

Standards Based Report Card

To the right is a copy of the new standards based report card that your student will be bringing home at the end of each grading period or quarter.



Morris Schott
MIDDLE SCHOOL

MORRIS SCHOTT MIDDLE SCHOOL						
Wallake School District #13			Paul Vancuren			
Student: Morris Schott			Grade: 05			
Grade Marks			Attendance	Q1	Q2	Q3
4	The student exceeds grade level standards	Present	85	1	0	
3	The student meets grade level standards	Absent	0	0	0	
2	The student is approaching grade level standards	Excused	0	0	0	
1	The student is well below grade level standards	Unexcused	0	0	0	
C	Consistently	Tardy	1	0	0	
S	Sometimes	Blank space in the standard grade field indicates that the standard has not been assessed at this time				
N	Needs Attention					
I	Incomplete					
Class Breakdown			Q1	Q2	Q3	
Enduring Understanding						
Dependent items, tasks and materials						
Follows school and classroom rules						
Acquires responsibilities for a future						
Reading						
Participation/Effort						
Homework						
Completes classwork on time						
The student understands and uses different skills and strategies to read						
The student understands the meaning of what is read						
The student reads different material for a variety of purposes						
The student sets goals and evaluates progress to improve reading						
Writing						
Participation/Effort						
Homework						
Completes classwork on time						
The student understands and uses a writing process						
The student writes in a variety of forms for different audiences and purposes						
The student writes clearly and effectively						
The student analyzes and evaluates the effectiveness of written work						
Class Breakdown: Lyall						
Math						
Participation/Effort						
Homework						
Completes Classwork on time						
Multi digit division						
Addition and Subtraction of Fractions and Decimals						
Triangles and quadrilaterals						
Fractions, Decimals and Probability						
Reasoning, problem solving, and communication						
Representations of Algebraic Relationships						
Science						
Participation/Effort						
Homework						
Completes classwork on time						
Class Breakdown						
Social Studies						
Participation/Effort						
Homework						
Completes classwork on time						
The student analyzes structure of U.S. Government						
The student constructs and analyzes maps						
The student creates timelines and understands causes of major events						
The student analyzes public issues as related to basic rights						

Standards Based Report Cards Definition

Anthony J. Nitko, Susan M. Brookhart



Standards Based Report Cards Definition:

Developing Standards-Based Report Cards Thomas R. Guskey, Jane M. Bailey, 2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more detailed reports of children's learning and progress How to Use Grading to Improve Learning Susan M. Brookhart, 2017-07-19 Grades are imperfect shorthand answers to What did students learn and how well In How to Use Grading to Improve Learning best selling author Susan M Brookhart guides educators at all levels in figuring out how to produce grades for single assignments and report cards that accurately communicate students achievement of learning goals Brookhart explores topics that are fundamental to effective grading and learning practices Acknowledging that all students can learn Supporting and motivating student effort and learning Designing and grading appropriate assessments Creating policies for report card grading Implementing learning focused grading policies Communicating with students and parents Assessing school or district readiness for grading reform The book is grounded in research and resonates with the real lessons learned in the classroom Although grading is a necessary part of schooling Brookhart reminds us that children are sent to school to learn not to get grades This highly practical book will help you put grading and learning into proper perspective offering strategies you can use right away to ensure that your grading practices actually support student learning *Grading and Learning* Susan M. Brookhart, 2012-11-22 Grades should reflect and motivate learning This book is relatable relevant and effective in improving educators assessment and reporting processes and supporting students motivation to learn Understand how to grade individual assignments and give report card grades that accurately reflect and clearly communicate student achievement Clear concrete examples help translate state standards into curriculum goals

Standards Based Report Cards. Research Brief Mike Muir, 2005 With the increased focus on standards based education more and more states districts and school are becoming interested in standards based grading and report cards Hawaii for example is a state that is working hard on its Standards Implementation Design SID including standards based report cards As a component of Maine's Local Assessment System schools have the need to report student progress as it relates to the four 4 performance levels as defined by the Maine Education Assessment 4th 8th 2 Partially meets the standard 3 Meets the standard and 4 Exceeds the standard Although standards based report cards are not required it is a logical next step It seems that many jurisdictions across the country are phasing in standards based report cards beginning with the elementary grades and then adding the middle schools and high schools in later years But most of those jurisdictions seem to still rely on proficiency testing for high school students even though more and more high schools seem to be exploring standards based report cards Contains 22 online resources **Grading and Reporting Student Progress in an Age of Standards** Elise Trumbull, Beverly P. Farr, 2000 **District Report Card 1993**, 1993 Teaching in K-12 Schools Judy W. Eby, Adrienne L. Herrell, Michael Jordan, 2006 Well known for its emphasis on reflection this very accessible K 12 general

methods book has updated its model for reflective planning in teaching to better illustrate the connection between planning and professional standards In addition to reflective teaching this edition explores classroom management diversity standards curriculum and lesson planning active and authentic learning technology in education assessment and working in the school community Features for this fourth edition include NEW Updated model of reflective action in teaching Takes into account the need to plan with standards in mind including INTASC NBPTS curriculum standards and Praxis II providing readers with confidence as they begin a new career in teaching NEW Chapter on standards How to use them to guide curriculum planning NEW Additional teachers stories Provide more examples of using the Reflective Model to create school curricula and programs Reflective Actions for Your Professional Portfolio At the end of each chapter this section provides simulated experiences and reflective essays that are drawn from the NBPTS requirements Culturally responsive planning teaching and evaluation strategies Considers the unique needs of ESL and culturally diverse learners

Ed Educational Psych 02/03
 McGraw-Hill,2002-04 **Annual Editions** Kathleen M. Cauley,Fredric Linder,James McMillan,2003-04 This reader of public press articles discusses perspectives on teaching development exceptional and culturally diverse students learning and instruction motivation and classroom management and assessment Adopters have access to Dushkin Online a student website designed to support Annual Editions titles www.dushkin.com online Why Study Mathematics? Marsha Lynn Johnson,2006 **Comprehension in Context** Amy R. Feiker Hollenbeck,2008 Implementing Standards-based Education Robert J. Marzano,John S. Kendall,National Education Association of the United States,1998 The purposes of this book are to help teachers understand the rationale and nature of the current emphasis on U S education on standards and to provide classroom teachers with guidance on the many ways the standards movement might affect their classrooms Approaches to implementing standards may be organized into two general categories indirect and direct Indirect approaches are based on the assumption that even though student performance on standards is not directly tied to their performance in individual classes teachers will naturally want to provide assistance to their students and will organize their classrooms accordingly Teachers will usually choose the standards they will address in their classrooms Direct approaches necessitate a change in classroom practice for teachers because the specific standards teachers must address are mandated Section 2 considers indirect approaches and section 3 considers direct approaches Appendixes contain 1 Steps to Reasoning Processes 2 Rubrics for Reasoning Processes 3 Rubrics for Effective Communication Standards and 4 Rubrics for Lifelong Learning Standards Contains 15 figures and 130 references SLD **Educational Assessment of Students** Anthony J. Nitko,Susan M. Brookhart,2007 From two of the best known authors in the field of classroom assessment comes a revision of one of the best assessment books Features include hundreds of examples directions for crafting both traditional and alternative assessments checklists for evaluating classroom assessments scores of strategies for assessing problem solving and critical thinking methods for aligning classroom assessment with state standards and NCLB requirements Reviewers have described

the book as the best on the market for its completeness and balanced approach to classroom assessment **Data Feedback**,2003 This document is a reflection of Colorado educators who have recommended or brought to our CDE s attention the diverse feedback tools they use or want to use This is a sampler from your colleagues not an endorsement from the Colorado Department of Education P 2 **Formative Classroom Assessment** James H. McMillan,2007-07-26 This authoritative volume presents a state of the art review of formative assessment in the classroom World renowned experts examine what is currently known about formative assessment and its application to teaching The book balances theory and research with practical applications that will work with today s high stakes accountability testing Use this single resource to Keep abreast of a topic that is critical to raising student achievement in the K 12 classroom Implement formative assessment in the science mathematics English and social studies classroom to motivate student effort and achievement Understand how large scale testing policies and procedures militate against the effective use of formative assessment Conduct future research on formative assessment to enhance its positive influence on meaningful student learning **An Introduction to Standards-Based Reflective Practice for Middle and High School Teaching** Elizabeth Spalding,Jesus Garcia,Joseph A. Braun,2010-03-09 This easy to use introductory guide to teaching in contemporary middle and high schools provides teachers with the tools to become reflective practitioners It shows pre and inservice teachers how to use standards to choose instructional materials and methods that are appropriate with particular students at a particular time in a particular setting for a particular purpose While the authors are specialists in English and social studies this resource is appropriate for aspiring middle and high school teachers of any subject With a personal voice that will appeal to readers this book Links directly to the most recent version of standards for beginning teachers published by the Council of Chief State School Officers CCSSO Illustrates how teachers can be reflective about rather than reactive to standards Features an autobiographical approach to help readers understand how prior educational experiences may shape their future teaching Contains numerous reflective vignettes by practicing teachers Restructuring for Caring and Effective Education Richard A. Villa,Jacqueline S. Thousand,2000 Reflecting the sweeping extensive changes in special and general education this book explores the foundations and evolution of inclusive education in the last decade a prerequisite for administrators implementing inclusion in their schools **State Report Card, K-12 Public Education in Colorado** ,1997 *Standards Based Education Resource Kit for Colorado School Districts, Fall 1994* ,1994 Press Summary - Illinois Information Service Illinois Information Service,2002-11

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