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| **Why standards-based report cards at Unatego Central School District?**  Common Core State Standards and other state and federal initiatives have increased the focus on standards-based education. In response, many school districts across the state and nation have been implementing standards-based report cards in recent years. | **What are standards and how are they identified?**  The New York State Education Department writes the standards for each grade level, and each content area has a list of learning standards. Standards are a list of skills and competencies that each child should be able to know and demonstrate by the end of a given grade. New York’s standards in math and English Language Arts are aligned with the Common Core.  (www.corestandards.org) |
| **What is the purpose of standard-based report cards?**  The primary advantage of standards-based report cards is their correlation to state grade-level standards: Teachers, parents and can track each student’s progress toward meeting the state’s expectations. | **How do standards-based grades differ from traditional grades?**  Research shows that a single letter or overall percentage grade is not a good way to report student achievement in any subject area because it is often subjective and cannot present the level of detailed feedback necessary for effective learning. The rubric approach used in standards-based report cards provides objective information about student achievement without the need for an overall grade. |

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| **Standards-based report cards are based on grade-level learning standards and expectations.**  Unlike traditional “lump-sum” grading systems—in which a student earns a “B” or an “82” for his or her combined work in a certain subject area—standards-based report cards communicate student progress on specific skills and competencies using a 4, 3, 2, 1 scale. This kind of feedback helps to inform classroom instruction and allows both teachers and parents to understand exactly where students stand in relation to the learning standards. | **Definitions of Performance Indicators**  Your child’s grade reflects what your child knows and can do in each subject area. It is based on your child’s performance in relation to the New York State standards at his or her grade level.  **4** – Demonstrates with Mastery  (exceeds expectations)  “Since I get this or can do this, I can figure out new things on my own!”  Students who earn a 4 are able to consistently apply concepts learned in class and transfer that knowledge to other situations.  **3** – Demonstrates Independently  (meets expectations)  “I get it! I can do this well!”  Students who earn a 3 are on grade level. They demonstrate an ability to analyze and synthesize concepts learned in class.  **2** – Demonstrates with Support  (progressing toward expectations)  “I almost get it but I need help.”  Students who earn a 2 are progressing toward grade level with support and/or can apply  content learned in a literal context.  **1** – Not Demonstrating at this Point  (area of concern)  “I don’t get it yet. I need help.”  Students who earn a 1 are struggling with this competency.  **NA** – This skill is not assessed at this time. |