

# **CCSD93 STANDARDS-BASED GRADING PARENT INFO NIGHT**

10/29/24 - 6:30 p.m.



## **LEARN MORE ABOUT:**

How standards-based grades work  
TeacherEase grade reporting & report cards  
Work habit scores  
Q & A

**E, M, P, LP?**

**EMAIL QUESTIONS TO [REPLY@CCSD93.COM](mailto:REPLY@CCSD93.COM)**

# Standards Based Reporting

- CCSD93 is a standards based district
- All teaching, learning, and grading aligns to grade level standards
- Our grade reporting system is meant to reflect progress toward these standards

# Traditional Grading and Standards-Based Grading

<u>Traditional Grading</u>	<u>Standards Based Grading</u>
Based on % or # correct on assignments and assessments	Based on mastery of specific learning targets or standards
Overall grade for Subject/Course	Report student progress on more specific skill areas within the subject/course
Uses Letter Grades	Uses progress/performance descriptors

# Today's Standards

**5.R.I.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

**5-ESS2-1** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Notice the verbs: Standards moved from define, list, know, memorize to justify, design, evaluate, etc.



# Standards Based Reporting

District Elementary Scale	
E	Exceeding end of the year standards
M	Meeting end of the year standards
P	Progressing toward end of the year standards
LP	Limited Progress toward end of the year standards

All standards scores reflect student progress towards end of year/grade level standards

# Rubrics

<b>STANDARD</b>	<b>LP (Limited Progress)</b> <i>Emerging, brief, few, limited</i>  <i>Student is in the process of acquiring and developing the basic knowledge and skills toward the standard</i>	<b>P (Progressing)</b> <i>Basic, partial, appropriate</i>  <i>Student demonstrates basic knowledge and skills according to the standard</i>	<b>M (Meets)</b> <i>Considerable, substantial, consistent</i>  <i>Student demonstrates understanding of concepts, knowledge, and skills according to the standard</i>	<b>E (Exceeds)</b> <i>In-depth, extensive, comprehensive, insightful</i>  <i>Student demonstrates transferable understanding of concepts, knowledge, and skills according to the standard</i>
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# Rubrics

## Standards Based Grading Rubric

**Grade:** Fifth Grade

**Subject:** ☒ ELA ☐ Math

**Unit/Module:** N/A

[Reading Literature](#)

[Reading: Informational Text](#)

[Reading: Foundational Skills](#)

[Language](#)

[Writing](#)

[Speaking and Listening](#)

Standards	LP (Limited Progress)	P (Progressing)	M (Meets)	E (Exceeds)
READING: LITERATURE				
<b>RL 5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Provided <b>few</b> accurate quotes from a text to explain what the text says explicitly <b>OR</b> Quoted <b>few</b> accurate details from a text to explain inferences drawn from the text	Provided accurate quotes from a text to explain what the text says explicitly <b>OR</b> Provided accurate quotes to explain inferences drawn from the text	Provided accurate quotes from a text to explain what the text says explicitly <b>AND</b> Provided accurate quotes to explain inferences drawn from the text	Provided accurate quotes from a text to give an <b>in-depth</b> explanation of what the text says explicitly <b>AND</b> Provided accurate quotes to explain <b>insightful</b> inferences drawn from the text
<b>RL 5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Provided a <b>limited</b> statement of a theme of the text based on how characters' actions, thoughts, <b>or</b> responses to challenges <b>or</b> how a speaker in a poem reflects upon a topic  Provided a <b>limited</b> summary	Provided a <b>basic</b> statement of a theme of the text based on how characters' actions, thoughts, <b>or</b> responses to challenges <b>or</b> how a speaker in a poem reflects upon a topic  Provided a <b>basic</b> summary of	Provided a <b>substantial</b> statement of a theme of the text based on how characters' actions, thoughts, <b>and</b> responses to challenges <b>or</b> how a speaker in a poem reflects upon a topic  Provided a <b>substantial</b>	Provided an <b>insightful</b> statement of a theme of the text based on how characters actions, thoughts, <b>and</b> responses to challenges <b>or</b> how a speaker in a poem reflects upon a topic  Provided an <b>in-depth</b>



# Work Habits

1. Appropriate use of resources, materials and technology
2. Completed assignments
3. Active participation
4. Goal setting and problem solving
5. Respects rules and directions

# Work Habits

## Rubric for 3-8 Work Habits

STANDARD	LP (Limited Progress)	P (Progressing)	M (Meets)	E (Exceeds)
<b>Demonstrates appropriate use of resources, materials and technology.</b>	<p>Student demonstrates limited understanding of appropriate use of technology and resources</p> <p>Student rarely uses technology and materials as intended</p> <ul style="list-style-type: none"> <li>Student rarely follows Acceptable Use Policy (Proper Handling/Care of Device, Approved Sites, Charged)</li> </ul>	<p>Student demonstrates basic understanding of appropriate use of technology and resources</p> <p>Student inconsistently uses technology and materials as intended</p> <ul style="list-style-type: none"> <li>Student inconsistently follows Acceptable Use Policy (Proper Handling/Care of Device, Approved Sites, Charged)</li> </ul>	<p>Student consistently uses technology and materials as intended</p> <ul style="list-style-type: none"> <li>Student consistently follows Acceptable Use Policy (Proper Handling/Care of Device, Approved Sites, Charged)</li> </ul>	<p>Student extends their own learning while consistently using technology and materials as intended.</p> <p>Some examples may include the following:</p> <ul style="list-style-type: none"> <li>Student takes ownership and initiates deeper learning</li> <li>Student demonstrates new learning and supports others</li> <li>Student viewed as role model</li> </ul>

# Summative vs. Formative Grades

Formative scores reflect practice work done in the early stages of learning a standard.

Summative scores reflect work done after students have had instruction and time to practice and learn the standard.

# Standards for Each Course

All grade level standards are listed in the gradebook for each content area.

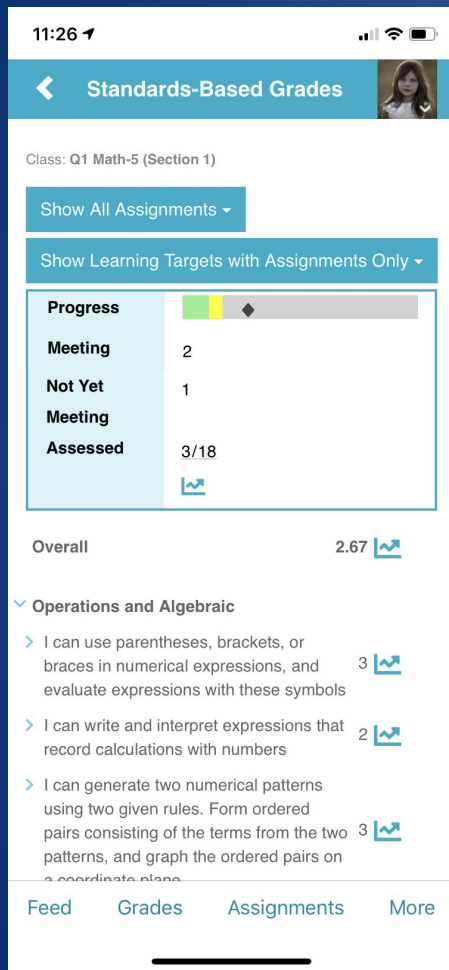
Please note that only some standards are assessed each trimester.

# Practices that flow from a standards-based approach

- Academic grades and Work Habits grades reported separately
- Homework not included in academic grades / Distinction between formative and summative work
- Retakes allowed at teacher discretion

# Standards Based Reporting

- All grades and assignments are linked to specific Illinois Learning Standards.
- A four-level scale is used to identify a student's progress toward meeting end of year grade level standards.
- Our goal is that all students meet or exceed the rigorous grade level standard expectations by the end of the school year.
- Not all standards are taught or assessed each trimester
- Students will receive standards-based grades for academic standards & separate grades for work habits



# Parent Portal App

## Clear Visual Overview

## Options to tap for more information

# Website View

Grading Period: T1 ▾

Class	Instructor	Progress		
FIFTH GRADE		<div><div></div></div>		<a href="#">Details</a>
5 VISUAL ART		<div><div></div><div></div></div>		<a href="#">Details</a>
5 ENGLISH LANGUAGE ARTS		<div><div></div><div></div></div>		<a href="#">Details</a>
5 MATHEMATICS		<div><div></div><div></div></div>		<a href="#">Details</a>
5 MUSIC		<div><div></div></div>		<a href="#">Details</a>
5 PHYSICAL EDUCATION		<div><div></div></div>		<a href="#">Details</a>
5 SCIENCE		<div><div></div></div>		<a href="#">Details</a>
5 SOCIAL SCIENCE		<div><div></div></div>		<a href="#">Details</a>

- Learning Targets where student is meeting expectations.
- Learning Targets assessed but student is not yet meeting expectations.
- Learning Targets have not been introduced/assessed.

# Detail View (App and Website)

## ✓ Reading Literature

- › Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- › Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- › Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- › Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.



## ✓ Reading Informational

- › Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- › Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- › Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.



## ✓ Foundational Skills

- › Read with sufficient accuracy and fluency to support comprehension.



## ✓ Writing

- › Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- › Produce clear and coherent writing in which the development and organization are appropriate to task,



Letter Grade	Notes	Meets Expectation
E	Exceeding end of the year standards	Yes
M	Meeting end of the year standards	Yes
P	Progressing toward end of the year standards	No
LP	Limited Progress toward end of the year standards	No

**Calculation Mode:** Decaying Weights

Formative/Practice assignments do not count towards the grade.

## Key

[blank]	No information shown/entered
	Handed in but not yet graded
	Missing (Assignment highlighted in red)
	Excused and not counted toward student grade
	Work was handed in late

# Assignment View (App and Website)

Due ↓	Assignment	Learning Targets	Score	Comments	Key
11/15	<u>Module 3 Lesson 3 Exit Ticket</u>	CC.5.NF.1	P	(Formative/Practice)	[blank] No information shown/entered
11/10	<u>Module 2 #6</u>	CC.5.OA.1 CC.5.OA.2 CC.5.NBT.1 CC.5.NBT.2 CC.5.NBT.5 CC.5.NBT.6 CC.5.NBT.7 CC.5.MD.1	P P P P P P P P		<div>  Handed in but not yet graded         </div> <div>  Missing (Assignment highlighted in red)         </div> <div>  Excused and not counted toward student grade         </div> <div>  Work was handed in late         </div>
11/10	<u>Module 2 #5</u>	CC.5.NBT.6	M		
11/10	<u>Module 2 #4</u>	CC.5.NBT.7	P		
11/10	<u>Module 2 #3</u>	CC.5.OA.1 CC.5.NBT.6	M M		
11/10	<u>Module 2 #2</u>	CC.5.NBT.1 CC.5.NBT.2 CC.5.NBT.6	M M M		
11/10	<u>Module 2 #1</u>	CC.5.NBT.1 CC.5.NBT.2 CC.5.NBT.7	LP LP LP		
11/2	<u>Module 2 Lesson 27 Exit Ticket</u>	CC.5.NBT.7	P	(Formative/Practice)	
11/2	<u>Module 2 Lesson 26 Exit Ticket</u>	CC.5.NBT.7	P	(Formative/Practice)	
10/27	<u>Module 2 Lesson 24 Exit Ticket</u>	CC.5.NBT.7	P	(Formative/Practice)	
10/19	<u>Module 2 Lesson 20 Exit Ticket</u>	CC.5.NBT.6	LP	(Formative/Practice)	
10/19	<u>Module 2 Lesson 19 Exit Ticket</u>	CC.5.NBT.6		(Formative/Practice)	



# Report Card

District Elementary Scale	
E	Exceeding end of the year standards
M	Meeting end of the year standards
P	Progressing toward end of the year standards
LP	Limited Progress toward end of the year standards

A blank indicates the standard was not assessed this trimester.

FIFTH GRADE	T1	T2	T3	Comments
<b>Work Habits</b>				
Demonstrates appropriate use of resources, materials and technology	M	M	M	
Submits completed assignments on time with attention to required expectations	M	M	M	
Demonstrates accountability for learning through active participation	M	M	E	
Demonstrates accountability for learning through goal setting and solving academic problems appropriately	P	P	M	
Respects learning environment, rules and directions across settings	P	P	P	

5 ENGLISH LANGUAGE ARTS	T1	T2	T3	Comments
<b>Reading Literature</b>	P	P	M	
<b>Reading Informational</b>	P	P	M	
<b>Foundational Skills</b>	P	M	E	
<b>Writing</b>	P	P	M	
<b>Speaking and Listening</b>	P	P	M	
<b>Language</b>	P	P	M	
<b>Course Comments</b>				
Additional comments related to all standards				

5 MATHEMATICS	T1	T2	T3	Comments
<b>Operations and Algebraic Thinking</b>				
<b>Number and Operations in Base Ten</b>	M	M		
<b>Number and Operations - Fractions</b>		P	M	
<b>Measurement and Data</b>	P	P	M	

