

Purpose of Standards- Based Reporting

The primary purpose of standards-based grading in Lawrence Public Schools is to communicate student learning and achievement to students, parents, and others.

Standards markings represent how well each student has achieved the curriculum standards or skills for each course or grade level.

This is a departure from traditional grades, which often mix student attendance, behavior, and other factors into the final grades.

More specific feedback about actual knowledge and skills is designed to provide information that students can use for self-evaluation and to encourage student growth and continued progress in learning.

Importance of Successful Learner Behaviors

Employers report that new entrants to the 21st century business world need not only the basic skills – reading, writing, and mathematics – but also **professionalism, teamwork, and oral communication skills**, deemed the three “most important” applied skills in today’s workforce.

Grade Mark Legend	
PreK-5 th	
Grade	
S	Successfully Meets: Meets academic (or learner behavior) expectations. Evidence of most recent work demonstrates the learning goals are fully and consistently met.
M	Making Progress: Partially meets academic (or learner behavior) expectations. Evidence of most recent work demonstrates more than half the learning goals are fully and consistently met.
T	Targeted: Targeted for growth in order to meet academic (or learner behavior) expectations. Evidence of most recent work demonstrates only a few of the learning goals are met or partially met.
E	Excels: Consistently goes beyond academic (or learner behavior) expectations. Evidence of most recent work demonstrates the learning goals are fully and consistently met.
I	Incomplete: Insufficient evidence to report achievement.
S*	Successfully Meets: Academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
M*	Making Progress: Partially meets academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
T*	Targeted: Targeted for growth in order to meet academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
E*	Excels: Consistently goes beyond academic (or learner behavior) expectations with work modified and/or additional support provided (Teacher, Resource Staff, etc.)
	Blank: Standard not assessed during the semester

If you have further questions about your student’s standards-based progress report, please contact your building principal or Denise Johnson
dljohnso@usd497



Guide to Standards - Based Reporting: PreK-5th Grade

What you will see when you receive your student's Progress Report....

Student:

School:

Grade:

Year:

Homeroom:

Principal:

ENGLISH LANGUAGE ARTS

Reading: Foundational

I can apply my knowledge of relationships between letters and sounds

I can read with sufficient accuracy and fluency to support comprehensi

Reading: Literature

I can ask and answer questions to demonstrate understanding of a text, referring

I can use the key details in a text to retell and identify the central message of a stor

I can describe characters in a story and explain how their actions contribute to the

I can compare and contrast the themes, settings, and plots of stories written by the characters. - RL.3.9

I can tell what words and phrases mean within a

Reading: Informational

I can use text based evidence to ask and answer

I can identify the main idea of a text using supporting details. - RI.3.2

I can describe the relationship between a series of historical events, scientific ideas/procedures in a text, using language that pertains to time, sequence, and cause/e

I can use compare/contrast, cause/effect, and sequencing to find connections with

I can use two texts to compare and contrast important points and key details on t

I can use my strategies to determine the meaning of words or phrases. - RI.3.11

SKILLS your student should know and be able to do by the end of the grade level

Grade level content **STANDARD** for Reading

MATH

Operations and Algebraic Thinking

division are related. - 3.OA.7

I can solve two-step word problems using addition, subtraction, multiplica

I can determine the reasonableness of my answer, using estimation and ro

I can find and explain patterns in multiplication tables. - 3.OA.9

Number and Operations in Fractions

I can understand and represent a fraction as a number on a number line. -

I can explain and compare in words and pictures how two fractions can b

I can tell and write time to the nearest minute. I can solve word problems i

I can measure and estimate liquid volumes and masses of objects using sta

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HOMEROOM

Successful Learner Behaviors

I can exercise self-control.

I can follow directions by listening.

I can accept responsibility for my behavior.

I can show respect and acceptance of others/ideas.

I can respond appropriately to feedback from adults and peers.

I can manage transitions and changes in routine.

I can use cooperation skills (whole group, small group, partners).

I can strive to produce quality work.

I can efficiently complete tasks on time by working appropriately.

What is Standards-Based Reporting?

The Lawrence Public School District Elementary Progress Report of student achievement reflects current learning goals for the district and the State of Kansas. Each state defines yearly standards of learning or specific goals for students to reach by the end of each grade level, Early Childhood through grade 12.

Our goal is to give students and parents clear and detailed information about the student's learning and next steps for success with these learning goals and standards. The standards and skills describe what students should know and be able to do in each subject area at each grade level.

Standards-Based Reporting Provides More Specific Feedback:

More specific feedback is valuable regardless of the student's ability or performance level. Continuous learning and high expectations should be communicated to every student. Students learn best when they are evaluated on their individual progress toward achieving the standards and skills of their grade level.