



# Standards-Based Report Cards Mean Nothing, IF...

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**June 25, 2011**

### Sample Report Card

<b>Standards/Proficiency Key for Standards</b>	
*	Advanced: Demonstrates exemplary understanding and application
+	Proficient: Demonstrates consistent understanding and application
/	Basic: Demonstrates a general understanding, but an inconsistent application of the information
-	Minimal: Demonstrates insufficient understanding of key concepts/skills
	Not Assessed

### Content Standards – Grade Level Expectations

<b>Math – Grade 5</b>	<b>Q 4</b>
Applies number operations and relationships	*
Computes basic facts accurately for grade level	+

<b>Social Studies – Grade 5</b>	<b>Q 4</b>
Summarizes cause and consequences of historical events	*
Compares and contrasts cultures and governments	/
Identify and explains economic concepts	+

<b>Science – Grade 5</b>	<b>Q 4</b>
Understands and applies scientific method	+
Understands and applies scientific concepts	*

<b>Language Arts – Grade 5</b>	<b>Q 4</b>
Identify and explain techniques of direct and indirect characterization in fiction.	*
Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.	*
Determine characters' traits by what the characters say and think about themselves	+

<b>Learner Behaviors/Personal and Social Growth - Key</b>	
O	Outstanding: Student displays superior successful learner behaviors
S	Successful: Student displays successful learner behaviors appropriate for the grade level
P	Progressing: Student has shown progress with behavior
N	Needs Improvement: Student is not displaying behaviors that lead to successful learning

<b>Learner Behaviors/Personal and Social Growth</b>	<b>Q 4</b>
Attention to class work	S
Follows directions	P
Makes good use of time	N
Follows rules and classroom procedures	S
Assumes responsibility	P

## Grade Book

Standard	Grade
<b>2 Uses effective reading strategies to comprehend material</b>	
a Infer the meaning of unfamiliar words in a selected passage	
CharacterVs. (10/08)	Advanced
b Identify cause and effect relationships	
CharacterVs. (10/08)	Advanced
d Read with fluency, accuracy, and expression from a variety of genres	
CharacterTraitsGroups (10/25)	Proficient
CharacterVs. (10/08)	Advanced
e Demonstrate the following strategies: connecting, predicting, inferring, and visualizing	
CharacterVs.Quiz (10/12)	Proficient
g Identify main idea and supporting details to demonstrate comprehension	
CharacterTraitsGroups (10/25)	Proficient
CharacterVs. (10/08)	Advanced
StoryStructure (09/21)	Advanced
<b>3 Reads, interprets, and critically analyzes literature</b>	
e Identify and explain techniques of direct and indirect characterization in fiction	
CharacterTraitsGroups (10/25)	Proficient
h Explain how author's voice and/choice of a narrator affect the characterization and point of view, tone, plot, mood and credibility of a text	
CharacterVs.Quiz (10/12)	Proficient
J Determine characters' traits by what the characters say and think about themselves	
CharacterVs. (10/08)	Advanced
<b>2 Listens to and comprehends oral language</b>	
b Listen to and retell beginning, middle, and ending events from stories	
CharacterVs.Quiz (10/12)	Proficient
c Recall sequencing of basic plot in stories	
CharacterVs.Quiz (10/12)	Proficient
d Listen to stories and recall content	
CharacterVs.Quiz (10/12)	Proficient

## Grade 5 Language Arts Curriculum Map

Content	Skills	Assessment
<p><u>Reading Comprehension</u></p> <p><b>A. Characterization</b></p> <ul style="list-style-type: none"> <li>• Main Characters</li> <li>• Plot</li> <li>• Theme</li> <li>• Organization</li> </ul>	<p><u>Reading Comprehension</u></p> <p><b>A. Characterization</b></p> <p>A1 Identify and list adjectives that describe a selected character</p> <p>A2 Write what the reader knows about a selected character</p> <p>A3 List several characters and categorize each one as being a main, secondary, or minor character</p> <p>A4 Explain how selected characters influence one another throughout the story</p> <p>A5 Describe the plot of the book</p>	<p><u>Reading Comprehension</u></p> <p><b>A. Characterization</b></p> <p>A1-A5 Formative Assessment</p> <ul style="list-style-type: none"> <li>• CharacterVs Quiz</li> <li>• Story Structure</li> <li>• Character Traits Groups</li> </ul> <p>A1-A5 Summative Assessment: Skill Knowledge Test 📄</p>

- Identify and explain techniques of direct and indirect characterization in fiction.
- Explain how an author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.
- Determine characters' traits by what the characters say and think about themselves.

Standard 1: Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the \$ symbol.

Standard 2: Measure line segments to the nearest half-inch.

<b>Content</b>	<b>Skills</b>
Measurement 1. Money 2. Length	1a. Determine which symbol (¢ or \$) to use after finding the value of any collection of coins and bills.
	1b. Determine the total cost of more than one item.
	1c. Understand that 20¢ is the same as \$0.20.
	2a. Point and count the half-inch intervals on a ruler.
	2b. Locate the nearest half-inch on a ruler when given a point on the ruler and understand that each whole inch can be considered the nearest half-inch.
	2c. Measure line segments to the nearest half-inch and record using proper units.

## Content and Skills Checklist

Content and Skills		
	+	△
<b>Content</b>		
Is the content written in nouns or noun phrases?		
Does the content contain enough specificity to describe the concepts taught within a unit?		
Is the content based on concepts found in the standards?		
Comments:		
<b>Skills</b>		
Do the skills clearly describe and define the expected knowledge and abilities of the learners?		
Are the skills simply stated?		
Is it possible to collect accurate and reliable data for each learning target?		
Are the skills distinctive and specific to the standard?		
Are the skills stated so that it is possible to use a single method to measure learning, where applicable?		
Are the skills stated so that learning requiring different assessment methods are not bundled into one statement?		
Are the skills stated to accommodate alternate assessment methods, where applicable?		
Does each learning target begin with an action verb to specify definite, observable skills?		
Does the language of each learning target describe student rather than teacher behaviors?		
Does each learning target describe a learning outcome, not a process or activity?		
Does the skill directly relate to the identified standard(s)?		
Comments:		

## Test: The Red Pony

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Who is the hero of the book:
  - a) Jody Tiflin
  - b) Billy Buck
  - c) Gitano
  - d) Gabilan
2. Which character most resents Gitano?
  - a) Carl Tiflin
  - b) Jody
  - c) The neighboring rancher
  - d) Billy Buck
3. The character, Jody, is a:
  - a) Girl
  - b) Boy
  - c) Never identified
4. The difference between the characters Carl Tiflin and Billy Buck is that:
  - a) Carl is pleasant while Billy is bad
  - b) Carl is terrible while Billy is good

5. What role does Gitano play in the book?

\_\_\_\_\_

6. Identify the four main characters in the book:

\_\_\_\_\_

7. Why is this book titled The Red Pony?

\_\_\_\_\_

8. How was the book, The Red Pony, different from the movie?

\_\_\_\_\_

The alignment of skills to standards and assessments to skills is critical. If this was the work of a teacher in your building, what suggestions, advice, and/or direction would you give them?

## Resources

A Repair Kit for Grading: Fifteen Fixes for Broken Grades (2nd Edition) (Assessment Training Institute, Inc.): Ken O'Connor

An Introduction to Student-Involved Assessment FOR Learning: Rick Stiggins and Jan Chappuis

Classroom Assessment & Grading That Work: Robert J. Marzano

Developing Grading and Reporting Systems for Student Learning: Thomas R. Guskey and Ms. Jane M. Bailey (Oct 17, 2000)

Formative Assessment and Standards-Based Grading: Classroom Strategies That Work: Robert J. Marzano

Seven Strategies of Assessment for Learning: Jan Chappuis

Transformative Assessment: W. James Popham