

How will I know if my child needs help?

Receiving a 1 or 2 on an assessment, progress report, or report card can be a sign that a student is in need of extra support in the areas where they are receiving low marks. This is one of many benefits of a standards-based report card; areas in need of support are clearly evident.

What about AIG, EC or ESL Grades?

Parents will receive specific reports from these teachers on the work taking place in their classroom based on their differentiated plan. These reports on performance will be in addition to the regular report card and progress report your child will receive. This way you are clearly able to see the work in those settings as opposed to have grades averaged together.

What about Honor Roll?

Students will continue to be recognized for their academic work in each content area. Students earning ratings of a Level 3 in all content area will be recognized for this achievement.

Is this a state mandate, a local mandate, or a school decision?

North Carolina had intended for all districts to be able to utilize the Standards Based Report Card when we switched to PowerSchool a few years ago. A Standards Based Report Card is available through Powerschool now and many districts in North Carolina have made the change to this format. Orange County, for example has been utilizing a locally developed Standards Based Report Card for several years. Along with four other ABSS schools, Elon will be part of the transition this year. Plans exist for other ABSS schools to participate in the years to follow.

Resources and More Information could be found at:

Our School WebSite ABSS District Web Site

Researchers Associated with Standards Based Grading

Robert Marzano Rick Wormeli Ken O'Connor

Myron Dueck John Hattie Thomas Guskey



Elon Elementary
Parent Night

September 15, 2016 6:00PM



Update on the 16-17 Report Card & Progress Report

What is Standards Based Grading?

Standards Based Grading is a system of reporting your child's progress based on the North Carolina curriculum standards. The reporting shifts away from the traditional letter grades to a rating scale specific to the standards.

"Grades" are earned by completing the same type of work students have always done – projects, reports, tests, etc. The difference is that teachers will evaluate on the understanding of the standards and not areas such as responsibility, due dates or other nonstandard areas credit is given for in a traditional grading system.



What's the Difference Anyway?

Traditional Report Card

- Indirect credit – a mix of practice, homework, test scores, responsibility and team projects
- Loss of points if late or incomplete
- Arbitrary and vary from teacher to teacher
- Homework is one size fits all
- Antiquated practice

Standards Based Report Card

- Direct credit reflecting level of mastery of the standards being taught each quarter
- Academic achievement only – work habits are evaluated separately
- Consistent among teachers
- Aligned with evidences of student work
- Homework is direct practice
- Research based practices

Do the levels really equate to a letter grade?

There is no mathematical/numerical formula to equate Levels to any letter grade. All students are evaluated on the same scale with Level 3 levels.

How are my child's levels determined?

Teachers will continue with many of the same approaches with students including opportunities for practice, homework, tests, quizzes, projects, etc. The difference is that the work chosen will become more aligned with state standards. Work and assignments will be more specific to the needs of each child with differentiated planning.

Formal evaluations will be included in the grade of student mastery of standards including: Direct Observation, Post Tests, Projects, and Reports.

Informal evaluations will *guide* the instruction but not necessarily combine with other areas to inform the report card, including: pretests, homework, quizzes, practice activities, as well as areas of work habits and responsibilities.

How will student progress be reported?

On ABSS District Level Progress Reports and Report Cards following the schedule for release of these on our master calendar.

Reports will reflect 3 levels of progress:

- A Rating of a "3" would indicate that a student consistently demonstrates mastery of the standards for this reporting period.
- A Rating of a "2" would indicate that a student sometimes demonstrates mastery of the standards with support for this grading period.
- A Rating of a "1" would indicate that a student seldom demonstrates mastery of the standards for this reporting period.

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

Level 3 reports that a student is consistently performing on grade level with mastering the standards being taught during that reporting period. Note: Several standards may span multiple report periods. A student might begin the year performing at a Level 1 or Level 2 on some sub categories of reading, writing, and mathematics; it is our expectation that all students will be performing at Level 3 (on level) by the end of the academic year.

If a student receives Level 1 all year, does that mean the student will be retained?

RTI Intervention Plans are in place to support learners who are behind in content areas. If a student receives 1's or 2's, it means his/her work is not yet meeting grade level standards. A number of academic interventions will be offered to those students who are struggling to meet the established standards. Grade level retention is not a practice that is generally supported by research, however this decision will be made at the conclusion of the school year with multiple pieces of data to inform the plans for the next level of academic need.