

Expectations for Standards-Based Reporting

- No grades should be given during the learning journey; rather, students need effective feedback to enhance their learning and understanding. Effective feedback is descriptive, specific, timely, and targeted.
- Traditional grades (0-100 point scale) should not be used.
- Only summative assessments should be scored using the report card scoring rubric.
- Feedback should be given to students and parents throughout the six weeks regarding students' progress towards their learning goals. Do not wait until the end of the reporting period to begin communication.
- It is critical to send evidence of student progress home to parents prior to the report card. You could use the **Learning Communication Tools** provided by each content area as seen below to help parents and students understand where they are in the learning process.

During the Learning Process (Learning TEK being reported listed here)

Learning Goals	Yes (Dates)	Not Yet (Dates)	Next Steps
			If yes, what do I do next to achieve advanced? If not yet, what do I do next to improve?
I can . . .			
I can . . .			

- Samples of work, rubrics, pretest, exit slips, learning paths, class work, homework, and communication forms all provide excellent communication for parents.
- The state requires that all TEKS are to be taught and mastered for every standard. This includes TEKS that are not communicated with parents on the report card. Parents should also receive feedback on these standards. Failure to teach these standards will create a gap in the student's education. The report card assessments communicate to parents what is most essential in each content.
- The goal is for every K-5th-grade student to attain a 3, Meets Expectations, which is mastery of the standard.
- Intermediate grades (3-5) report 4, 3, 2, or 1 on the report card. Primary grades (K-2) only report 3, 2, or 1 on the report cards.
- Scores of 4, 3, 2, and 1, do not equate to A, B, C, F, or any numerical equivalent. This message needs to be communicated consistently and frequently to parents. Here is a reminder of what these proficiency levels mean (see [proficiency levels](#) handout). Proficiency levels 1, 2, and 3 have the same definitions for K-5. ONLY grades 3-5 have an Advanced score (4).
- Children moving in during the nine weeks should only be assessed on the content they have been taught in your classroom. However, feel free to use any past assessments to help you as you determine the educational needs of your new student.
- It is suggested that teams work together as a PLT to ensure assessments are scored consistently.
- Formative Assessments need to be done along the way. Teachers can use their own assessments, common assessments, and assignments to ensure learning is tied to the target.
- **The report card assessment should be given when you know the student has met the prerequisite learning goals. One way to track that is by using the Learning Communication Tool form.** Not all students are ready to be assessed at the same time.
- If a student is not ready to be assessed at the end of the nine-week grading period, then you should report to the parent a 1 Beginning or 2 Developing based on your formative assessment evidence as communicated on the Learning Communication Tool.