

Standards Referenced Reporting

Raymore-Peculiar School District

What is Standards-Referenced reporting?

Feedback

Definition

Standards-Referenced Reporting is based on a specific set of standards that students need to meet for each grade level. Marks are not a comparison of one student to another, but rather a way to measure how well students are doing on grade-level standards.

“Grades are FEEDBACK to the learner on the degree to which he/she has the knowledge in standards (benchmarks, indicators, learning goals...etc) at a particular point in time.”

—Robert J. Marzano

Why Change?

Today's system of classroom grading is at least 100 years old and has little or no research to support its continuation.

Robert Marzano

The Raymore-Peculiar School District has made a commitment to students and families to provide clear, consistent, and current communication regarding student growth and progress toward standards (what students should know and be able to do).

PURPOSE

Vision: Turning Today's Learners into Tomorrow's Leaders

Mission: Preparing EACH Student for a Successful and Meaningful Life

Benefits

Students

- Know and understand the learning targets prior to each learning experience.
- Have multiple opportunities and ways to show mastery of the learning targets.
- Separate marks for behavior, effort and work habits...distinguishing learning opportunities from non-learning criteria.

Teachers

- Have the same understanding of what each child should know and be able to do at each grade level.
- Are able to provide instruction that meets the needs of all students, both at their pace and at their instructional level.

Parents

- Understand exactly what their child should know and be able to do.
- Understand that their child continually has the opportunity to show mastery.



4 – I can ride so well that I can do tricks. I can pop wheelies. I can do tricks on ramps and stairs. I can ride on different terrains, like mountain biking.



3 – I can ride on my own. I can steer, pedal, turn, and balance without any help. I can go fast and slow. I can go up and down hills. I can take corners without tipping over. I am in control on the bike.



2 – I can ride with help. I need someone to support me or use the training wheels to keep going. I can pedal in a forward position but have trouble steering and keeping my balance. I am in control, but need help.



1 – I am the passenger. I understand the idea of riding a bike. I can only ride with someone else in complete control of the bike.

IE – Insufficient Evidence

Principles to Think About...

Students learn in different ways.

Students learn in different time frames.

Mistakes are necessary and productive in learning.

Problem solving and critical thinking are integral parts of learning.

Students must have ownership in their learning and data.

Students must understand the purpose of their learning.

Students receive frequent and specific feedback.

Student scoring is based on knowledge of a learning goal, not attitude or effort.

The Bottom Line

- ◎ We want to assess students on what they know and how they can use their knowledge and skills to become critical thinkers and life-long learners.

