

Washington Local School District
Standards-Based Grade Card
Parent Information Night
2018

Why are we moving to a standards-based grade card?

The new grade card will provide parents, teachers, and students with accurate information about students' progress toward meeting the Ohio Learning Standards. The skills and knowledge listed on the report card outlines what each student should know and be able to do by the end of the each grade level.

What is the difference between traditional versus standards-based grading?

While letter grades are familiar to parents, they only give limited information about what a student has learned. Averaging traditional grades does not necessary present an accurate picture of the learning that a student has achieved. When using letter grades, the grades are averaged and do not necessarily reflect what a student has mastered in a particular area for the "final learning".

With the new standards-based reporting system, students are evaluated more objectively according to grade level standards. Letter grades do not tell parents which skills their children have mastered- or if they are working on grade level. With a standards-based grade card, parents can see exactly where their children are in meeting the end-of-year standards. One of the biggest adjustments for students and parents is that the standards-based report card focuses on end-of-year goals. This means that in the first grading period, instead of receiving 3's for meeting what is expected at that particular time during the school year, students (including high-achieving) will likely have marks indicating they are making progress (2's). This is normal or expected, as most students will not meet the end-of-year standards or goals until the end of the year. Many skills develop over time. It may take an entire school year to achieve total mastery in a given area.

Benefits of Standards-Based Grading

Traditional	Standards-Based
Subjects are listed by name.	Subjects are defined by standards.
Grades reflect an averaging of scores to determine a letter grade for a subject area.	Grades reflect the level of proficiency on various standards for each subject area.
Letter grades P, S, and U reflect an individual teacher's expectations, student effort, and achievement.	Numerical levels indicate mastery of the grade level standards.
Labels a child's performance and often include such things as extra credit, work habits, and attitude.	Gives concrete information to assist your child, and separates academic performance for work habits and personal characteristics.
Curriculum and instruction are teacher centered, textbook driven, and not consistently aligned to the state standards.	Curriculum and instruction are aligned with state and district standards.

Understanding the “Skills Key”

Three levels are indicated on the grade cards for learning standards. The levels are (1) Making Minimal Progress, (2) Making Progress, (3) Demonstrated end-of-year content mastery. In the skills key, the descriptors explain the level of independence as well as the learning demonstrated by the students.

Skills Key	
1	The student is making minimal progress and may not achieve content standard mastery. Indicates a student’s progress is at an instructional level needing maximum teacher support. Application of learning is inconsistent. Typically very few students are at this level.
2	The student is making progress and is on track to obtain content standard mastery. Indicates a student’s progress is at an instructional level needing moderate teacher support. Application of learning is progressing but may still show inconsistencies. More students will be working at this level.
3	The student has demonstrated content mastery. Indicates a student’s progress is at grade level understanding and expectations. There is little teacher support because a level of independence has been achieved. Application of learning is consistent. More students will be working at this level. This is strong or excellent work at grade level.
	The skill was not assessed during the quarter.

Frequently Asked Questions

- 1. Why is the Washington Local School District changing to standards-based reporting?**

Standards-based grading helps teachers plan their instruction so it is focused and the needs of all students can be met. Standards-based grading provides a more accurate picture for parents in regard to how a child is performing related to state standards. It helps parents to know the academic areas where a student is meeting expectations, needs, supports, or needs to be further challenged.
- 2. How do teachers motivate students in a standards-based reporting system?**
 - ⇒ Identify for students the standards they are expected to learn
 - ⇒ Build relevancy for why they need to learn the standards
 - ⇒ Have students set their own measurable goals for improvement
 - ⇒ Have students keep individual records of their own achievement
 - ⇒ Have students communicate their achievement through self-reflection
- 3. How will my child be assessed?**

Students will be assessed in multiple ways. These may include rubrics, observations, performance assessments, applications, and summative assessments. A variety of assessments will help ensure that a child is given many opportunities to show mastery in a content standard.

4. If my child is struggling with a concept during the beginning of a reporting period, but at the end of the reporting period has mastered this concept, what kind of skills mark can I expect?

A standards-based grade card separates product from process. The grade card does not reflect an average of a child's work during the grading period. Students are not penalized for information they may have struggled with at the beginning of the learning process. The grade card reflects the learning of the child after he/she has had time to process and practice.

5. Do the skills mark reflect missing assignments or late work?

No, the skills marks will reflect a student's knowledge and skill on a specific standard. However, late and missing assignments, along with other work habits are vital to academic success and will be reported through the Work Key and teacher comment section.

6. What will parents see on their child's papers when they come home?

Feedback will be appropriate to the specific learning activity; such as stars, smiley face, check or minus, descriptive feedback, or numerical (1, 2, or 3).

7. What student evidence determines grades?

Teachers carefully consider the following in determining progress: independent daily written or oral tasks; application of skills; periodic assessments, performance tasks, observations, and teacher-student questioning. Consistent descriptive feedback will be given to let students know what improvements are needed and what they are doing right. The information that provides the most accurate depiction of students' learning is the most current information or evidence.

8. If my student has not met all of the standards, will he/she go on to the next grade level?

The goal for each student is appropriate, continual, academic growth in each subject, every school year. Grade level advancement is based on the progress of learning, which takes into account all learning that has occurred over the course of the school year.

How Can I Help My Child?

Standards-based grade cards provide detailed information about how your child is doing in each subject. You will see whether your child needs extra assistance in certain areas or when he/she needs to be challenged even more. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed.

During parent-teacher conferences, ask to see samples of your child's work. Talk to his or her teacher about whether the work samples are satisfactory, or how your child could have done a better job on the assignments. Ask how you can help your child improve or excel in various subjects and what resources are available to use outside the classroom to encourage his or her progress.

Elementary School



Toledo, OH 43623

Phone: [Redacted]

Principal: [Redacted]

Superintendent: Dr. Susan Hayward

STUDENT NO.	STUDENT NAME	GENDER	GRADE		
[Redacted]	[Redacted]	[Redacted]	KG		
	1ST	2ND	3RD	4TH	FINAL
DAYS PRESENT	0.0	0.0	0.0	0.0	0.0
DAYS ABSENT	0.0	0.0	0.0	0.0	0.0
TIMES TARDIES	0	0	0	0	0
HOMEROOM TEACHER: [Redacted]					

Skills Key	
3	The student has demonstrated content mastery.
2	The student is making progress and is on track to obtain content standard mastery.
1	The student is making minimal progress and may not achieve content standard mastery.
	Blank Space = Not assessed at this time.

English Language Arts	Q2	Q3	Q4
Reading Literature and Informational Text: Application and Comprehension			
Identify characters.			
Identify setting.			
Retell familiar stories, including key details.			
Reading Foundation: Phonics, Word Recognition, and Fluency			
Produce all letter sounds, including five long vowel sounds.			
Identify all uppercase letters of the alphabet.			
Identify all lowercase letters of the alphabet.			
Produce rhyming words.			
Blend individual sounds to make words.			
Read common high-frequency words by sight.			
Writing and Language: Writing Processes, Application, and Conventions			
Print uppercase letters.			
Print lowercase letters.			
Stages of Writing (See attached rubric) X indicates your child's current writing stage			
Scribbles / Pictures			
Pre-Communicative			
Communicative			
Semi-Phonetic (letters)			
Phonetic (words)			
Transitional			
Independent			
Mathematics	Q2	Q3	Q4
Counting and Cardinality			
Count orally to 100.	/	/	/
Recognize numbers 0-10.			
Recognize numbers 11-20.			
Write numerals 1-10.			
Write numerals 11-20.			
Count objects to 20.			
Operations and Algebraic Thinking			
Solve addition problems within 10 by using objects or drawings.			
Solve subtraction problems within 10 by using objects or drawings.			
Fluently add within 5.			
Fluently subtract within 5.			
Measurement & Data			
Compare two objects with a measurable attribute in common.			
Sort objects into given categories.			

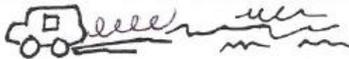
Geometry	Q2	Q3	Q4
Name and/or describe two-dimensional shapes.			
Name and/or describe three-dimensional shapes.			
Science/Health	Q2	Q3	Q4
Demonstrates an understanding of the Ohio Learning Standards.			
Social Studies	Q2	Q3	Q4
Demonstrates an understanding of the Ohio Learning Standards.			
Music	Q2	Q3	Q4
Understands and demonstrates concepts and skills as it relates to the Ohio Music Learning Standards.			
Work and Behavior			
Physical Education	Q2	Q3	Q4
Demonstrates an understanding of the Ohio Physical Education Learning Standards.			
Work and Behavior			

Work and Behavior Skills Key	
E	The student displays an excellent demonstration of the work and behavior skill.
S	The student displays a satisfactory demonstration of the work and behavior skill.
I	The student displays an inconsistent demonstration of the work and behavior skill.
U	The student displays an unsatisfactory demonstration of the work and behavior skill.

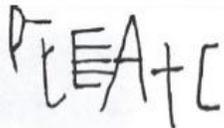
Work and Behavior Skills	Q2	Q3	Q4
Follows rules.			
Listens without interrupting.			
Works and plays well with others.			
Practices self-control in all settings.			
Participates in directed group activities.			
Completes work within the established timeline.			
Follows directions.			
Demonstrates best effort.			
Uses time wisely.			

Stages of Writing Rubric (with examples of each stage shown)

Scribbling - Imitates writing with scribbles and/or pictures. Shows some overall form. No recognizable letters.

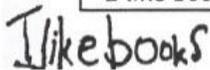


Pre-Communicative - Interested in having ideas written down (dictation). Strings together random letters. May print own name or occasional known word. "Writes" lists, messages, invitations, stories, etc.

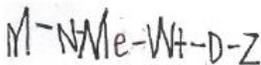


Communicative/Copying - Writes known words or copies words seen in the classroom. May even write these in sentence form.

I like books.

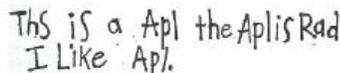


Semi-Phonetic - Begins to understand there is a relationship between letters and sounds. May use one beginning letter to write a word. May separate words with dots, dashes, or spaces. Begins to write left to right.



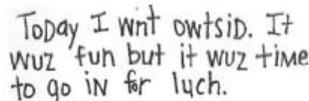
(mom and me went to the zoo)

***Phonetic** - Uses both uppercase and lowercase letters. Usually writes left to right. Correctly spells some words. Spelling of unknown words matches sounds (inventive spelling). Writes in sentences.



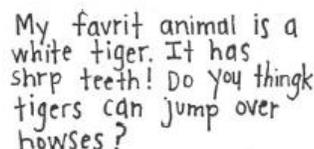
(This is an apple. The apple is red. I like apples.)

Transitional - Begins to care that a word looks right. Correctly spells well-known words. Uses many methods to spell unfamiliar words. Includes vowels in most syllables. Uses punctuation to give meaning. Experiments with different forms of writing (reports, poems, etc.). Writes longer passages.



(Today I went outside. It was fun but it was time to go in for lunch.)

Independent - Uses more complex sentence structures. Uses a larger vocabulary more accurately. Uses more complex punctuation. Correctly spells more words. Uses a variety of methods to spell more difficult words. Creates more complex stories, books, reports, etc. Recognizes the value of revisiting written work.



Comments Q2:

Art Comments:

Music Comments:

PE Comments:

Comments Q3:

Art Comments:

Music Comments:

PE Comments:

Comments Q4:

Art Comments:

Music Comments:

PE Comments:

██████████ **Elementary School**



██████████
Toledo, OH ██████████

Phone: ██████████

Principal: ██████████

Superintendent: Dr. Susan Hayward

STUDENT NO.	STUDENT NAME	GENDER	GRADE				
██████████	██████████	█	1				
			1ST	2ND	3RD	4TH	FINAL
DAYS PRESENT	0.0	0.0	0.0	0.0	0.0	0.0	
DAYS ABSENT	0.0	0.0	0.0	0.0	0.0	0.0	
TIMES TARDIES	0	0	0	0	0	0	
HOMEROOM TEACHER:		██████████					

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English Language Arts	Q1	Q2	Q3	Q4
Reading Foundation: Phonics, Word Recognition, and Fluency				
Reads high frequency words with accuracy.				
Knows and applies grade-level phonics and decoding skills.				
Reads grade-level text accurately, fluently, and with expression.				
Reading Literature and Informational Text: Application and Comprehension				
Answers questions about key details within the text.				
Answers questions about key details above and beyond the text.				
Writing and Language: Writing Processes, Application, and Conventions				
Produces a variety of writing to share information (Narrative, Opinion, Informative).				
Demonstrates understanding of the organization and basic features of print (Capitals, Punctuation, Spacing).				
Uses conventional spelling for known words and spells unknown words phonetically when writing.				
Mathematics	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking				
Uses addition and subtraction within 20 to solve word problems.				
Adds and subtracts within 20 fluently.				
Number & Operations in Base Ten				
Counts, reads, and writes numerals to 120, starting at any number.				
Uses place value understanding and properties of operations to add and subtract.				
Understands place value to compare numbers (>, =, <).				
Measurement & Data				
Uses nonstandard measurement to compare and order objects.				
Tells and writes time in hours and half hours.				
Identifies pennies and dimes by name and value.				
Represents and interprets data.				
Geometry				
Uses attributes to compare and contrast shapes.				
Divides shapes into equal parts.				
Science/Health	Q1	Q2	Q3	Q4
Demonstrates an understanding of the Ohio Learning Standards.				
Social Studies	Q1	Q2	Q3	Q4
Demonstrates an understanding of the Ohio Learning Standards.				

Art	Q1	Q2	Q3	Q4
Generates art that reflects an understanding of Ohio Art Learning Standards.				
Work and Behavior				
Music	Q1	Q2	Q3	Q4
Understands and demonstrates concepts and skills as it relates to the Ohio Music Learning Standards.				
Work and Behavior				
Physical Education	Q1	Q2	Q3	Q4
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Work and Behavior				

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U	The student displays an unsatisfactory demonstration of the work and behavior skill.

Work and Behavior Skills	Q1	Q2	Q3	Q4
Demonstrates best effort.				
Follows directions.				
Follows classroom and school rules.				
Interacts well with others.				
Uses time wisely.				

Comments Q1:

Art Comments:

Music Comments:

PE Comments:

Comments Q2:

Art Comments:

Music Comments:

PE Comments:

Comments Q3:

Art Comments:

Music Comments:

PE Comments:

Comments Q4:

Art Comments:

Music Comments:

PE Comments:

██████████ Elementary School



██████████

Toledo, OH ██████████

Phone: ██████████

Principal: ██████████

Superintendent: Dr. Susan Hayward

STUDENT NO.	STUDENT NAME	GENDER	GRADE		
██████████	████████████████████	██████████	2		
	1ST	2ND	3RD	4TH	FINAL
DAYS PRESENT	0.0	0.0	0.0	0.0	0.0
DAYS ABSENT	0.0	0.0	0.0	0.0	0.0
TIMES TARDIES	0	0	0	0	0
HOMEROOM TEACHER: ██████████					

Skills Key	
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English Language Arts	Q1	Q2	Q3	Q4
Reading Literature and Informational Text: Application and Comprehension				
Asks and answers questions (who, what, when, where, why and how) about key details in a text.				
Uses comprehension strategies to demonstrate meaning of fiction text.				
Uses comprehension strategies to demonstrate meaning of nonfiction text.				
Reading Foundation: Phonics, Word Recognition, and Fluency				
Reads high frequency words with accuracy.				
Knows and applies grade-level phonics and decoding skills.				
Reads grade-level text accurately, fluently, and with expression to support comprehension.				
Determines or clarifies the meaning of unknown and multiple-meaning words and phrases choosing from a variety of strategies.				
Writing and Language: Writing Processes, Application, and Conventions				
Produces a variety of writing that includes a topic sentence, supporting details, and closing sentence.				
Uses conventions of English grammar, capitalization, spelling, and punctuation when writing.				
Mathematics	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking				
Uses addition and subtraction within 100 to solve one and two-step word problems.				
Fluently add within 20.				
Fluently subtract within 20.				
Number & Operations in Base Ten				
Understands place value by reading and writing numbers within 1,000.				
Compares two, three-digit numbers using >, =, and < symbols.				
Explains why addition and subtraction strategies work to solve problems.				
Counts forward and backward within 1,000 by ones, tens and hundreds.				
Measurement & Data				
Measures and estimates lengths in standard (inches, feet, cm, m) units.				
Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.				
Solves word problems involving money, using \$ and ¢ symbols appropriately.				
Generates, represents, and interprets data using bar graphs, picture graphs, and line plots.				
Geometry				
Recognizes and identifies shapes based on the number of sides and vertices.				
Partitions circles and rectangles into halves, thirds, and fourths.				
Science/Health	Q1	Q2	Q3	Q4
Demonstrates an understanding of the Ohio Learning Standards.				
Social Studies	Q1	Q2	Q3	Q4
Demonstrates an understanding of the Ohio Learning Standards.				

Art	Q1	Q2	Q3	Q4
Generates art that reflects an understanding of Ohio Art Learning Standards.				
Work and Behavior				
Music	Q1	Q2	Q3	Q4
Understands and demonstrates concepts and skills as it relates to the Ohio Music Learning Standards.				
Work and Behavior				
Physical Education	Q1	Q2	Q3	Q4
Demonstrates an understanding of the Ohio Physical Education Learning Standards.				
Work and Behavior				

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I	The student displays an inconsistent demonstration of the work and behavior skill.
U	The student displays an unsatisfactory demonstration of the work and behavior skill.

Work and Behavior Skills	Q1	Q2	Q3	Q4
Demonstrates best effort.				
Follows directions.				
Follows classroom and school rules.				
Interacts well with others.				
Uses time wisely.				
Works neatly and legibly.				
Demonstrates organizational skills.				
Interacts well with others.				

Comments Q1:

Art Comments:

Music Comments:

PE Comments:

Comments Q2:

Art Comments:

Music Comments:

PE Comments:

Comments Q3:

Art Comments:

Music Comments:

PE Comments:

Comments Q4:

Art Comments:

Music Comments:

PE Comments: