



The Schools of McKeel Academy

Frequently Asked Questions for: Standards Based Learning, Standards Based Grading, and Standards Based Report Cards

What is standards based learning (SBL)?

Standards based learning gives students an indicator of clear expectations for reaching proficiency of a standard.

What is standards based grading (SBG)?

Standards based grading measures a student's level of understanding on a particular skill as it relates to an educational standard and how the student is progressing towards meeting the standard.

What are educational standards?

Educational standards are a list of skills established by the Florida Department of Education that students should know and be able to do at each grade level.

What are some of the benefits of standards based grading?

- Gives students specific information about how they're doing and pinpoint where they need to improve.
- Gives you, the parent or guardian, a more detailed and accurate assessment of how your child is progressing academically.
- The focus is on the needs of each child.
- Gives students a chance to get help when it's most needed, sooner rather than later.
- It allows teachers to accurately communicate achievement of learning targets or benchmarks to students and parents, as well as providing information to plan for instruction.
- A student's performance is measured against a standard.

Why do standards based grading?

Standards based grading shifts the focus to learning and not earning points. Rather than worrying about how much an assignment is worth, or if it is going to be graded, students focus on mastering the content. Students have a clearer understanding of which concepts they have grasped and which ones they still need to work on. For example, just because your child may not master dividing decimals doesn't mean they are a poor math student; rather they need additional support with that skill.

How is my child scored?

Students in grades K-6 will be scored using a 4,3,2,1. Students are scored on their progress made toward proficiency of the standard expectations set forth for each reporting period.

What does each score represent?

4- Proficient: student demonstrates the skill or understands concepts at the level expected for the reporting period

3- Developing Progress: student is moving toward being able to demonstrate the skill or understand concepts and meets most expectations for the reporting period.

2- Beginning Progress: student is only beginning to develop the skill or understand concepts and needs to improve in order to meet expectations for the reporting period

1- Of Concern: student demonstrates limited evidence of understanding even with help for the reporting period

How do I view my child's scores?

Parents/guardians may view their child's progress by viewing the scores recorded in the grade book. Directions on how to view the grade book can be found by visiting the *school website*, clicking on the *information* tab and then click on *viewing grades*. Grades K-4 have student portfolios/data binders that are sent home to view a student's progress as well.

What is a standards based report card?

A standards based report card separates academic performance from behavior in order to provide parents a more accurate view of a student's progress in both academic and behavioral areas. A key correlates to student progress in meeting the academic standards or behavior expectations (4-1 scale).

What standards are listed on the report card?

We have worked diligently to revise the number of standards reported on the report card, as it was overwhelming. We have scaled down the standards to include a smaller number of key standards that we have identified as priority standards.

What are priority standards?

Priority standards are standards that have been identified as most essential to a particular grade level. Teachers will still teach all grade level standards set forth by the Florida Department of Education but they will devote significant time to teaching and recording scores for the priority standards.

How do I receive/view my child's report card?

Your child's report card will be emailed on report card distribution day (see school calendar for specific dates) to the email addresses provided by the parent/guardian when completing the back to school forms.

Will my student receive teacher comments on their report card?

Yes, students will receive an overall narrative comment that highlights the concepts/skills covered during a marking period and an individual comment specific to the student.

How are my child's scores determined on the report card?

Mounting evidence of a student's performance on a series of assignments, tasks and assessments will provide a "snapshot" of where the student is at that time in a content area.

How will I know if my child needs help?

Receiving a score of a 1 or 2 in the gradebook or report card can be a sign that a student is in need of extra support in the areas where they are receiving low scores. This is one benefit of a standards-based report card; areas in need of support are clearly evident.

Can my child reassess if they receive a low score on an assessment?

Yes, there are times when a student needs additional learning to master the content. Students will be provided another opportunity to demonstrate their knowledge after additional teaching and practice have occurred.

For students in grades K-4, the teacher will be responsible for ensuring an opportunity for reassessment has been given. For students in grades 5-6 the teachers will work with students to work towards being responsible for scheduling reassessments. We will use these two years to teach students the process (filling out and completing reassessment contract, how to schedule a reassessment with a teacher, etc.)

How do I read/understand my child's report card?

Subjects are broken down into strands or domain and further broken into priority standards. Each priority standard is assessed. Students receive a mark for each priority standard based on the mounting evidence recorded in the gradebook (see example report card that follows).

Is it possible for a student's score to change from one reporting period to another?

Yes, the score recorded for each reporting period indicates a student's performance at that time. Students are scored on their progress made toward proficiency of those expectations set forth for each reporting period. As additional standards are taught, assessed, and pieces of evidence are added to the grade book the score can change based on that information. A score can also change, as expectations increase and the student may not demonstrate the same level of proficiency during the next reporting period.

What happens when my child moves to 7th grade and beyond?

TSMA continues to teach with standards based learning using a traditional grading scale (A,B,C,D,F) in grades 7-12. Among the many benefits of SBG is that it provides specific information about how your child is progressing and

pinpoints where he/she needs to improve for grades K-6. Therefore, fostering a firm foundation, preventing academic gaps as your child continues his/her educational path in grades 7-12 and beyond.

How do I read/understand my child's report card?

Behavior Expectations: Behavior expectations will be recorded based on your child's behavior for the reporting period. A scale of 4,3,2,1 is provided on the report card to the right.

Behavior Expectations

Behavior expectations follow the scale to the right.

4 - Consistently
3 - Most of the Time
2 - Sometimes
1 - Of Concern

Expectation	Q1	Q2	Q3	Q4
Completes and submits quality classwork	4			
Displays best effort	4			
Follow directions	4			
Listens respectfully and acknowledges the thinking of others	4			
Takes responsibility for own actions; demonstrates self control	4			
Uses technology in accordance with school policies	4			

Levels of Progress: A scale for levels of progress is provided to remind one what a 4, 3, 2, 1 represent for the content areas.

Levels of Progress for Language Arts, Mathematics, Science & Social Studies

4	Proficient	Student demonstrates the skill or understands concepts at the level expected for the reporting period.
3	Developing Progress	Student is moving toward being able to demonstrate the skill or understand concepts and meets most expectations for the reporting period.
2	Beginning Progress	Student is only beginning to develop the skill or understand concepts and needs to improve in order to meet expectations for the reporting period.
1	Of Concern	Student demonstrates limited evidence of understanding even with help for the reporting period.

Content Area: The content area is broken into 4-5 areas (may vary based on grade level). The content areas are grouped by (1) **content** (2) **strand or domain** found within the content area and (3) **priority standard** within the strand or domain

1 → Language Arts

		Q1	Q2	Q3	Q4
+	LAFS.6.L Language Standards	4			
+	LAFS.6.RI Reading Standards for Informational Text	3			

1 → Mathematics

		Q1	Q2	Q3	Q4
+	MAFS.6.NS The Number System	4			
+	MAFS.6.RP Ratios and Proportional Relationships	3			

1 → Science

		Q1	Q2	Q3	Q4
+	SC.6.N Nature of Science	4			

1 → Social Studies

		Q1	Q2	Q3	Q4
+	SS.6.G Geography	4			

*Please note that additional strands or domains will be added as the year progresses and more content is covered



Language Arts

		Q1	Q2	Q3	Q4
+	LAFS.6.L Language Standards	4			
-	LAFS.6.RI Reading Standards for Informational Text	3			
	LAFS.6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	3			
	LAFS.6.RI.1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	3			
	LAFS.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3			


*Three different priority standards have been identified for this main strand (Reading Standards for Informational Text) for this reporting period. Additional priority standards will be added as the year progresses.

Scores: Your child will receive two scores. The **first score** is how your child is performing overall for each strand/domain based on ALL of the pieces of evidence gathered for ALL of the priority standards that fall under the strand/domain. The **second score** is how your child performed for each priority standard. You can find these scores by clicking on the blue plus to expand. This score is determined based on ALL of the pieces of evidence gathered. You can view those pieces of evidence by logging into the gradebook.


Language Arts

	Q1	Q2	Q3	Q4
 LAFS.6.L Language Standards	4			
 LAFS.6.RI Reading Standards for Informational Text	3			


Mathematics

	Q1	Q2	Q3	Q4
 MAFS.6.NS The Number System	4			
 MAFS.6.RP Ratios and Proportional Relationships	3			



Science

	Q1	Q2	Q3	Q4
 SC.6.N Nature of Science	4			

Social Studies

	Q1	Q2	Q3	Q4
 SS.6.G Geography	4			

Language Arts

	Q1	Q2	Q3	Q4
 LAFS.6.L Language Standards	4			
 LAFS.6.RI Reading Standards for Informational Text	3			
➔ LAFS.6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	3			
➔ LAFS.6.RI.1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	3			
➔ LAFS.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3			

The blue plus sign becomes red when it is expanded. If you do not want to view each score for the priority standards, simply click the red minus sign and it collapses all of the information.

Specials Area: The specials area, PE/Art/Music, provide you with information on how your child is performing in those areas for each reporting period. Specials may vary based on grade level. A scale is provided to show you how your student is performing based on their participation and content knowledge of the special area.

Specials

Specials follow two scales: one for knowledge of content and another for participation. Both are found to the right.

Participation

- 4 - Consistently
- 3 - Most of the Time
- 2 - Sometimes
- 1 - Of Concern

Content

- 4 - Proficient
- 3 - Developing Progress
- 2 - Beginning Progress
- 1 - Of Concern

	Q1	Q2	Q3	Q4
Art: Knowledge of Content	4			
Art: Participation	4			
Music Grade K: Knowledge of Content	3			
Music Grade K: Participation	3			
PE Grade K: Knowledge of Content	4			
PE Grade K: Participation	4			

Additional Information: The bottom portion of the report card is where you can find a summary of your child's attendance and comments.

How to print a copy of your child's report card: You may print a copy of your child's report card the day you receive the report card or if you need to print a copy at a later time you may view the directions found on the school website. (Visit the *school website*, click on the *information tab* and then click *view documents*.)