

Purpose of Standards-Based Reporting

- ❖ The primary purpose of standards-based grading in Lawrence Public Schools is to communicate student learning and achievement to students, parents, and others.
- ❖ Standards markings represent how well each student has achieved the curriculum standards or skills for each course or grade level.
- ❖ This is a departure from traditional grades, which often mix student attendance, behavior, and other factors into the final grades.
- ❖ More specific feedback about actual knowledge and skills is designed to provide information that students can use for self-evaluation and to encourage student growth and continued progress in learning.

Importance of Successful Learner Behaviors

Employers report that new entrants to the 21st century business world need not only the basic skills – reading, writing, and mathematics – but also **professionalism, teamwork, and oral communication skills**, deemed the three “most important” applied skills in today’s workforce.

Source: **Are They Really Ready to Work?: Employer’s Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U. S. Workforce.** 2006 by The Conference Board, Inc., the Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management.

Grade Mark Legend PreK-5 th Grade	
S	Successfully Meets: Meets academic (or learner behavior) expectations. Evidence of most recent work demonstrates the learning goals are fully and consistently met.
M	Making Progress: Partially meets academic (or learner behavior) expectations. Evidence of most recent work demonstrates more than half the learning goals are fully and consistently met.
T	Targeted: Targeted for growth in order to meet academic (or learner behavior) expectations. Evidence of most recent work demonstrates only a few of the learning goals are met or partially met.
E	Excels: Consistently goes beyond academic (or learner behavior) expectations. Evidence of most recent work demonstrates the learning goals are fully and consistently met.
I	Incomplete: Insufficient evidence to report achievement.
S*	Successfully Meets: Academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
M*	Making Progress: Partially meets academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
T*	Targeted: Targeted for growth in order to meet academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
E*	Excels: Consistently goes beyond academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
	Blank: Standard not assessed during the trimester.

If you have further questions about your student’s Standards-Based progress report, please contact:

Angelique Nedved
785-832-5000
anedved@usd497.org



Parent’s Guide to Standards-Based Reporting: PreK-5th Grade



What you will see when you receive your student's Progress Report....

Lawrence Public Schools USD497

Student: Student Gr3
3rd Grade
Homeroom:

Elementary

Principal: f

Class : ENGLISH LANGUAGE ARTS GRADE 3
Teacher: Teacher Gr3

Reading Literature

Reading stories from diverse cultures and determines the main message.	
Determines literal and nonliteral word meanings, refers to sequence of a text, and distinguishes between points of view.	
Explains how illustrations express the mood and compares texts by the same author.	

Third Grade content
STANDARD in Reading.

Reading Informational Text

Uses evidence from the text to identify the main idea and details.	
Identifies author's purpose and point of view, understands vocabulary, and recognizes and uses text features.	
Uses information to compare and contrast.	

SKILLS your student should know and be able to do by the end of Third Grade.

Reading

Reads and understands texts at grade level (both literature and informational).	
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Foundational Skills

Knows and applies grade level phonics and word analysis skills in multisyllabic words. Reads accurately and fluently to support comprehension.	
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Writing

Writes an opinion piece.	
Writes an informative or explanatory piece.	

Language

Speaks and writes in standard English when appropriate to audience and situation.	
Uses general academic and content specific vocabulary.	

Class : MATH 3RD GRADE
Teacher: Teacher Gr3

Operations and Algebraic Thinking

Interprets multiplication equations.	
Interprets division equations.	
Uses multiplication and division within 100 to solve word problems.	
Determines the unknown whole number in a multiplication equation.	

Successful Learner Behaviors are highlighted and reported separate from academic learning and achievement.

Successful Learner Behaviors

Shows acceptance of others and ideas	
Respects others (teachers, substitutes, paraprofessionals, student teachers, peers, etc.)	
Actively listens	
Responds appropriately to feedback	
Uses materials purposefully and respectfully	
Follows directions	
Uses organizational strategies-organizes classroom materials/personal belongings	
Uses time efficiently and constructively	
Strives to produce quality work	
Completes tasks on time (classwork/homework)	
Manages transitions and changes in routine	
Exercises self-control	
Accepts responsibility for behavior	
Works quietly and stays on task	
Uses cooperation skills (whole group, small group, partners)	

What is Standards-Based Reporting?

The Lawrence Public School District Elementary Progress Report of student achievement reflects current learning goals for the district and the State of Kansas. Each state defines yearly standards of learning or specific goals for students to reach by the end of each grade level, Early Childhood through grade 12.

Our goal is to give students and parents clear and detailed information about the student's learning and next steps for success with these learning goals and standards. The standards and skills describe what students should know and be able to do in each subject area at each grade level.

A sample, pictured to the left—Third grade STANDARD noted 'Reading Informational Text'. The SKILL noted is 'Uses evidence from the text to identify the main idea and details.' By the end of third grade, students should be able to read informational text at the third grade level and identify the main idea and details of the book and/or passage from the book.

Standards-Based Reporting Provides More Specific Feedback:

- More specific feedback is valuable regardless of the student's ability or performance level.
- Continuous learning and high expectations should be communicated to every student.
- Students learn best when they are evaluated on their individual progress toward achieving the standards and skills of their grade level.