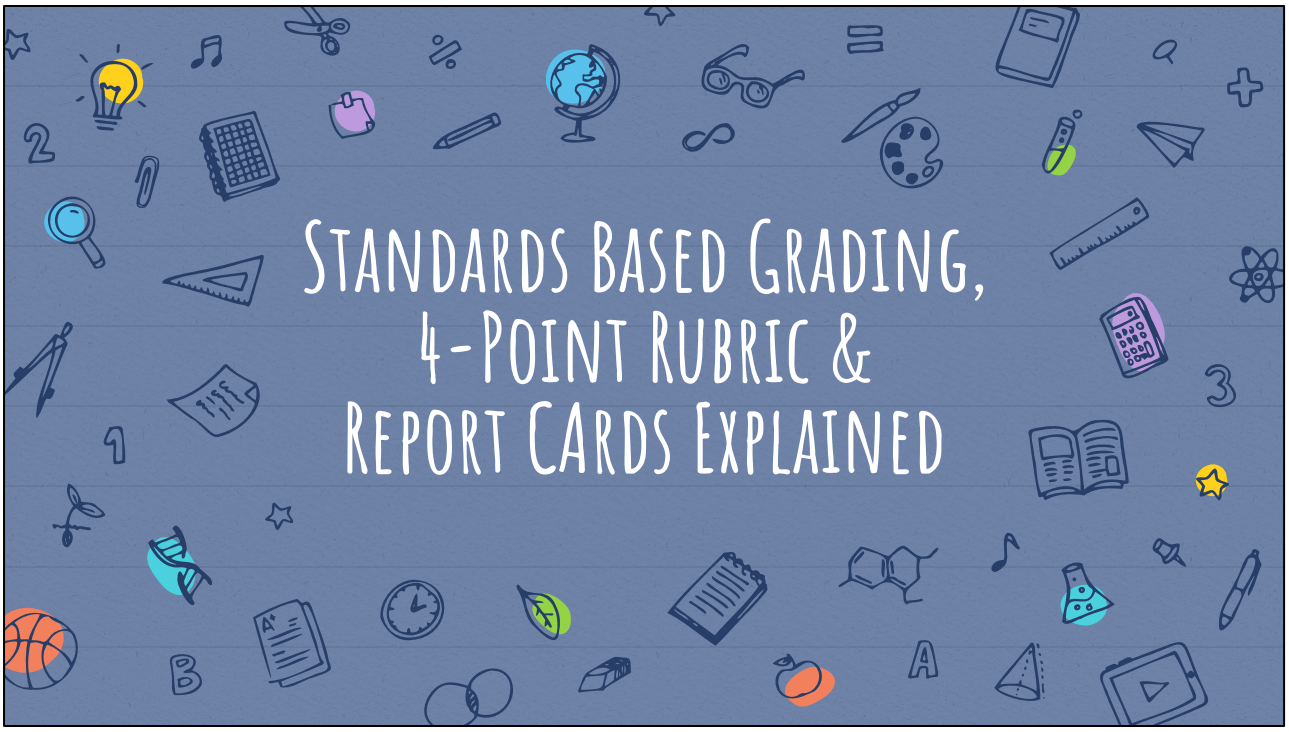


Standards Based Grading = SBG

Report cards are sent home 3 times per year and are an opportunity for teachers to share students' progress towards standards mastery as well as feedback on their execution of lifelong learning skills – those skills foundational to being a lifelong learner.

District website page: https://www.sesd.org/Page/1291

22/23 Calendar:
Report Cards Sent Home:

1. Tri 1
   a. November 18th, 2022
2. Tri 2
   a. March 10, 2023
3. Tri 3
   a. June 7, 2023

Talking to Your Child About Report Cards

- ✘ Stay positive
- ✘ Avoid Comparing your Child to others
- ✘ Listen to the key player (your child!)
- ✘ Focus on the big picture!

Remember, the report card is a tool to communicate where your child is on the path to mastery of the standards and demonstration of lifelong learning skills by the end of the year.

https://www.todaysparent.com/family/how-to-talk-to-your-kid-about-report-cards/
https://www.familyeducation.com/school/report-cards/talking-your-child-about-report-cards

A Parent's Guide to the Common Core State Standards (CCSS)

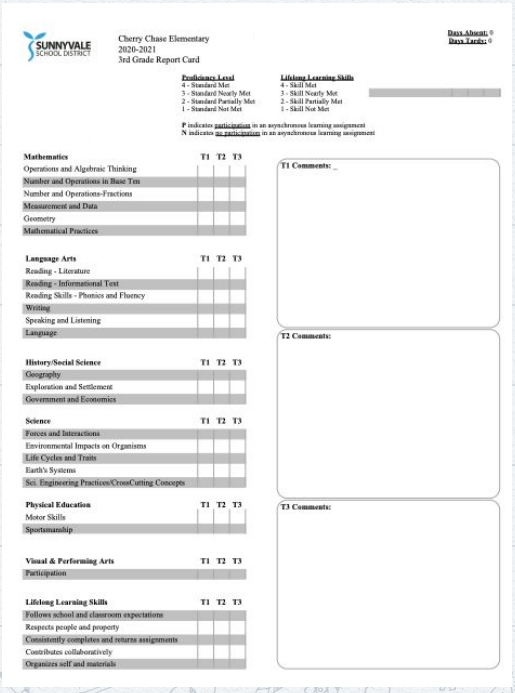
National PTA Resource Website: Parents' Guides to Student Success - Family Resources | National PTA
CA Dept of Education Resource Website: https://www.cde.ca.gov/re/cc/ccssresourcesparents.asp

Understanding Your Child's Report Card

[Parent Guides to Report Cards on SSD Website...Scroll down for grade level links.]

Parent Guides to the Report Card in English

- Kinder
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade



SUNNYVALE SCHOOL DISTRICT

Cherry Chase Elementary
2020-2021
3rd Grade Report Card

Days Absent: 0
Days Tardy: 0

Proficiency Level
4 - Standard Met
3 - Standard Nearly Met
2 - Standard Partially Met
1 - Standard Not Met

Lifelong Learning Skills
4 - Skill Met
3 - Skill Nearly Met
2 - Skill Partially Met
1 - Skill Not Met

P indicates participation in an asynchronous learning assignment
N indicates no participation in an asynchronous learning assignment

Mathematics	T1	T2	T3
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Number and Operations-Fractions			
Measurement and Data			
Geometry			
Mathematical Practices			

Language Arts	T1	T2	T3
Reading - Literature			
Reading - Informational Text			
Reading Skills - Phonics and Fluency			
Writing			
Speaking and Listening			
Language			

History/Social Science	T1	T2	T3
Geography			
Exploration and Settlement			
Government and Economics			

Science	T1	T2	T3
Forces and Interactions			
Environmental Impacts on Organisms			
Life Cycles and Traits			
Earth's Systems			
Sci. Engineering Practices/CrossCutting Concepts			

Physical Education	T1	T2	T3
Motor Skills			
Sportsmanship			

Visual & Performing Arts	T1	T2	T3
Participation			

Lifelong Learning Skills	T1	T2	T3
Follows school and classroom expectations			
Respects people and property			
Consistently completes and returns assignments			
Contributes collaboratively			
Organizes self and materials			

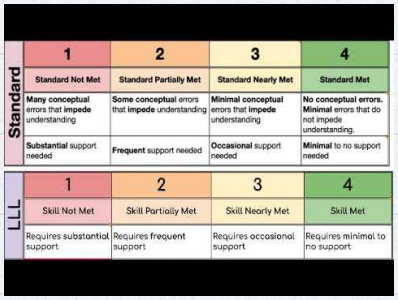
T1 Comments: _

T2 Comments:

T3 Comments:

"Parent Guides to the Report Card" describe grade level standards and learning expectations that aren't necessarily communicated through the report card itself. Standards are unpacked by grade level in these guides.

Standards Based Grading (SBG) and the 4-Point Rubric Explained



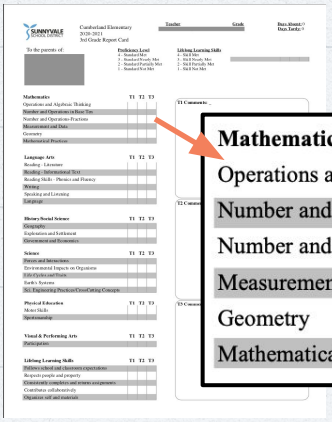
Standard	1	2	3	4
	Standard Not Met	Standard Partially Met	Standard Nearly Met	Standard Met
	Many conceptual errors that **impede** understanding	**Some conceptual** errors that **impede** understanding	**Minimal conceptual** errors that **impede** understanding	**No conceptual errors. Minimal** errors that do not impede understanding.
	Substantial support needed	**Frequent** support needed	**Occasional** support needed	**Minimal** to no support needed

LLL	1	2	3	4
	Skill Not Met	Skill Partially Met	Skill Nearly Met	Skill Met
	Requires substantial support	Requires frequent support	Requires occasional support	Requires minimal to no support

Key Components of SBG
Link: https://youtu.be/SD6yaGoULGQ

4-point Rubric Explained
Link: https://youtu.be/36DTfZ4JEaE

Reading the Report Card: Content areas



Mathematics

Operations and Algebraic Thinking

Number and Operations in Base Ten

Number and Operations-Fractions

Measurement and Data

Geometry

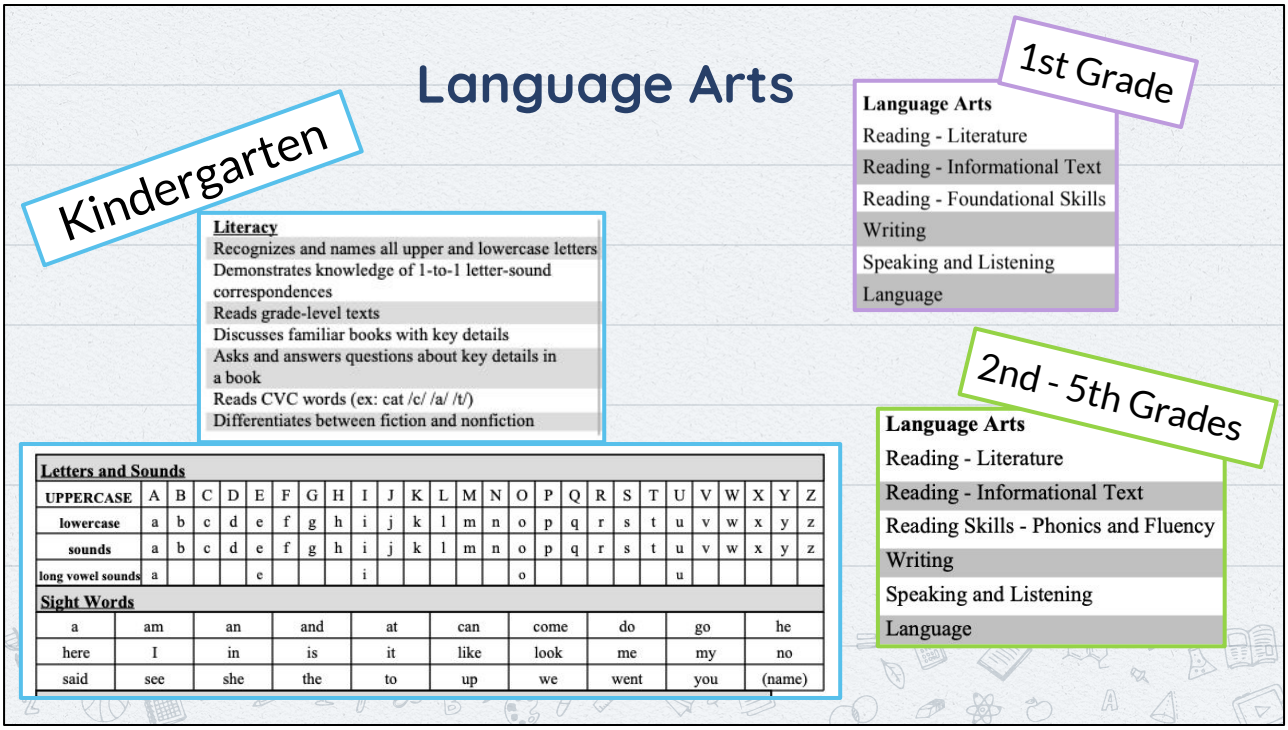
Mathematical Practices

Operations and Algebraic Thinking (grade 3)

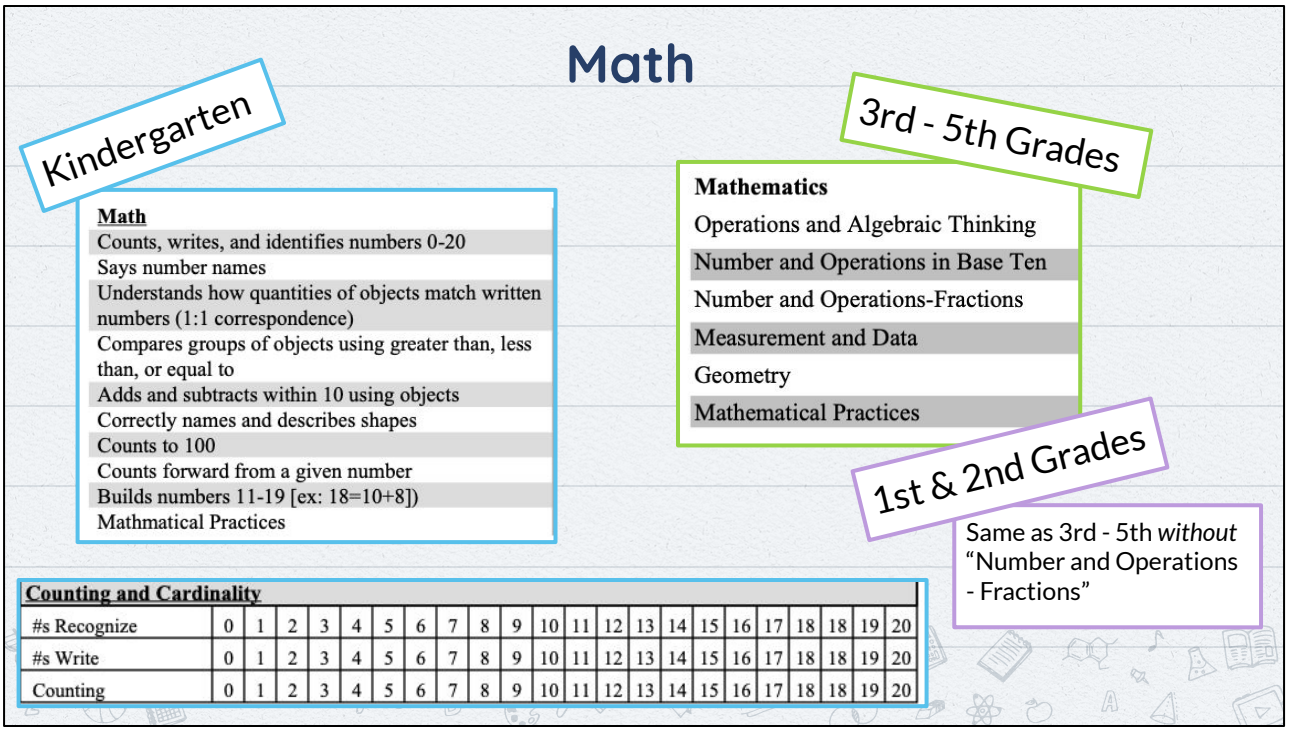
- Interpret products of whole numbers
- Interpret whole-number quotients of whole numbers
- Use multiplication & division within 100 to solve word problems
- Determine the unknown whole number in a multiplication or division equation
- Apply properties of operations as strategies to multiply & divide
- Understand division as an unknown-factor problem
- Fluently multiply and divide within 100
- Solve two-step word problems using the four operations
- Identify arithmetic patterns & explain them using

There are many standards under each heading on the report card. Since grades are assigned based on what has been taught thus far, you can expect grades to fluctuate in subsequent trimesters based on what additional standards have been taught. Standards build upon and extend from prior trimesters.

Standards guides for Parents are available on the District Website: Link

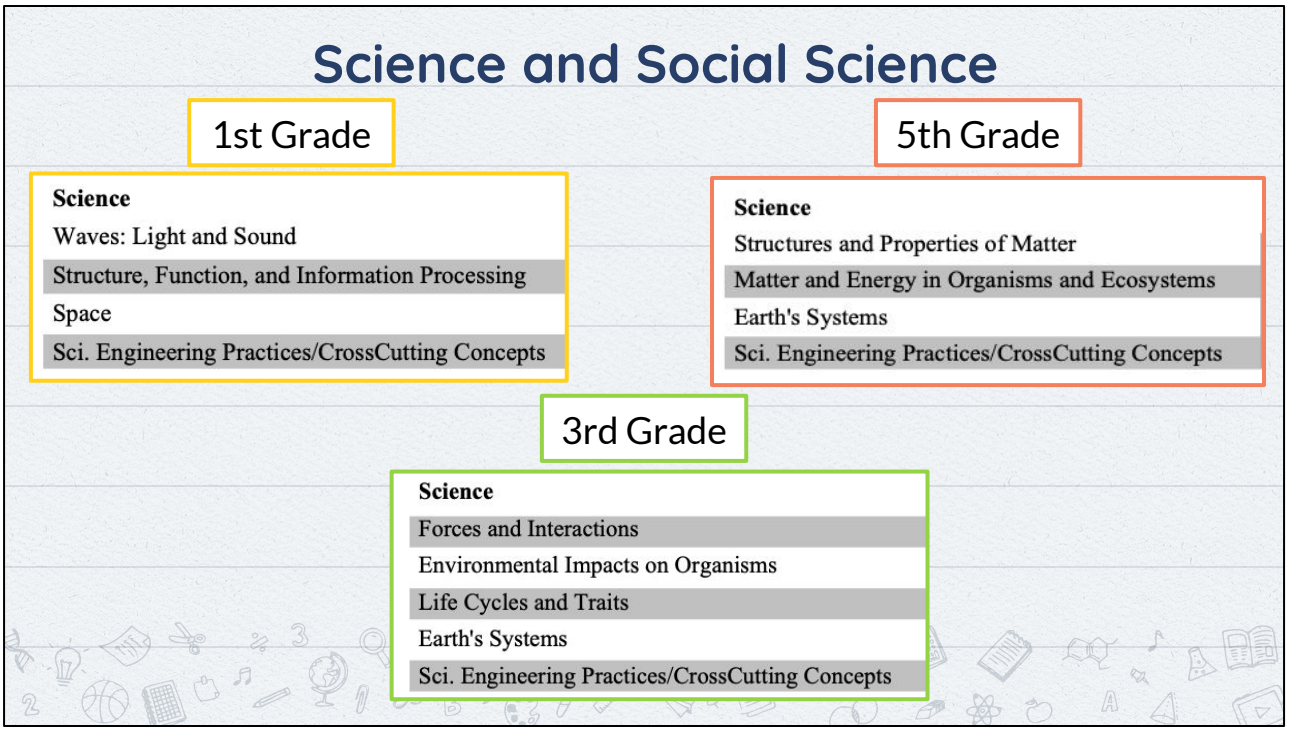


These are the ELA strands. There are multiple sub standards within each strand. It is worth further exploration of the CCSS to understand what the grades are made up of. The standards are listed in detail on corestandards.org



Math domains/ big idea standards---specific to each Grade Level

Math Practices-behaviors and habits of mathematicians---using tools, constructing arguments, etc. that are used when solving and interacting with all the math domains. Transcend all different content domains.



Each trimester should have grades for at least one strand in both social studies and science.

Standards Based Grading:
4 Point Rubric for Content

Standard	1	2	3	4
	Standard Not Met	**Standard Partially Met**	**Standard Nearly Met**	**Standard Met**
	Many conceptual errors that **impede** understanding	**Some conceptual** errors that **impede** understanding	**Minimal conceptual** errors that **impede** understanding	**No conceptual errors. Minimal** errors that do not impede understanding.
	Substantial support needed	**Frequent** support needed	**Occasional** support needed	**Minimal** to no support needed

Proficiency Level
4 - Standard Met
3 - Standard Nearly Met
2 - Standard Partially Met
1 - Standard Not Met

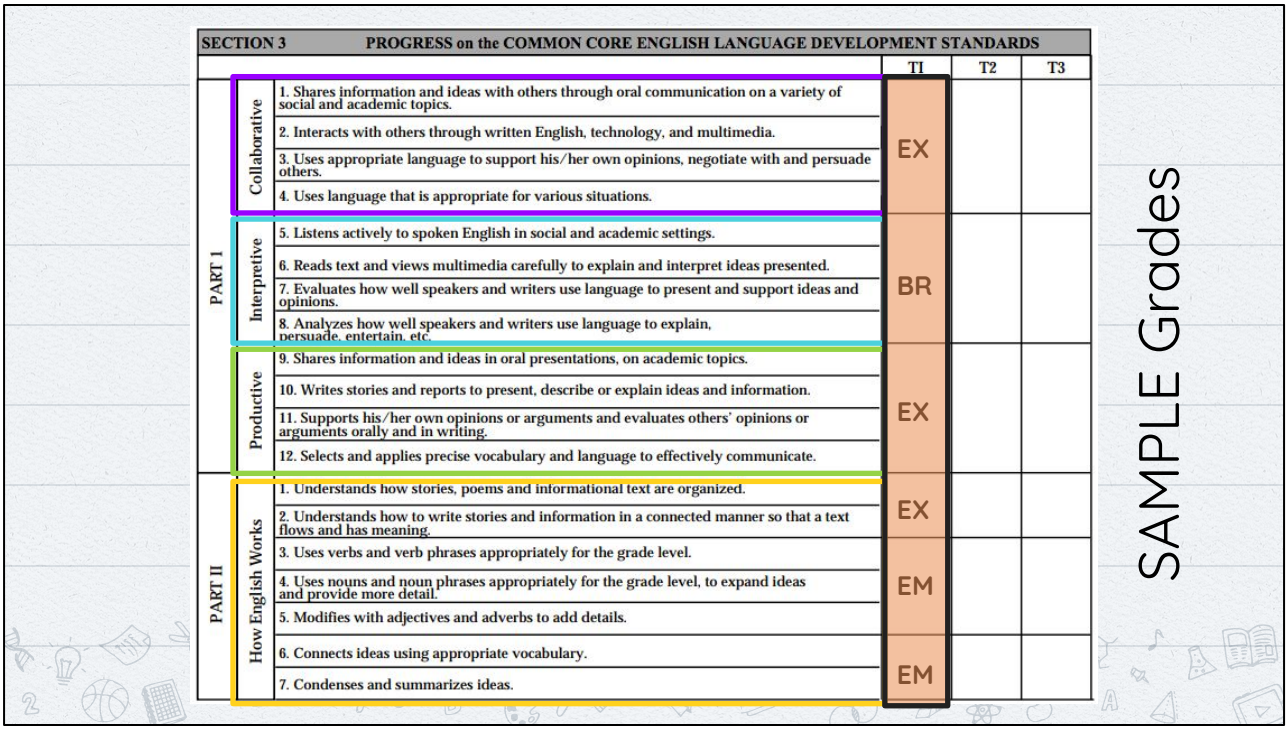
English Language Development- ELD

Unique Report Card Rubric: EM, EXP, BR

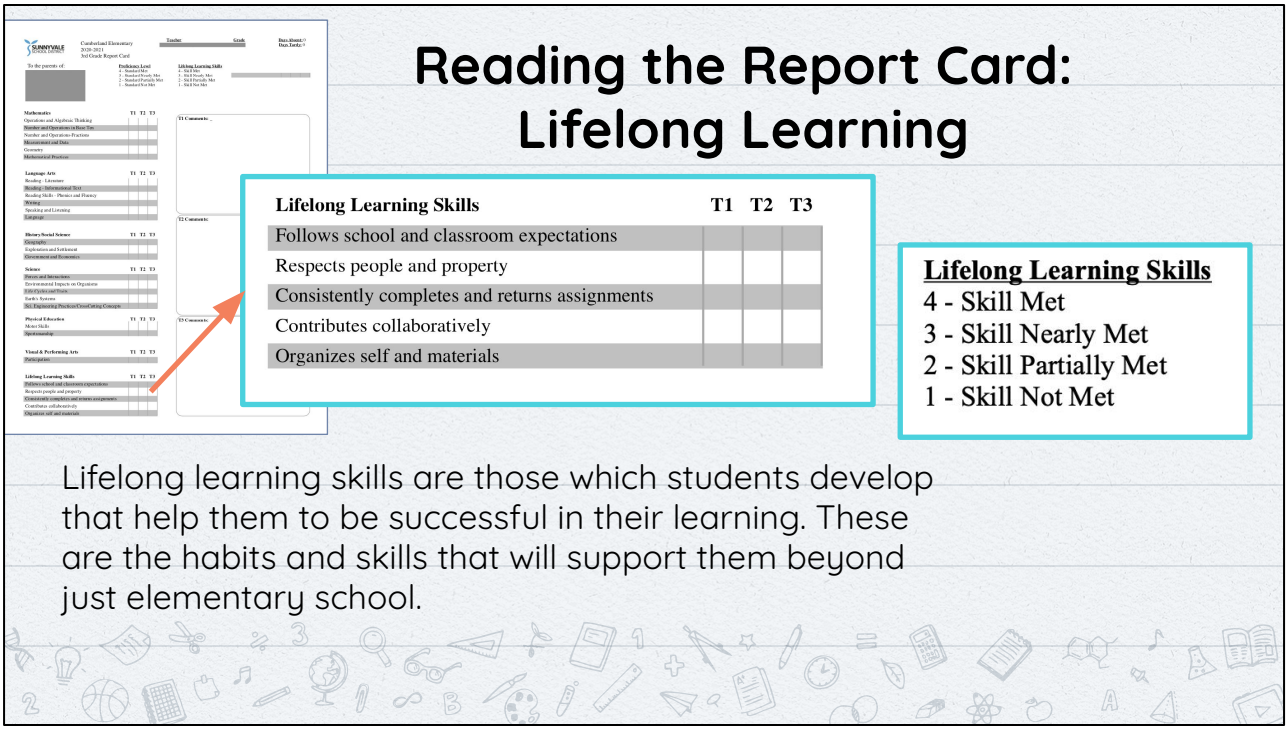
SECTION 1	English Proficiency Levels and Descriptors			
Summative ELPAC	Minimally Developed (1)	Somewhat Developed (2)	Moderately Developed (3)	Well Developed (4)
ELD Proficiency Levels	Emerging (EM)	Expanding (EXP)		Bridging (BR)
General description of student's language ability at each level	• progresses very quickly • uses English for immediate needs • begins to understand and use academic vocabulary and features of academic language • needs substantial support	• increases his/her English skills in more contexts • learns a greater variety of vocabulary and linguistic structures and applies them in more sophisticated ways • needs moderate support		• learns and applies a range of high-level English language skills in a variety of contexts • transitions to full engagement in grade level academic tasks in all content areas • needs limited support

SECTION 2	English Proficiency Assessment Performance and Progress									
Grade Level	TK	K	1	2	3	4	5	6	7	8
ELPAC LEVEL										

If your child is an English Learner, you can expect to receive an ELD report card. The report card will show where your student is in his or her mastery of the English language



EM = Emerging
EX = Expanding
BR = Bridging



As was explained in the video on a previous slide -
Key components of SBG -
SSD has made a point to report separately on Lifelong Learning Skills - while these behaviors are known to have a very strong correlation to supporting academic achievement, we also know they are not 100% dependent on one another. They are not directly tied to student understanding of the academic standards and transcend any particular content area...
There are students who may be putting in a lot of effort - the contributing, completing and returning assignments, but not meeting standards academically - this is valuable information. And...there are those for whom certain academic skills or knowledge may come more innately - who may not at this earlier stage of learning have to work as hard to achieve grade level standard for that trimester...that is also valuable information. If standards grades are all 3s and 4s but lifelong learning skills are 1s and 2s, that helps us to understand that this is a child who may need other motivators to practice the skills of being a learner - for when the time comes that a particular topic or subject does NOT come quite so easily and demands more effort and perseverance...**they are the** habits and skills that will support students beyond just elementary school.

Standards Based Grading:
4 Point Rubric for Lifelong Learning Skills

Lifelong Learning Skills	1	2	3	4
	Skill Not Met	**Skill Partially Met**	**Skill Nearly Met**	**Skill Met**
	Requires **substantial** support	Requires **frequent** support	Requires **occasional** support	Requires **minimal** to no support

Lifelong Learning Skills
4 - Skill Met
3 - Skill Nearly Met
2 - Skill Partially Met
1 - Skill Not Met

P indicates participation in an asynchronous learning assignment
N indicates no participation in an asynchronous learning assignment

NOTICE: different descriptors for the 4 point scale

Developing LIFELONG Expert Learners

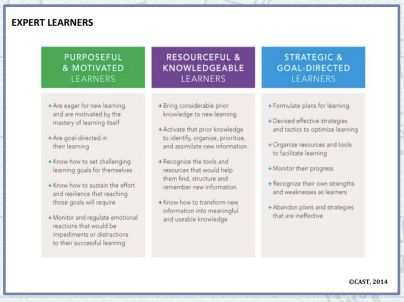
At Cumberland, our **mission** is...
to develop globally aware learners who are compassionate problem solvers and leaders.

Critical to our mission is teaching students ***how*** to learn, how to be ***expert learners*** - not merely to teach them just "the facts" or how to get the "right answer.".

Expert Learners are:
-purposeful and motivated learners
-resourceful and knowledgeable learners
-strategic and goal-directed learners

Universal Design For Learning...supports our mission...
The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's strengths and needs - with the ultimate goal of supporting students in becoming expert learners: "Expert learner is any learner who knows how to best manage their strengths and challenges in order to achieve their educational goals"

Click on any of these images to learn more about what it means to be an ***expert learner.***



CAST (2017). *UDL Tips for Fostering Expert Learners*. Wakefield, MA: Author. Retrieved from http://www.cast.org/publications/2017/udl-tips-fostering-expert-learners

Video, Graphic, Article

Developing globally aware learners who are compassionate problem solvers and leaders - lifelong lovers of learning.

ADDITIONAL RESOURCES:

ELD Standards

https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Common Core Standards
Corestandards.org

Questions?
Contact Laurie Carlson
Principal:
laurie.carlson@sesd.org