



Standards-Based Grading and Parent Portal at Akron Elementary School

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Elementary Parent Portal Uses:

- **Report Cards**
- **School Newsletter/Announcements**
- **Various Assessment documents**
 - ✓ STAR Reports Reading and Math
 - ✓ AimsWeb Reports
 - ✓ Literacy/Reading Progress Reports
 - ✓ Academic Intervention reports
 - ✓ State Assessments Grades 3-5

Standards Based Reporting



The Akron Elementary Progress Report will inform parents, students, and teachers about academic progress; using a consistent reporting system based on New York State Common Core Learning Standards to improve student learning.

What is the Purpose of the Progress Report

- **We need to rethink what a grade “means”...**
 - Provide more detailed feedback to students and parents about academic progress
 - Clearly define expectations and goals for student success

How does the *Standards-Based Progress Report* compare to the letter grade/percentage system?

Traditional Grading:

- Focuses on an average of assignments and tests
- Gives a single grade for an entire subject area (ie. Math 80% or G)
- Combines learning behaviors and achievement
- Gives a skewed understanding of what students have learned and how they are performing

Standards Based grading:

- Focuses on what learning is essential and what has been learned
- Communicates what has been learned by skill(s) within a subject area
- Gives students, parents, and teachers detailed information about effort and attitude as well as achievement.

What's the difference?

REDEFINING OUR TRADITIONAL WAY OF LOOKING AT GRADES...

We need to rethink what a grade “means”...

- **Achievement grade** should be based on what student knows in relation to the standards.
- **Learning Behaviors** (Effort, Attitude, Participation, Homework) are indicators that help us to better define an achievement grade.

Academic Achievement/Learning Behaviors Rubric

4	Exceeds grade level standards/expectations
3	Meets grade level standards/expectations
2	Partially Meets grade level standards/expectations
1	Not meeting standards/expectations

**TEACHERS DON'T *GIVE*
GRADES...**

**...Students demonstrate
learning and in doing so, *earn*
*grades.***

Akron Elementary School
 Mr. Todd K. Esposito, Principal
 47 Bloomingdale Ave.
 Akron, NY 14001



Student: Ace Abrams
 ID: 2026068
 Teacher: Stachowiak, Karen A.
 School Year: 2014-2015

Student Progress Report
 Grade 1

Reporting Periods	1	2	3	Total
Days Absent	5	0	0	5
Days Tardy	1	0	0	1

Academic Achievement / Learning Behaviors	
4	Exceeds Standards
3	Meets Standards
2	Partially Meets Standards
1	Not Meeting Standards
<input type="checkbox"/>	Not presented or assessed this trimester

Characteristics of a Successful Learner			
4 - Exceeds Expectations	<input type="checkbox"/> -Not presented or assessed this trimester		
3 - Meets Expectations			
2 - Partially Meets Expectations			
1 - Not Meeting Expectations			
	1	2	3
Shows Respect			
Follows School and Classroom Rules			
Demonstrates self control			
Works Independently			
Responds appropriately for different purposes			
Assumes responsibility for own actions			
Follows directions			
Demonstrates organizational skills			
Writes legibly			
14-15 Comments:			

Literacy Development/ELA			
	1	2	3
Learning Behavior			
Instructional Reading Level	Above		
	On		
	Below		
Reading: Literature/Informational Text			
Asks and answers questions about key details in text			
Identifies main topic or central message of a text and retells using key details			
Uses text features to locate information in the text			
Makes connections between self, text, and world			
Reading: Foundational Skills			
Reads accurately and fluently to support comprehension			
Knows and applies grade-level phonics and word analysis skills in decoding words			
Automatically reads high frequency (sight words)			
Writing and Language			
Writes to communicate ideas and information effectively			
Demonstrates grade-level appropriate conventions of grammar			
Uses grade-level capitalization and punctuation			
Listening and Speaking			
Participates in classroom discussions about grade-level topics or text			

Math			
	1	2	3
Learning Behavior			
Operations and Algebraic Thinking:			
Represents and solves problems involving addition and subtraction			
Adds within 20			
Subtracts within 20			
Understands different representations of addition and subtraction equations			
Number and Operations in Base Ten:			
Extends counting sequence			
Understands place value			
Uses place value understanding to add and subtract			
Measurement and Data:			
Measures, orders, and compares the length of objects			
Geometry:			
Compares, composes, and reasons with shapes			

Social Studies			
	1	2	3

Science			
	1	2	3

ART			
	1	2	3
Learning Behavior			
Achievement			

PE			
	1	2	3
Learning Behavior			
Achievement			

MUSIC			
	1	2	3
Learning Behavior			
Achievement			

How will parents know if their child is performing on grade level?

- **Level 3** means that a student is consistently performing on grade-level
- **Level 4** means that a student always performs at the “top” of grade-level expectations, exceeding them most of the time.
- A student might begin the year at a **Level 2 or Level 1** on some sub categories of reading, writing, and mathematics; but it is our expectation that all students will be performing at **Level 3** by the end of the academic year.
- Teachers will leave blank fields on the report next to standards (or a particular topic/ item) that have not been addressed yet at that point in the year .

Next Steps....

- Future Parent Information Session as needed
- Continued Team time to collaborate and create common assessments
- Provide support
- Provide training

*Teachers do not give
grades... Students
demonstrate learning
and in doing so, earn
grades.*