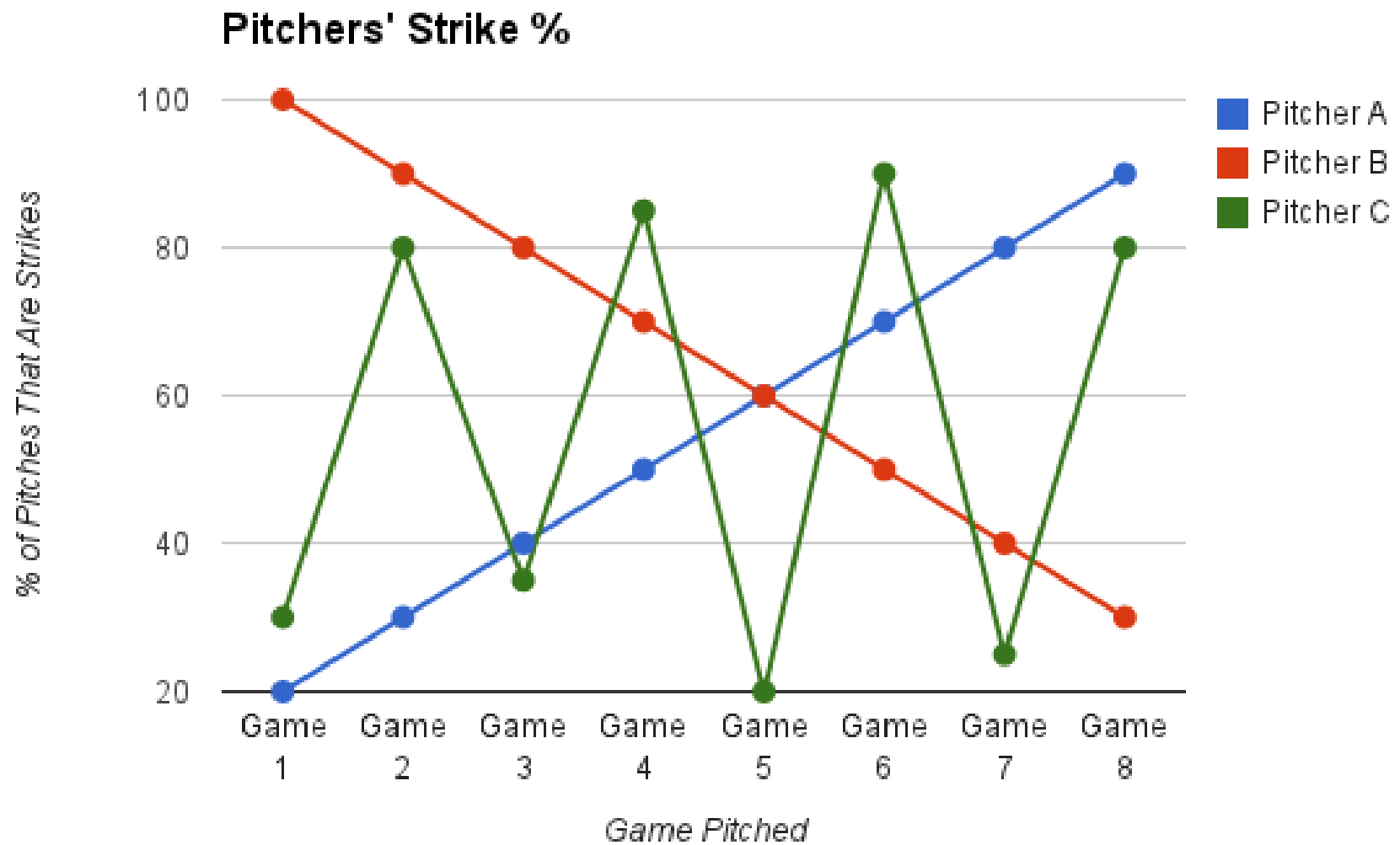




Standards-Based Elementary Report Cards

Grosse Pointe Public School System

2012-2013



Who would you have pitch in the Championship Game?

Two Views of the Pitchers

Average (Mean)

- All 3 "look" similar
- Pitcher B has best **average** (65%)
- Doesn't tell complete story

Progress-Based

- All 3 *are* different
- Pitcher B has worst **progress**
- Gives more information

Reasons for changing to Standards-Based Report Cards

- District-wide team of teachers and administrators determined that best practice would be to provide standards-based report cards for all grade levels
 - K-3 report card is standards-based
 - 4th/5th grade report cards modified to match the more detailed K-3 level of student assessment
 - Alignment of all K-5 report cards to Common Core Standards
- Report cards designed to ensure appropriate assessment for all general and special education students

Traditional Grading

- Doesn't tell full story
- Reports overall average only
- Behavior may be embedded in grade
- Lacks directed feedback for student
- What students "do" v. "know"
- Fixed mindset (striving for correct answer or "good" grade only)
- Answer-oriented; based on right/wrong

Standards-Based Report Cards

- Gives detailed picture of student learning
- Growth mindset (student progress towards benchmark)
- Process oriented
- Provides specific feedback
- Focus is on what students “know”

Closing Points

- **We can provide more detailed information about the successes, proficiencies, and areas of focus for students through standards-based report cards.**
- **When we provide standards-based instructional feedback, students will move from the fixed mindset of grades to the growth mindset of process and progress.**