

# St. Cecilia Catholic School Guide to Understanding Standards-Based Assessment and Grading and the 1st and 2nd Grade Report Card



## School Mission

Our mission at St Cecilia Catholic School is the ongoing Catholic formation and education of the whole child in mind, heart, and spirit, in preparation for an adult life of commitment and service.

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## What's in the guide?

- Introduction to Standards-Based Assessment and Grading
- Report Card Overview
- Assessment Scale
- Detailed diagram of how to read the report card
- Report Card Glossary
- Frequently asked questions
- Resources and References





## Benefits of Standards-Based Assessment & Grading

A focused approach to grading



Grades will reflect what students  
know and are able to do



Clear explanations of how students  
demonstrate mastery of the  
standards



Allows for more accurate reporting  
of student's academic achievement  
to students and families



Non-Academic Achievement is also  
assessed and reported out to  
parents



Allows teachers and administrators  
to more accurately triangulate  
student achievement data to inform  
instructional decision making

# Standards-Based Assessment & Grading

At St. Cecilia we know that parents need accurate, meaningful, and consistent measures of learning to better understand their child's progress. Standards-Based Grading (SBG) is one way to be able to provide this for our parents.

SBG communicates how students are performing on clearly-defined objectives called priority standards.

Since SBG is designed to only reflect true evidence of learning, parents get a clear picture of what their child has or hasn't mastered without the influence of other factors, such as effort and conduct. Consistency can be ensured with a teacher-provided rubric that establishes clear expectations and precisely explains what the student will need to master.

Parents can expect a meaningful grade, one that clearly communicates what learning has taken place. Standards-Based Grading supports learning by focusing on the concepts and skills that have or have not been learned rather than accumulating or losing points, so parents know what their student needs help with.



# The 4 Point Scale

Teachers will use rubrics on a 0-4 point grading scale to provide meaningful and effective feedback to students and parents on the child's progress toward the learning objective(s) on both formative and summative assessments. The 0-4 point scale allows teachers to consistently define levels of what students know and are able to do. Below is a brief description of the rubric used to assess student's knowledge and skills.

4

## Exceeds Expectations

Student demonstrates knowledge which exceeds grade-level standards.

3

## Meeting Expectations

Student demonstrates mastery on grade-level standards. This is the target/goal for student success and should be celebrated.

2

## Developing Expectations

Student demonstrates basic understanding and is partially proficient at meeting grade-level standards.

1

## Beginning Expectations

Student demonstrates partial understanding of some of the simpler details and processes and some of the more complex ideas and processes with help

0

## No Evidence

Student demonstrates extreme lack of understanding of the content or skill even with help.

# Report Card Overview

Understanding that parents are active participants in the education of their children, teachers work to ensure that effective communication regarding students' academic progress occurs between the school and home. Parents need accurate and meaningful information about their child's strengths and challenges in order to better understand and support learning.

The First and Second Grade Report Card is designed to be an effective communication tool for teachers to use in reporting a child's academic progress to his or her parents. The standards for first and second grade are derived from the Archdiocesan Guidebook for Curriculum and Assessment, which is aligned to the Texas Essential Knowledge and Skills (TEKS). These learning standards represent what every child should know and be able to do in each subject area by the end of the school year. Thus, this guide is meant to serve as a tool for parents to better understand their child's report card in order to support their child's learning.



# Assessment Scale for Report Cards

St. Cecilia Catholic School believes that all students progress at different rates and require various levels of teacher support. Therefore, the learning standards highlighted within these report cards will be met by each student at different times throughout a typical school year. The goal is for all students to reach level M, Meeting Expectations, by the end of the year. It is not uncommon to see several D's for Developing Expectations on the report card in the first 3 quarters as students are developing and working to achieve Meeting Expectations by the end of the school year. In addition to the feedback for each priority standard of an E, M, D, B, the report card will also give a traditional grade average, or omnibus grade, for each subject out of a 100 point scale. For example, in Reading, a traditional grade average of 88 might appear.

E

## Exceeding Expectations

Indicates the student **exceeds** grade-level standard

The student has an advanced understanding and exceeds grade-level expectations. A student receiving an "E" demonstrates academically superior skills in that specific area nearly all the time.

This student demonstrates initiative, challenges him or herself, and requires no support in demonstrating this advanced knowledge at school. An "E" is very difficult to obtain and indicates unusually high achievement.

M

## Meeting Expectations

Indicates the student **meets** the grade-level standard

The student has a proficient understanding most of the time and meets grade level expectations. We want all of our students to reach a level "M". A student receiving an "M" is right on track with our high academic expectations, and his or her achievements are something to be celebrated.

D

## Developing Expectations

Indicates the student is **developing** towards the grade-level standard or expectation

The student has a basic understanding some of the time and partially meets grade-level expectations. A student receiving a "D" understands the basic concept or skill, but has not yet reached the proficient level and requires moderate support. A "D" should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.

B

## Beginning Expectations

Indicates the student is **beginning** to work toward the grade-level standard or expectation.

The student has minimal understanding and does not yet meet grade-level expectations. A student receiving a "B" has academic struggles according to our standards and requires considerable support. Interventions may be needed to learn the concepts and stay on track with grade level expectations.

A "/" on the report card simply means that this skill has not been taught and assessed during the current marking period. The Report Card will show a "/" in the box to represent a standard not assessed.

# How to read the 1st & 2nd grade report card



## REPORT CARD

Student Name \_\_\_\_\_ 2022-2023 \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_  
 Q4  
 Grade: 01

	Q1	Q2	Q3	Q4
<b>1st Grade</b>				
<b>Non Academic Factors</b>				
Conduct	M	M	M	
Effort	M	M	M	
Personal Habits	M	M	M	

	E	E	E	
<b>Religion</b>				
<b>Non Academic Factors</b>				
Conduct	E	E	E	
Effort	E	E	E	

				94
<b>English Language Arts</b>				
<b>Responding to Text:</b> Responds in writing and verbally to an increasingly challenging variety of texts				D
<b>Comprehension:</b> Comprehends the author's purpose and meaning in texts to include multiple genres				E
<b>Comprehension:</b> Uses the reading process to develop and deepen comprehension of increasingly complex texts				M
<b>Literary Elements:</b> Describes literary elements and structure				M
<b>Word Study:</b> Demonstrates and applies phonetic knowledge while spelling				E
<b>Word Study:</b> Demonstrates and apply phonetic knowledge while reading				M
<b>Word Study:</b> Demonstrates phonological awareness				M
<b>Writing:</b> Uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions				E

Omnibus subject grades are reported using a traditional 100-point scale.

Grade marks for priority standards assessed are reported using the 4-point scale descriptors.

Priority standards assessed are listed under each subject.

The comment section is for teachers to provide more details regarding students' areas of strength and opportunities for growth.

<b>Q1 Comments:</b>	Sally is a joy to have in class. I would like to see her continue to work responding to the different texts we read in class. Keep working hard!
<b>Q2 Comments:</b>	
<b>Q3 Comments:</b>	
<b>Q4 Comments:</b>	

	1	2	3	4
<b>Unexcused Absence</b>	2	6	2	2
<b>Excused Absence</b>	0	0	0	0
<b>Unexcused Tardy</b>	0	0	2	0
<b>Excused Tardy</b>	0	0	0	0

The key describes the grade average and the letter grade correlation that will be given for each subject. In addition, the key describes what the EMDB represents for the standards and non-academic factors.

Report Card Key				
A 93 - 100	B 86 - 92	C 78 - 85	D 70 - 77	F 69 or Below
<b>Standards and Non-Academic Factor Key:</b> E - Exceeding Grade Level Expectations M - Meeting Grade Level Expectations D - Developing Grade Level Expectations B - Beginning Grade Level Expectations				

<b>Promoted to Grade:</b>	02
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Signature:

# Report Card Glossary

**Assessment** refers to all of the materials and procedures used to collect evidence of student achievement, evaluate, and record student learning, provide feedback, and report student achievement.

**Conduct** is defined as the frequency with which a student respects other people's opinions, feelings, ideas, and property (i.e., refrains from bullying, name calling, laughing at, making fun of, stealing, etc.); follows classroom expectations (i.e. does not interrupt others while speaking, does not distract or disrupt class, exercises self-control of impulsive behaviors); acts as a positive team member; and acts with kindness and honesty.

**Effort** is defined as the frequency with which a student demonstrates effort in his or her daily work as observed by the teacher: demonstrating persistence and perseverance in his or her work, positively responding to feedback, showing genuine interest and curiosity in learning and growing, participating in class discussion, engaging in learning tasks, turning in all completed classwork and homework assignments on time, and being prepared for class.

**Formative Assessment**, or assessment for learning, happens while learning is still underway. These are the assessments that teachers and students conduct throughout teaching and learning to diagnose student needs, plan next steps in instruction, provide students with feedback they can use to improve the quality of their work, and help students to see where they are going or where they have been, as well as feel in control of their journey to success. The ultimate goal of formative assessment is to improve students' achievement of intended instructional outcomes (Stiggins).

**Omnibus/Grade Average** is the overall grade for each subject. The omnibus grade on the report card is based on a 100 point scale.

**Personal Habits** are defined as the frequency with which the student wears the complete uniform and adheres to St. Cecilia grooming and personal appearance expectations, demonstrates organization and neatness in personal belongings (i.e., cubby, desk, locker, backpack, etc.), picks up after oneself, and is on time for all classes.

**Priority Standards** are the standards on which focus teachers' instruction, assessment, and feedback. These are the standards that are the most essential for students to attain by the end of the grade level.

**Proficiency Scales** show a progression of learning and measure the student's success in learning the content. First and second grade teachers use proficiency scales developed at the school level to plan and measure student progress toward learning goals in specific content areas.

**Rubric** is a type of scoring guide that assesses and articulates specific components and expectations for an assignment. A rubric provides more explicit and actionable feedback for students to improve their learning.

**Standards-Based Grading** is an intentional way for teachers to track their students' progress and achievements while focusing on helping students learn and reach their highest potential. It is based on students showing signs of mastery or understanding of specific learning standards.

**Standards-based Learning** refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills (grade level standards) they are expected to learn each school year.

**Summative Assessment** is the attempt to summarize student learning at the end of a sequence of instruction. It is designed to provide a formal evaluation of student achievement.

# Frequently Asked Questions and Answers

## **Q: What is standards-based grading?**

A: In education, the term standards-based refers to instructional approaches that are aligned to learning standards, i.e., written descriptions of what students are expected to know and be able to do at a specific stage in their education. In other words, standards-based refers to the use of learning standards to guide what is taught and assessed in schools.

## **Q: How is standards-based grading different from traditional grading?**

A: Traditionally, many elements have been combined to determine your child's grade – test scores, quizzes, completed homework, classroom participation, coming to school on time, extra credit – then the average of this quarter or semester's work averages into a percentage for a grade.

Standards-based grading separates those elements so that parents will be able to see specifically if their child needs help with an academic concept or if he or she can't remember to turn in homework. Standards-based grading measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance.

## **Q: What are the advantages of standards-based assessment and grading?**

A: The advantages are improved communication and additional feedback for parents, students, and teachers. Parents and students will see areas of academic strength and weaknesses in the grade book rather than seeing a test score or homework assignment and wondering what the next steps might be. Teachers will know which standards they need to re-teach, and students will know on which standards they need additional learning opportunities and/or practice.

## **Q: How will my child be assessed regarding progress toward the standard?**

A: Your child will be assessed by the classroom teacher using a variety of formative and summative assessments. Teachers will use rubrics to provide both parents and students with more explicit feedback on the student's progress toward standard mastery. At these grade levels, ongoing assessments provide teachers with information regarding student progress toward grade level standards. This allows them to adjust instruction as needed.

## **Q: How are the standards on the report card chosen?**

A: The standards for the report card are chosen using the Archdiocesan Guidebooks for Curriculum, Instruction, and Assessment.

## **Q: How will the teacher support my child if he/she is not meeting the standards?**

A: Teachers use a variety of instructional methods to differentiate instruction for each student. During the school day, students and teachers will be engaged in whole group, small group, and one-to-one activities during which the teacher can tailor instruction to meet every student's needs.



# Resources and References

*Archdiocese of Galveston-Houston Guidebook for Curriculum, Instruction, and Assessments*

Catholic Schools in the Archdiocese of Galveston-Houston plan instruction according to the archdiocesan curriculum guides in all academic areas for kindergarten through eighth grade.

Heflebower, Tammy, et al. *Leading Standards-Based Learning: An Implementation Guide for Schools and Districts*. Marzano Research Lab, 2021.

Heflebower, Tammy, and Robert J. Marzano. *A Teacher's Guide to Standards-Based Learning*. Marzano Research, 2019.