

# Standards Based Report Cards (SBRC)

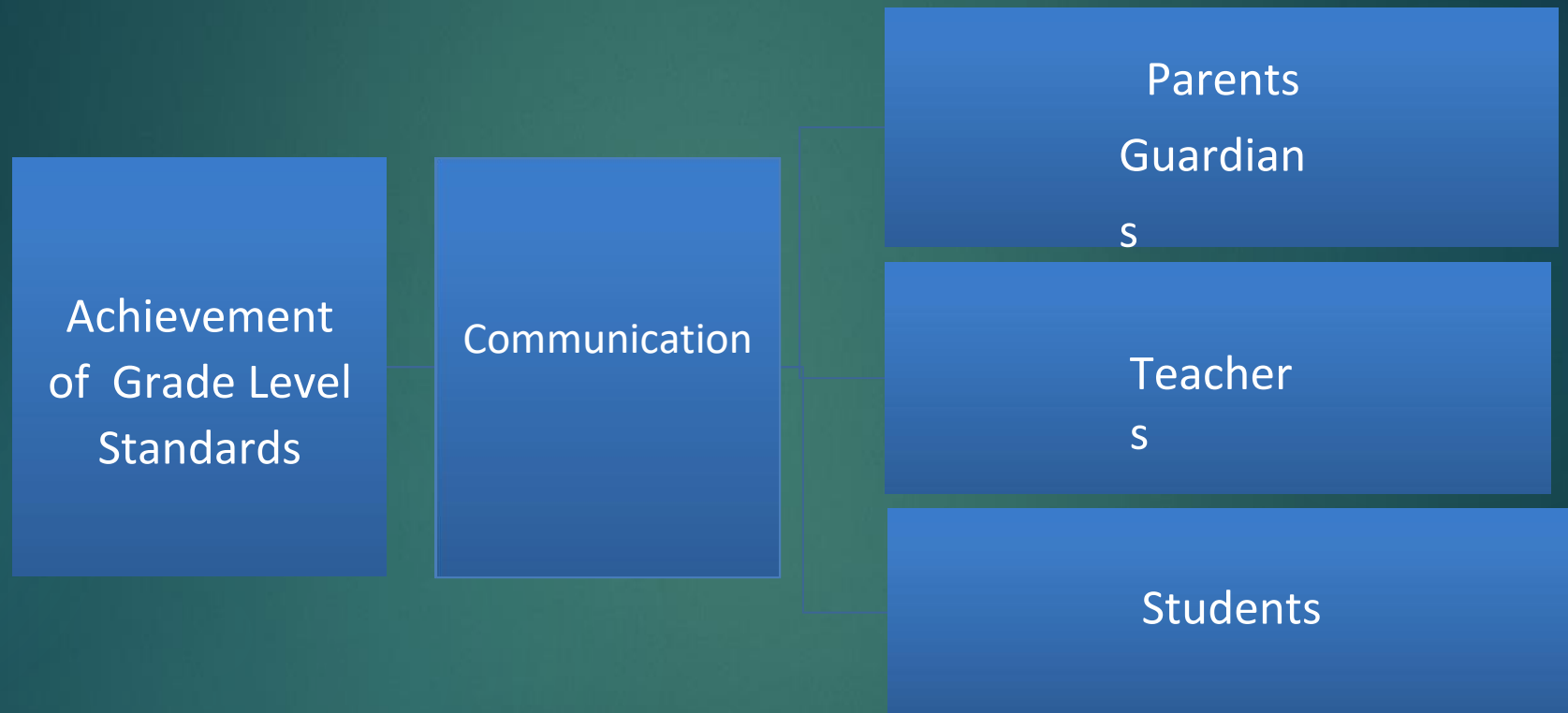
*Burch Charter School of Excellence*

Parent University  
November 16, 2021

# Why use Standard Based Report Card (SBRC)?


- SBRC focuses on strengths and areas of improvement on state grade level standards
- Aligns instruction, assessment, and grading to standards
- A form of progress monitoring

# SBRC Mission




# What Report Cards *used* to look like...

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	40	_____	_____
	Absent	0	_____	_____
	Tardy	1	_____	_____
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				



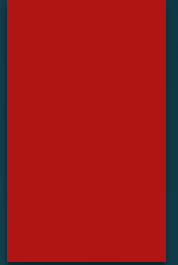
*What does a “B”  
tell us about the  
entirety of a  
student’s progress?*



Can we do  
*something* more  
to identify  
specific areas for  
continual growth?

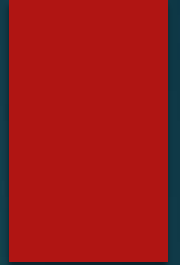
***YES!***

# Standards Based Report Cards





# A Sample of a Standards Based Report Card





PHYSICAL EDUCATION						SCIENCE				
	3RD	4TH	FINAL			2ND	3RD	4TH	FINAL	
Demonstrates skill performance					Asks questions based on observations to find more information about the natural and human-made world					
Participates in classroom discussions and activities related to content area					Distinguishes between a scientific model and an actual object, process, or event. Compares and contrasts scientific models					
ART						SOCIAL STUDIES				
	1ST	2ND	3RD	4TH	FINAL	1ST	2ND	3RD	4TH	FINAL
Demonstrates understanding and application of skills						Describe the connections between ideas, or information				
Participates in classroom discussions and activities related to content area						Participates in classroom discussions and activities related to content area				
HEALTH						MUSIC				
	1ST	2ND	3RD	4TH	FINAL	1ST	2ND	3RD	4TH	FINAL
Demonstrates understanding of concepts						Demonstrates understanding of concepts and application of skills				
Participates in classroom discussions and activities related to content area						Participates in classroom discussions and activities related to content area				
TECHNOLOGY										
	1ST	2ND	3RD	4TH	FINAL	1ST	2ND	3RD	4TH	FINAL
Demonstrates understanding of concepts and application of skills										
Participates in classroom discussions and activities related to content area										

**\*CLASSROOM LEARNING SUPPORTS**  
 C = Consistently S = Sometimes I = Infrequently

BEHAVIORS THAT SUPPORT LEARNING										
SOCIAL SKILLS						STUDY SKILLS				
	1ST	2ND	3RD	4TH	FINAL	1ST	2ND	3RD	4TH	FINAL
Respects rights and feelings of others						Follows directions (orally or written)				
Demonstrates self-control						Works independently				
Deals appropriately with needs and feelings						Works cooperatively with others				
						Completes class work/tasks in a timely manner				
						Participates in class (note taking)				
						Assumes responsibility for personal belongings				
						Demonstrates effort in learning activities				

# Key for Proficiency Levels

1= Not meeting Grade Level Standards

Not understanding key concepts process and skills. These are areas that require support.

2 = Approaching Standard

Beginning to understand and apply key concepts, processes, and skills.

Progressing towards stated benchmark.

Proficiency Levels

3 = Meets Standards

Consistently understands and applies key concepts, processes, and skills. Successfully meets stated grade level benchmarks.

4= Exceeds Standards

Extends key concepts, processes, and skill. Consistently works beyond stated grade level benchmarks.

*Let's take a closer  
look at the  
difference!*



Example 1

# Traditional Grading vs. Standards Based Grading

Little Bobby is a first grade student. He scored a 90 (A) in Language Arts for the First Marking Period...

***“There must not be an area that needs improvement. He has an ‘A’!”***

Course	Marking Period Grade
Language Arts	90 (A)

Example 1

# Analyze the Grade Now...

READING: FOUNDATIONAL SKILLS	Marking Period 1
Recognizes sight words	4
Determines beginning sounds in words	4

Writing	
Writes complete sentences	2
Writes independently for an extended period of time	2

Language	
Applies conventions of grammar and usage	4
Learns and applies spelling patterns	4

4 =  
Exceeds  
Standards

3 =  
Meets Standards

2 =  
Approaching  
Standards

1 =  
Needs Support

Example 1

# Analyze the Grade Now...

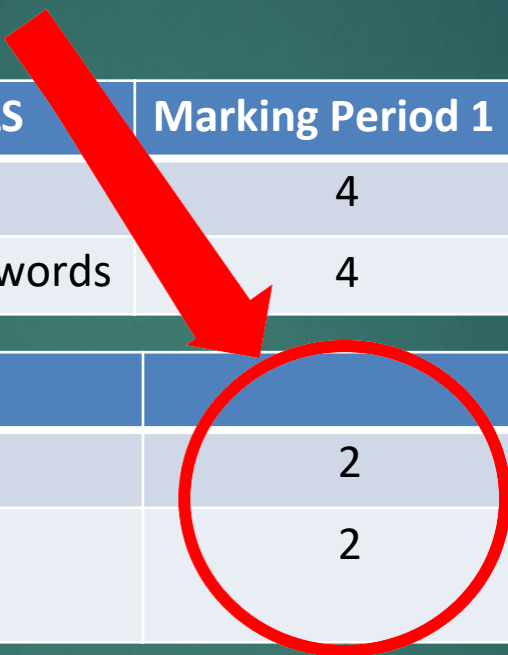
READING: FOUNDATIONAL SKILLS	Marking Period 1
Recognizes sight words	4
Determines beginning sounds in words	4
<b>Writing</b>	
Writes complete sentences	2
Writes independently for an extended period of time	2
<b>Language</b>	
Applies conventions of grammar and usage	4
Learns and applies spelling patterns	4

4 =  
Exceeds  
Standards


3 =  
Meets Standards

2 =  
Approaching  
Standards

1 =  
Needs Support







*Is Bobby  
demonstrating “A”  
work in all areas?*

**Now we can  
identify areas in  
need of additional  
support.**

Example 2

# Traditional Grading vs. Standards Based Grading

*“Uses addition within 20  
to solve world  
problems.”*

• Task 1: 0/4

• Task 2: 0/4

• Task 3: 3/4

• Task 4: 8/8

• Task 5: 8/8

- If we were to average these grades, this student would earn a 68%.

Using SBRC:

- Growth has been shown over time, student would receive a 3 (Meets Standard)

*Rubrics are an important*  
aspect of Standards  
Based Report Cards



# Rubrics



- Rubrics can be used to evaluate student progress towards the standard at the end of each marking period.
- Rubrics will be posted on the district website for parents.
- Data collection, inclusive of anecdotal notes and unit assessments, for each standard will be used to determine a student's progress.

# Produces the letter sounds of introduced vowel and consonants.

Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 <sup>st</sup> – 2 <sup>nd</sup>	Student rarely recognizes introduced vowel and consonant sounds.	Student sometimes recognizes introduced vowel and consonant sounds.	Student consistently recognizes introduced vowel and consonant sounds.	Student consistently recognizes all vowel and consonant sounds and reads them correctly in words.
3 <sup>rd</sup> – 4 <sup>th</sup>	Student rarely recognizes all vowel and consonant sounds.	Student sometimes recognizes all vowel and consonant sounds.	Student consistently recognizes all vowel and consonant sounds.	Student consistently and independently recognizes all vowel and consonant sounds and reads them correctly in words.

# Scoring with a Rubric



Xavier is a kindergarten student. On assessments during the first marking period Xavier is asked to identify the front and back cover of a book, which he can do successfully. He is also asked to identify the title page, where to start reading on a page, and track print while reading, which he is unable to do.

# Scoring with a Rubric

As Xavier's teacher, what proficiency level would you say he has earned?

What should be reflected on the report card?

ENGLISH LANGUAGE  
ARTS

1ST 2ND 3RD 4TH FINAL

READING: Literature and Informational Text

Demonstrates an understanding of the concepts of print

Demonstrates an understanding of the concepts of print:

Identify the front and back cover of a book, identify the title page of a book, identify where you start reading on a page, use left to right progression and return sweep, identify first, last, and 1-to-1 matching of word(s) on the page, identify where words begin and end.

Marking Period

1<sup>st</sup>

**1= Needs Support**

Unable to demonstrate the concepts of print.

**2= Approaching Standard**

Rarely able to demonstrate the concepts of print.

**3= Meets Standard**

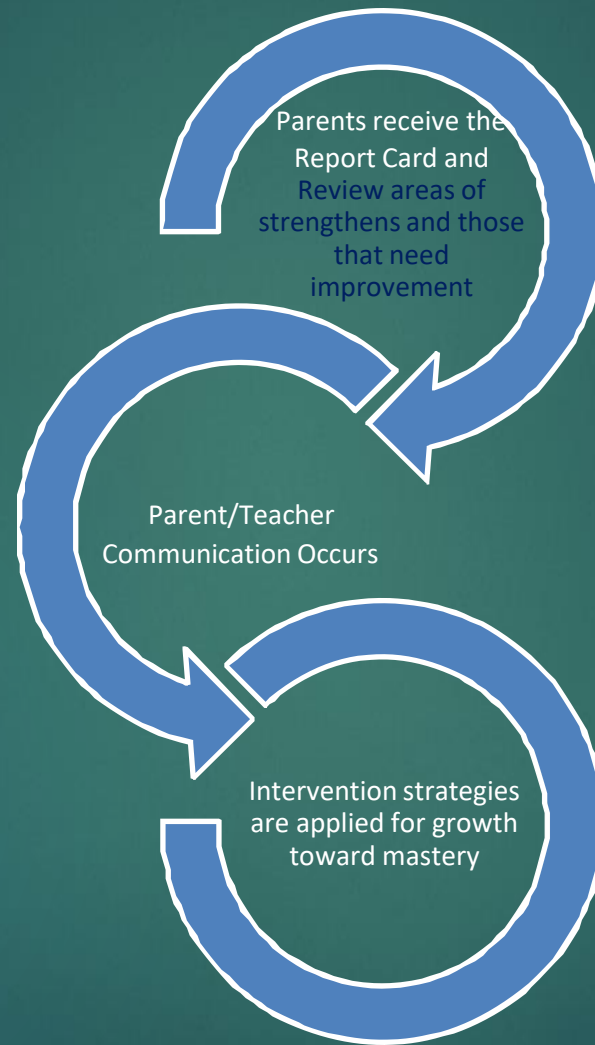
Able to demonstrate the concepts of print **with** prompting and support.


**4= Exceeds Standard**

Able to demonstrate the concepts of print independently.



# How is This Information Used?





# Information Roll Out

- Information will be posted on website in the form of: Sample Report Cards, Rubrics, Presentations
- Information will be shared with parents at Parent University.



# Questions?

THANK YOU FOR YOUR TIME.