

Standards-Based Reporting

What is it and why are some Geneseo teachers piloting it?

Part I

Quick Recap

- Since the pandemic, staff have been working hard to identify priority and supporting learning standards and developing unit plans to allow for adequate coverage of each.
- This is a renewal of the standards based work the district started in 2012-13.
- To help the work move forward and provide resources and support to staff, a Coalition made up of approximately 24 teachers and administrators from across the district was convened in February of 2022.

Proficiency Scales

1. As a part of that work, teachers created proficiency scales that detailed the necessary skills and learning progressions students must master in order to demonstrate they have become proficient at a given standard.
2. Think about a rubric for a writing assignment in English or a project in Art.

Standard: 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
4.0	Students will be able to: In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what is taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	Students will be able to: <ul style="list-style-type: none">• Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. (3.NF.2.a)• Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. (3.NF.2.b)
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	Students will recognize or recall specific vocabulary, including: <ul style="list-style-type: none">• <i>Fraction, number line, diagram, interval, partition, endpoint, unit segment</i> Students will be able to: <ul style="list-style-type: none">• Represent whole numbers on a number line.• Explain that each whole number segment on a number line represents 1 whole.• Explain that a fraction is a number and can be represented on a number line• Partition the units of a number line into a given number of equal portions using a given unit segment.

Clearer Expectations and Better Feedback

- This allows staff to more effectively communicate to students where they are at a given moment in time with relation to the standard, including what gaps in the learning might exist and how to address that gap.

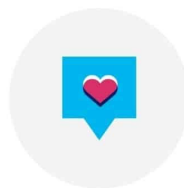
4 Ways Standards-Based Grading Improves Instruction



Instruction
is more
relevant



Teachers can
provide more
effective feedback



Grades
have deeper
meaning



Expectations
are clearly
articulated

More Detailed and Specific

Traditional Grading

B+



Standards-Based Grading

Engine	Great!
Battery	Great!
Transmission	Great!
Breaks	Needs Attention
Tires	Okay

Additional Differences



Traditional Grading System

- Uses a percentage-based system or letter grades
- Leans on assessments like quizzes, homework, essays, etc.
- Often includes extra credit, zeroes, and group scores
- Overall grade = average of many different items
- A single grade given per course (math, science, English, etc.)



Standards-Based Grading System

- Focused on learning goals and growth according to standards
- Measures achievement only—no extra credit or zeroes
- Only items meant to measure achievement are recorded
- Grade is based on most recent evidence of learning
- Standards-based learning can be matched to a traditional grade.

GRADING @ STEVENSON

THE WHY

PART I



**The Principal of Adlai E. Stevenson High School,
commonly called Stevenson High School**

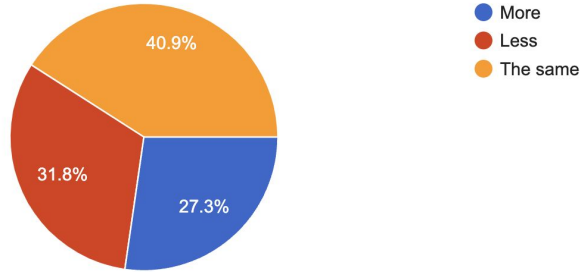
Reporting on Student Learning and Achievement

- For our piloting staff (early adopters), the next logical step was to report to students and families using the same scoring system as the proficiency scale.
- This reporting system keeps the scores as individual reports on individual standards rather than a singular cumulative grade where all scores on all standards are combined.
- In May, a survey was sent to parents of students whose teacher was using this reporting system to collect feedback and make adjustments for the 2023-24 school year. Complete results of the survey are in your packet.

How would you describe the information the gradebook or report card provided: More clarity, Less clarity, or About the same information and clarity on learning progress as a traditional gradebook or report card?



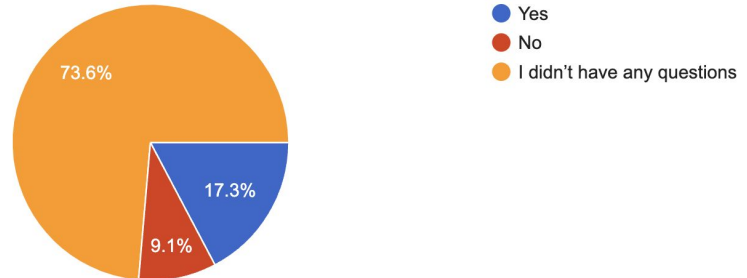
110 responses



If you shared questions regarding the gradebook or report card, did your child's teacher or principal provide adequate answers?



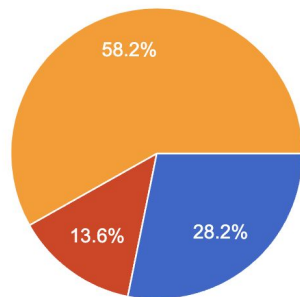
110 responses



Overall, this year's experience with the gradebook and report card was:



110 responses



- Positive
- Negative
- Ok (or Indifferent)

Different Models

- Some of the highest-achieving districts we have been studying across the country use this model in every classroom and for every course.
- Others use it only at certain grade levels or courses.
- While others choose to convert scores back into the traditional singular (combined) percentage-based letter grading scale (A, B, C, D, F).

Traditional Grading System

Class **Q1**
Mathematics **92% = A**

Standards-Based Grading System

Class/Standards	Q1
Mathematics	3
I can define a number sentence	2
I can solve number sentences that have brackets	2
I can find the sum of two 2-digit numbers	3

Marzano Method

Avg. Standard Scores	Traditional Grade
3.75 - 4.00	A+
3.26 - 3.74	A
3.00 - 3.25	A-
2.84 - 2.99	B+
2.67 - 2.83	B
2.50 - 2.66	B-
2.34 - 2.49	C+
2.17 - 2.33	C
2.00 - 2.16	C-
1.76 - 1.99	D+
1.26 - 1.75	D
1.00 - 1.25	D-
0.00 - 1.00	F

Percentage Method

- Add All Standards Points
- Divide by Possible Points
- Convert With Traditional Grading Scale

90% - 100%	→	A
80% - 89%	→	B
70% - 79%	→	C
60% - 69%	→	D
0% - 59%	→	F

Non-Academic Attributes

- Staff piloting this reporting system are also reporting in Skyward on non-academic attributes and dispositions deemed important for student success through the L.E.A.F. Skills.

LEAF Skills	Consistently Demonstrates	Sometimes Demonstrates	Rarely Demonstrates
Leadership	The student consistently : <ul style="list-style-type: none"> ● Works well with others ● Shows kindness toward others ● Is willing to give peers help or ask peers for help 	The student sometimes : <ul style="list-style-type: none"> ● Works well with others ● Shows kindness toward others ● Is willing to give peers help or ask peers for help 	The student rarely : <ul style="list-style-type: none"> ● Works well with others ● Shows kindness toward others ● Is willing to give peers help or ask peers for help
Effort	The student consistently : <ul style="list-style-type: none"> ● Completes and turns in homework on time ● Submits quality work ● Obtains missing assignments from the teacher ● Revises work to make improvements if needed ● Shows a growth mindset <p>The student has zero missing or late assignments.</p>	The student sometimes : <ul style="list-style-type: none"> ● Completes and turns in homework on time ● Submits quality work ● Obtains missing assignments from the teacher ● Revises work to make improvements if needed ● Shows a growth mindset <p>The student has only a few missing or late assignments.</p>	The student rarely : <ul style="list-style-type: none"> ● Completes and turns in homework on time ● Submits quality work ● Obtains missing assignments from the teacher ● Revises work to make improvements if needed ● Shows a growth mindset <p>The student has multiple missing or late assignments.</p>
Accountability	The student consistently : <ul style="list-style-type: none"> ● Meets classroom and school behavior expectations ● Respects the rights and differences of others ● Follows directions 	The student sometimes : <ul style="list-style-type: none"> ● Meets classroom and school behavior expectations ● Respects the rights and differences of others ● Follows directions 	The student rarely : <ul style="list-style-type: none"> ● Meets classroom and school behavior expectations ● Respects the rights and differences of others ● Follows directions
Focus	The student consistently : <ul style="list-style-type: none"> ● Works to fully understand a concept without giving up ● Asks for help when needed ● Engages in learning 	The student sometimes : <ul style="list-style-type: none"> ● Works to fully understand a given concept without giving up ● Asks for help when needed ● Engages in learning 	The student rarely : <ul style="list-style-type: none"> ● Works to fully understand a given concept without giving up ● Asks for help when needed ● Engages in learning

Communication and Resources

1. The Coalition provided staff who are piloting this reporting system with template parent letters and approved resources for more uniformity and better communication.
2. As per the Board's directive (Communication Committee), the Coalition created a page on our website to house some of those resources (and others) and made them available to the public.

Pulling it all Together

1. Why are we doing this?
 - a. Stakeholders should want an accurate, reliable reporting system that effectively communicates where a student stands with relation to what is expected to be learned for the course or to the standard.
2. Working towards consistency in that cause.
 - a. If our reporting systems (any system currently used by any teacher in the district) is not doing that, we have failed in that area.
3. What is most important?
 - a. What is most important to us are the processes we use for teaching, learning, and assessing our priority and supporting standards. Letters, numbers, or even shapes assigned are only as good as the processes used to define, develop and implement them.
4. Always learning.
 - a. We will continue to ask, "What is the most accurate and effective way to communicate a student's learning?"

Next Steps

1. At the November meeting, a few of the staff who are using this reporting system will present to the Board on how it supports learning for students in their classroom and their experiences communicating with students and families.
2. The Coalition will continue to collect data from staff who are piloting this reporting system.
3. The Coalition will determine if this reporting system is worth recommending to the Board for some level of district adoption by the March or April meeting.
4. If such a recommendation is made, it would be for the **2025-26** school year to allow for substantial professional development and communication to take place.