

What are Standards?

Standards are statements about what students should know and be able to do within each content area, at each grade level as defined by the Diocesan Courses of Study. Essential standards have been identified for each grade level based on the learning priorities of that grade.

What is Standards-Based Grading?

The Diocese of Columbus's standards-based report card is designed to show what a student knows and can do. The purpose of the report card is to give parents and students a clear description of a child's academic progress and growth in relationship to the Diocesan courses of study so that teachers can provide intervention or enrichment strategies to help each child learn. The report card provides for an on-going dialogue between students, teachers and parents about what is expected of our students while they are in school. Because this method emphasizes growth, it truly honors the dignity of each student as a child of God.

By focusing on the essential standards that have been identified for each grade level, this change supports the high academic and behavioral expectations that we have of our students. Students will continue to be academically challenged at all levels while maintaining a strong foundation in their Catholic faith.



What should the progress codes tell me about my child's achievement?

E Exceeds the essential standard

The student exceeds the essential standard by demonstrating an advanced level of understanding and/or the ability to apply knowledge at a higher level. The student independently synthesizes information and makes connections between concepts to apply the knowledge in new and unique ways or to apply the concepts to solve real world problems. Some foundational skills may not have an "Exceeds".

M Meets the essential standard

The student has consistently met the essential standard taught and assessed by meeting all the indicators that are linked to the essential standard. An "M" can be earned at any time throughout the school year and indicates strong, excellent work at the grade level. **The "M" is the goal for the grade level and should be celebrated.**

W Working toward meeting the essential standard

The student is working toward meeting the essential standard or is inconsistent in his/her demonstration of mastery when assessed. **The "W" is an indication of a student learning grade-level concepts and skills.**

N Not meeting the essential standard

Student has not demonstrated mastery of the essential standard. This is usually given to students that are at the beginning stages in learning a new concept or are working below grade level. In most cases, the student is still learning previous grade-level concepts.

INS Insufficient Evidence

There was insufficient evidence provided for demonstration of mastery when assessed. There should be corresponding communication documented on other parts of the report card. Students will be given the opportunity to provide sufficient evidence by the end of the next grading period.

* Modification

Only for those students whose curriculum content area and standards have been modified based on a Service Plan or IEP. This does not apply to students who only have accommodations.



A Parent's Guide to the Standards-Based Report Card

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Principles of Standards-Based Reporting

We Believe:

- * The primary purpose of grade cards is to communicate to the student and parent what a student knows and is able to do based on the Diocesan courses of study.
- * The primary purpose of assessment and evaluation is to improve student learning.
- * Grades should be accurate, meaningful, consistent, and supportive of learning.
- * Grading and reporting are systems to support student learning at high levels.
- * Grading must include enough information so teachers and parents can provide the appropriate amount of support for the student.
- * Students deserve multiple opportunities to demonstrate what they know and can do after learning.
- * Good reporting is based on good evidence from a variety of sources.
- * Learning is a process and where students finish is more important than where students start or how long it takes them to get there.

Why don't we use grades?

Children and their learning are too complex to be reduced to a simple letter grade. Our reporting system is not a grade card in the traditional sense. The marks indicate a child's progress towards achieving specific grade level standards as defined by our Diocesan courses of study.

Traditional Report Cards (A,B,C,D,F)	Standards-Based Report Cards
Emphasis on what is taught	Emphasis is on what is learned
Letter grades reflect an individual teacher's expectations on student effort and achievement.	Reporting levels indicate the degree of achievement of the grade level standards.. Achievement and effort are reported separately
Students are compared to one another by the teacher's criteria.	Student performance is compared to the standards and measured by performance levels.
Grades are given by subject as an average of all assignments	Grades are given by demonstrated mastery of essential standards through the evidence produced.
Curriculum and instruction are teacher centered, text-book driven, and may not be aligned to standards.	Curriculum and instruction are student centered and aligned to standards.

How are behaviors and work habits reported?

Grades should be as pure of measure of achievement as possible. Attendance, effort and work habits are very important areas but will be reported separately from the achievement information. Reporting these separately gives us a clearer picture of the student and how we can help them.

Each school will have a system in place to report feedback on the work habits and behaviors proven to support successful learning such as turning in assignments, respecting others, and working independently.

