

Standards-based Report Card Grading

As a student starts to work on each new standard within a Knowledge & Skill Statement, the teacher will track and report progress within a six weeks using a B to designate beginning progress where a student understands and grasps a few to some of the Student Expectations. With continued practice, the teacher will track and report progress as an A as the student has a greater understanding and grasps most of the Students Expectations within the Knowledge & Skill Statement. When a student demonstrates independent mastery of all the Student Expectations within the Knowledge & Skill Statement, the teacher will track and report progress with a M for Mastery. If a Knowledge & Skill Statement has Student Expectations that have not been taught within that six weeks grading period, the teacher will enter an asterisk (*).

The following key will assist in understanding grade level expectations and the scores representing student achievement and mastery.

SBRC Score:	Not Taught	Mastery of Standard	Approaching Mastery of Standard	Beginning Progress Toward Standard
Represented by:	*	M	A	B
Means:	None of the Student Expectations (SEs) were taught within this six weeks	Demonstrates independent achievement and mastery of all key concepts, vocabulary, processes, and skills of the grade level expectation	Understands, grasps, and applies most key concepts, vocabulary, processes, and skills	Understands and grasps a few to some of the key concepts, vocabulary, processes, and skills related to the standard

Determining Student Achievement with Evidences of Learning

Teachers will use a variety of measures as evidence of learning such as common assessments, rubrics, classwork, homework, anecdotal notes, observation, and criterion-referenced tests. When determining individual student progress toward achieving the Knowledge & Skill Statements (the standards on the report card), a teacher will use a multitude and variety of measures that are aligned to the grade level TEKS as evidences of learning in order to determine a student's progress and mastery levels. Each teacher has access to tools that provide consistency among classes and campuses throughout the district. Additionally, the district provides curriculum documents that show the assigned student expectations by each six weeks.

Throughout a six-week grading period, the teacher will gather multiple data points in a variety of ways. As teachers work with students in large groups, small groups, and individually, the teacher will keep in mind the assigned standards for that grading period. The teacher will observe:

- Student Knowledge: How does the student learn best? How does the student communicate knowledge?
- Student Performance: What evidence is there of the student's proficiency level (work samples, performance tasks, conversations with student, anecdotal notes)?
- Student Proficiency Level: Based on assigned grade-level content, at what level of mastery does the student consistently perform?

Rubrics are the tools that provide the criteria and levels of performance to assess authentic student work products (i.e., performances, portfolios, papers, teamwork, etc.). When used for assessment, rubrics help both student and teacher identify strengths and areas for improvement in the learning process.

Consistent use of the district rubric significantly improves the facilitation of learning by providing both students and teachers with clarity and commonality of purpose. Students can better validate their own progress, and instructors can fairly and consistently document the students' skills and growth. Using rubrics across classrooms can also insure consistent measurement of quality of performance by students who have different teachers.

This information was taken from <https://www.aisd.net/district/about/report-cards/k-2/>.