

## Frequently Asked Questions about Standards-Based Report Cards and Rubrics

### **1. What is the purpose of the Standards-Based Report Cards?**

*The Standards-Based Report Card represents what the local school district feels is important to report to all stakeholders (i.e. parents, teachers and administrators, students). However, the Standards-Based Report Card and Rubrics do not absolve the teachers from his/her responsibilities of teaching all of the Georgia Performance Standards. Furthermore, the Standards-Based Report Card is designed to inform and provide more detailed and accurate feedback to parents regarding their child's progress towards mastery of specific learning standards at their grade level.*

### **2. How many assessments are enough to determine student mastery of the standards or elements listed on the Report Card?**

*All of the Performance Levels for ("Meets" 3) the standard include the words "consistently and independently." Therefore, one assessment is rarely enough to demonstrate a full grasp of any GPS element(s) in English, Language Arts, Math, Science or Social Studies. Several assessments over a period of time are the best way for a teacher to get a true and accurate picture of the academic range of what a student can do.*

### **3. How and where will students be assessed and evaluated on their proficiency of the GPS standards and elements?**

*Students should be assessed in naturally occurring classroom contexts. The following represents a fraction of the opportunities for this to occur:*

- *Center Time and Work stations*
- *Outdoor Activities*
- *Classroom Routines*
- Calendar Time*
- Transitions*
- Lunch Room*
- *Teacher Directed Instruction*
- *Directed Reading time*
- *Directed Math time*
- *Language Arts time*
- *Independent Reading time*
- *Playing games*
- *Reading books aloud*

**4. How soon can a student attain a 3 “Meets” on the Report Card? (i.e. Is it possible during the 1<sup>st</sup> 6 weeks?)**

*Since the report card and supporting rubrics represent what a child should know and be able to do by the end of the school year, for the majority of students achieving mastery during the first six weeks is highly unlikely. However, if the teacher has sufficient documented evidence that a student has mastered a particular concept/skill a student can achieve a 3 “Meets” on his/her report card during the first six weeks. Also, all stakeholders should be reminded that if a student is determined as indicated on the report card to achieve “Mastery or Meets Level”, that the “3” represents the child achieving this level of proficiency” “consistently and independently” over a period of time. Finally, it should be noted that based on the design of the state curriculum (GPS) most standards are comprised of multiple elements and must all have been mastered before a “3” meets is placed on the Report Card.*

**5. Can a student perform at the “Meets level” as indicated by the report card and go down on the Report card during a subsequent 6 wks?**

*Yes. However, the teacher should do everything that they can to prevent this from happening. Therefore, grades placed on the report card should be indicative of tangible assessment and documentation of the child’s performance over a period of time. (i.e. It is better to err on the side of time if by the conclusion of the 6 wks., if there have not been enough opportunities for the student to demonstrate mastery of a standard or element.)*

**6. How often will progress reports come home?**

*Progress Reports should be expected to come home at the midpoint of each grading period.*

**7. How will students be graded on weekly assignments?**

*Teachers will use the grade reporting key that is found on the report card that includes: 1 (Emerging); 2 (Progressing); 3 (Meets); 4 (Exceeds). These assignments will provide the teacher with data along with assessments (formal and informal), projects, etc. that in turn will provide the tangible evidence for the teacher to assign report card grades. Please refer to the “Elementary Standards-Based Grade Reporting Guide for Assignments and Assessments (K, 1 and 2)”*

**8. How will we translate the report card to a weekly report?**

*A sample template is on the county website for schools to use to set up this communication with parents. Schools may feel that it is necessary to add more information for the sake of communicating to parents.*

**9. What expectations should be in place for grades provided by special area**

teachers (P.E., Art, Music)?

*Special area teachers are expected to provide a performance grade and a Behavior Grade for each grading period using the Key for Academic Performance and the Key to Initiative, Work Habits, and Special Areas.*

10. Once a student has earned a “3” based on documented evidence, will a teacher continue to assess his/her progress over subsequent 6 wk. grading periods?

*Yes. The goal is to ensure that the child has mastered the concept over a period of time.*

11. What can I do to help my elementary child achieve mastery on the standards?

- A. Ask your child specific questions about school and listen to his/her answers.
- B. Read the information provided from the school on standards.
- C. Provide experiences your child can build upon.
- D. Know what standards are being taught each six weeks and what the expectations are for your child to reach mastery.
- E. Provide learning games, puzzles and books
- F. Visit the library and read to and with your child.
- G. Keep your child well rested
- H. Establish a regular homework routine
- I. Guide television and movie viewing
- J. Ask open ended questions including , “why” and “how” questions about various concepts presented
- K. Make sure your child comes to school on time each and every day
- L. Establish healthy eating habits.

12. How will I know if my child has met the local promotion criteria?

*In grades K-2, the county has established PPR (Promotion, Placement and Retention) rubrics that denote the academic areas used to determine if a student has met the local promotion criteria. If the student has not met the local promotion criteria the options of Placement or Retention are then determined by a committee that includes the principal (his/her designee) parent and the teacher. Subsequent data collection and documented meetings must have been completed as criteria when considering a student for retention. (Please see Retention Criteria)*

13. How will my child’s progress be monitored towards mastery?

*Teams of teachers created rubrics or criteria to define proficiency (Mastery) on any particular standard. The following is the “Key to Academic Progress”:*

*Level 1 = (Emerging) Limited or minimum progress toward achievement of the standard*

*Level 2 = (Progressing) Progressing toward achievement of the standard*

*Level 3 = (Meets) Consistently and independently achieves the standard*

*Level 4 = (Exceeds) Consistently and independently achieves the standard with evidence of exceeding the standard*

**15. What do the “gray” boxes represent on the Standards-Based Report Card?**

*Please remember that the “unshaded” boxes references when a particular standard/element will be taught, monitored, and assessed for reporting on the Standards-Based Report Card. However, it is very important to note that because the Report Card provides data for instructional purposes teachers must be cognizant of the “gray” boxes as well and what mastery looks like according to the Teacher Rubric. For many of the standards/elements that are “gray” during a particular six weeks some may need to be taught sooner in order for students to have optimal opportunities to reach a level of mastery.*

**16. What does N/A represent on the Teacher and Parent Rubrics?**

*Non-applicable. This lets parents and teachers know that there is not a correlating standard in the subsequent grade that could be used to afford students the opportunities to demonstrate the ability to exceed that particular standard.*