



Jackson R2

Standards-Based Instruction and Reporting

- **Jackson R2 School District has provided standards-based instruction and grading since the 2010-2011 school year.**

Many of the leading educational researchers in our country (Doug Reeves, Robert Marzano, Tom Gusky, Rick Stiggins, and Richard DuFour) have identified the educational benefits of improving the quality of feedback students receive on how they are performing in relation to clearly identified standards. By using a standards-based grading and reporting system, we are following the results of educational research and best practice. Teachers will focus on four essential questions:

1. What do students need to know and be able to do?
2. How will we know that they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?

- **Standards-based instruction and reporting benefits students.**

A standards-based report card benefits students in the following ways:

- A standards-based report card identifies essential standards that are to be learned at each grade level, so your child will know what he/she is expected to learn.
- Teachers across the district have the same understanding of what each child should know and be able to do at each grade level.
- Parents will understand the expectations and be able to provide support at home.
- Teachers will provide instruction and additional support for all students at all levels of learning.
- Teachers, parents, and students will receive timely feedback based on results of formative and summative assessments.
- Teachers, parents, and students will have a better understanding of the specific skills students have mastered and skills students will continue to work toward.



➤ **Teachers provide standards-based instruction and report student progress based on these standards.**

Standards-based assessment and reporting measures how a student is progressing toward meeting specific education standards. The standards tell teachers, parents, and students what the students are supposed to be learning, and standards-based assessment reports how well students are achieving grade level standards. Standards-based assessment is used to help every student understand where he or she is in relation to meeting standards so they can improve. It is based on the belief that every child can learn given the right support and opportunity.

Grade-level teacher teams from within the district have taken the Missouri Learning Standards and identified them as priority standards and supporting standards. From the priority standards, teacher teams identified standards that are to be reported to parents on the report card. All other standards are

included in the district pacing charts to ensure that all standards are taught.

➤ **Teachers provide rubrics, descriptors, and instruction for all performance levels.**

District Common Rubrics describe what a student should be able to do at each performance level (4, 3, 2, 1). Teachers will help each student further his/her learning by differentiating instruction to provide additional support for all levels of learners. Teachers may regroup students within their own classes or within their grade level team. These groups should be formed using data from a variety of data sources.

➤ **Teachers utilize multiple student work samples to demonstrate a student's progress toward a report card standard.**

District Common Rubrics describe what a student should be able to do at each performance level (4, 3, 2, 1). Students will have multiple opportunities throughout the unit of learning and throughout the school year to demonstrate mastery of a standard. Work samples may include independent work samples, formative assessments, mid- or end-module assessments, or any additional task that is aligned to the standard and performance levels.



➤ **Teachers provide mid-quarter reports to parents.**

Teachers will mark the items that they have fully taught and assessed prior to mid-quarter. Items NOT fully taught and assessed will be marked with an N/A. Grade level teachers within a building will agree upon and mark the same items to maintain consistency. All items will be marked at the end of the quarter.

➤ **Once a report card item has been marked with a 1, 2, 3, or 4, teachers will mark this item for every progress and end of term reporting period.**

Students will have multiple opportunities to continue learning and demonstrating progress toward a learning target. When a student has had the opportunity to “redemonstrate mastery” the teacher will report the student's progress to parents and update the score on the report card.

➤ **3rd and 4th-grade students will have the opportunity to earn “Academic Distinction” at the end of the school year.**

Students must attain an average of 3.5 or higher on all Standards-Based Report Card Items listed under the core areas of English Language Arts, Math, Science, and Social Studies for the entire school year. Teachers will add the scores for each item listed under a content heading (English Language Arts, Math, Science, and Social Studies). Then, divide by the number of items you added together. Students who attain an average of 3.5 or higher have earned “Academic Distinction.”