

A Family Guide to Standards-Based Education (First – Eighth Grades)



Standards-based grading and reporting is about communicating better and giving more accurate information to families and students in order to provide the basis for improving student learning. (Robert Marzano)

Standards-based Education

Standards-based Education defines student achievement through the instruction of clearly defined standards paired with authentic learning opportunities. In this approach, reporting communicates how students demonstrate understanding of the Arizona Academic Standards and measures individual progress and growth towards academic mastery. Behaviors that support learning such as attendance, participation, or work habits are reported separately from the academic achievement. Academic growth is most valued. Mastery of the learning targets over time, with the *most recent* evidence of learning having the most value. This is different from a traditional grading system where grades are cumulative and averaged penalizing the learner for lack of knowledge in the beginning of the course.

Academic Proficiency Scales

4-Exemplary/Exceeding – Student independently demonstrates advanced understanding of grade level standards. Extends key concepts, processes and skills of grade level standard. Demonstrates complex level of knowledge and understanding.

3-Proficient – Student independently demonstrates grade level standards. Applies key concepts, processes and skills of grade level standards. Consistently demonstrates essential level of knowledge and understanding.

2-Progressing – Student meets some requirements of grade level standards. Beginning to apply key concepts, process and skills of grade level standards.

1-Minimally Proficient – Student demonstrates some foundational skills with little knowledge of grade level standards.

Behaviors that Promote Learning - Non-academic Proficiency Scales

E-Excellent –Consistently meets requirement for exceptional work and behavior.

S-Satisfactory – Consistently meets requirements for proficient work and behavior.

P-Progressing – Meets some requirements for proficient work and behavior.

N-Needs Improvement - Meets few requirements for proficient work and behavior.

Pre-formative Assessment – This is an assessment given to students prior to instruction to evaluate their knowledge on a particular subject. These results help guide the instruction.

Formative Assessment – These are assessments throughout the learning process that identify how the students are progressing towards mastery of learning targets.

Summative Assessment – This assessment is given at the end of the unit to determine mastery of learning.

How to support your student(s)

ParentVUE – FUSD utilizes a digital parent portal within our student information system for parents to login and monitor student academic progress and attendance as well as check student fees and verify student information. Parents should contact their school site administration for login access information. We *strongly* encourage parents to utilize this educational tool. Students are also able to login to their personal portal (StudentVUE) to monitor progress.

What determines my student's grades?

FUSD is committed to providing an authentic and accurate report to families in a timely manner. Student grades are determined by ***evidence of learning*** (assessment /assignments) which may include: work samples, demonstrations, performance tasks, projects, teacher observations, journal entries, essays, class work, tests, quizzes, or oral interviews. Best practice measures student achievement every 7 – 10 days.

Homework

Homework is for practice and is assigned to build upon skills and understanding. Homework does not evaluate learning. Constructive feedback from teachers provide guidance to students that will help them correct errors made in their practice. Homework is a better assessment of learning skills such as responsibility of work habits.

When your student needs help

Receiving a score of 1 or 2 on a standard can be a sign that a student is in need of extra support in the areas where they are receiving the low marks. Because we report on defined standards versus one overall grade, parents and students can clearly see the targeted area of support needed. The Family Resource Center offers free tutoring to FUSD families.

Are 4s possible to achieve?

ABSOLUTELY! It is the expectation to have all students meet proficiency of the state standards (3) but there should be numerous opportunities for students to demonstrate their level of proficiency at a 4.

How are all levels of learners supported?

The use of accommodations and/or modifications will be indicated on the students' standards report under the comment section.

All services will continue for students with IEPs, 504 Plans, or limited English proficiency. Students who participate in special programming that utilizes a modified curriculum will receive both an alternate report card (IEP progress report) and the Standards Report.



Evidence based research –

“Grading and report cards are integral parts of the ***instructional*** process. This communication is valuable information to students, parents, and teachers that can be used for ***teaching*** and ***learning***. Grading and reporting show mastery of learning goals, identify where support is needed and provide a basis for improvement efforts.” —Thomas Guskey, PhD and Robert Marzano

Research resources:

Thomas Guskey
Robert Marzano
Douglas Reeves

Tom Schimmer
Rick Wormeli

Jan K. Hoegh
John Hattie

FUSD Board Policies:

IK-Academic Achievement. The District places high value on educational achievement and excellence for each student. Individual student achievement shall be evaluated in relation to a student’s mastery of the course work.

IKA-Grading/Assessment Systems. Teachers will confer with parents on academic progress and report on students’ conduct, scholarship, and attendance.

IKAB-Report Cards/Progress Reports

IKAA-Tests and Examinations

Access Arizona Academic Standards

www.azed.gov/ccr/standards/

Additional resources

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