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
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.

Some information adapted from Gary Abud (GPN Science) and Andrew Steinman (Kent ISD Instructional Technology Consultant) 2012 miGoogle presentation