



### Why is a standards-based approach better for student learning?

- Standards can be explained as specific learning targets in language students can understand.
- Learning targets are clear to students: What the teacher expects is no mystery.
- Teachers give feedback to students based on specific criteria and coach students to reach the learning targets.
- Scores on achievement are separated from information about effort – there is no confusion.
- Learning development is respected: a score is a realistic appraisal of achievement at the end of a learning period.
- “All students can become fully proficient” is a belief that anchors the assessment and scoring procedures.
- Parents know more about what is expected and how their child is performing relative to those expectations.



### Find out more about standards-based assessment and reporting...

See the district website [www.lincnet.org/standardsbasedresources](http://www.lincnet.org/standardsbasedresources), for standards-based resources.

You will find documents such as:

- Frequently Asked Questions
- Sample Report Cards for Gr. K-6
- What Characterizes a “4”?
- Bibliography of Standards-based Resources

“The primary purpose for grading should be to communicate with students and parents about achievement of learning goals.”

-From Grading, by Susan Brookhart

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LINCOLN PUBLIC SCHOOLS  
6 BALLFIELD ROAD  
LINCOLN, MA  
[www.lincnet.org](http://www.lincnet.org)

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## Standards-based Assessment and Reporting



## Parent Guide to Standards-based Report Cards

2011-2012

## What does “standards-based” mean?

Standards describe what students should know and be able to do. Teachers base their planning, instruction and assessment on important local and state standards. Teachers communicate students’ progress in terms of achievement relative to standards. The standards for each subject area are on the district website.

[www.lincnet.org/standards](http://www.lincnet.org/standards)

## How is this approach different from traditional grading?

★In a standards-based approach, the traditional categories are broken down into more specific areas of learning so that strengths and weaknesses are clear.

★Scores communicate progress relative to specific criteria and standards rather than show a percentage of achievement on combination of areas of learning.

★Standards-based scores convey the status of achievement at the end of a learning period rather than an average of learning over time.

“Grades are not about what students earn; they are about what students learn.”

-Susan Brookhart

## Scoring Scales

Standards-based reporting separates information about a student’s growth in social development and work habits from his or her actual achievement of specific concepts and skills. Therefore, we layout the report card in two parts and use two different scales.

Growth as a Learner Frequency Scale	
<b>C</b>	Consistently All the time; independently
<b>O</b>	Often Mostly; reasonable amount
<b>S</b>	Sometimes Some; but not enough
<b>I</b>	Infrequently Rare; this is a problem

Academic Achievement Standard Scale	
<b>4</b>	Exceeding grade level standards at this time
<b>3</b>	Achieving grade level standards at this time
<b>2</b>	Progressing toward grade level standards at this time
<b>1</b>	Performing below grade level standards at this time
<b>NA</b>	Not assessed at this time

## How is a standards-based report card scored throughout the year?

The descriptors on the report card are the most important learning targets for the entire school year. The scores on the report card represent the status of learning done at the end of each term. Expectations to meet standards often increase through the year. A “3” in the first term means meeting a standard in December but a student may have to demonstrate a higher level of achievement to maintain a “3” in March. For example, a report card math descriptor might be:

*“Uses appropriate techniques, tools and units in making measurements of length, weight, angles, areas, perimeter and volume.”*

Students would be scored at the end of the first term on all components but perimeter and volume, which would be studied later in the year. For some items, teachers may mark “NA” (Not Assessed) because these items were not taught during that term. By the end of the school year, every item in the report card will receive at least one score; many items will have scores each term.

