



K-2 Standards Based Report Cards (SBRC)

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Why standards based report cards for K-2?

- Clarify for parents what student knows and what work is still to do
- Breaks down exactly what the grade means
- Gives more information about the state standards
- Shows growth over time



How are the state essential standards for the report card chosen?

- Standards for our kindergarten, first grade and second grade report cards are aligned with the standards established by the state of Texas, the Texas Essential Knowledge and Skills (TEKS).
- Standards selected are essential for success in current and subsequent grade levels.



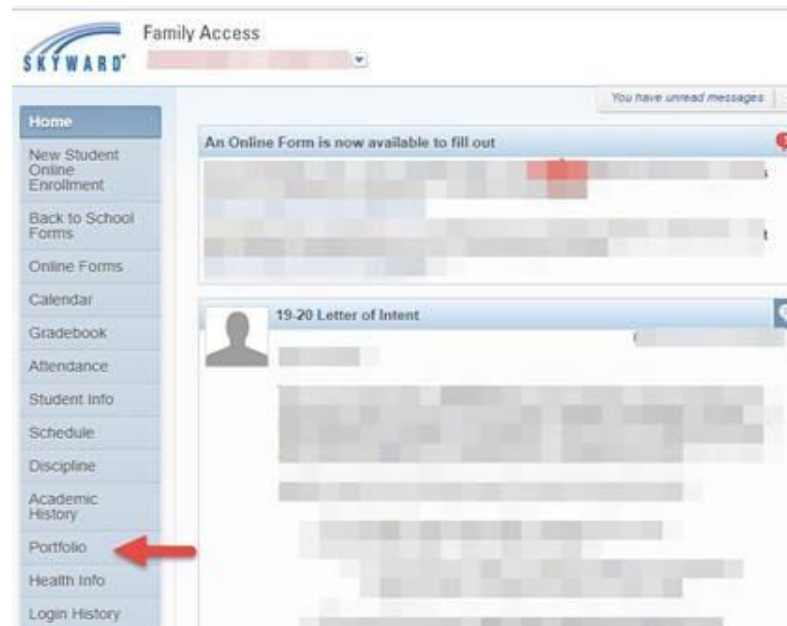
How will my child's progress be reported?

Mastered Grade Level Standard (3)	The student consistently and independently demonstrates mastery of the standard.
Approaching Grade Level Standard (2)	The student needs some support in demonstrating mastery of the standard.
Insufficient Progress on Grade Level Standard (1)	The student has made limited progress in demonstrating mastery of the standard.



How will I receive my child's K-2 Standards-Based Report Card?

- The report card will be posted to Skyward Family Access and will be sent home at the end of each grading term. Your child's report card will also be available in Skyward Family Access in the Portfolio tab.





Will I receive traditional grades? (95, 85, etc)

- Students in grades K-2 will not receive traditional grades. The RISD K-2 Standards-Based Report Card is designed to give you specific feedback on your child's progress on essential standards in the content areas.
- You will receive student work throughout the grading period to inform you of your child's progress towards mastery of essential standards. Traditional percentage grades will not be recorded on papers returned to students, rather feedback may include the total number correct or comments related to the student's progress towards a standard.



How does my child's teacher assess the standards?

- Teachers may assess standards in a variety of ways. Teachers will observe and take notes to record progress when conferring and working in small groups with students.
- Teachers will evaluate student work done during the school day. Projects, research, portfolios, and other student work will all be used to assess progress towards the standards.
- Teachers will keep notes and sample copies of student progress throughout the grading period, and will use this information to determine students' progress (Meets, Approaching, or Insufficient Progress) at the end of each grading period.



What determines student mastery?

- Teachers will use a district standardized rubric to determine the student's level of mastery on the essential standards.



My child is in Special Education, ESL, or has 504 paperwork. How will this be noted on the report card?

- Special education students will be assessed according to the grade level curriculum with accommodations and/or modifications as noted in their Individualized Education Plan (IEP).
- Students who have an IEP will receive an IEP progress update noting their progress on IEP goals/objectives. In addition to the IEP progress updates, a student's progress towards grade level standards will be noted on the grade level report card.
- For students without an IEP who receive 504 or English as a Second Language support for their documented need will receive meets, approaching, and insufficient progress on their report in a manner consistent with all students at that grade level.
- Any accommodations granted to these students may be used in a student's work toward achieving a Mastered (meeting expectations) on the report card standards.



How do I know how to help my child at home?

- RISD has provided a parent guide with suggestions to support your child at home throughout the school year at the following link:
<https://www.rockwallisd.com/domain/2462>



Resources on standards based grading

Why The Label Exceeds Standards Doesn't Work. Dewitt, Peter. (2014)	https://blogs.edweek.org/edweek/finding_common_ground/2014/10/why_the_label_exceeds_standard_doesnt_work.html
Making The Grades, O'Conner, K.	http://www.ascd.org/ascd-express/vol5/503-newvoices.aspx
Seven Reasons for Standards Based Grading, Scriffney, P.L. (2008)	http://www.ascd.org/publications/educational_leadership/oct08/vol66/num02/Seven_Reasons%20for_Standards-Based_Grading.aspx
Leading to Change/Effective Grading Practices, Reeves, D. (2008)	http://gcisd.ss18.sharpschool.com/UserFiles/Servers/Server_96229/File/Departments/Curriculum%20and%20Instruction/Standards%20Base d%20Reporting/leading-to-change-effective-grading-practices-1.pdf



**For more questions contact your
campus Assistant Principal.**