

CONSIDERATIONS FOR STANDARDS BASED REPORTING

*Providing clear information regarding student progress
towards the Illinois Learning Standards*



Illinois State Board of Education
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Overview of the Middle School Practitioners' Framework for Standards-based Reporting

The purpose of the Practitioners' Framework for Standards-based Reporting is to provide a *sample* of a standards based report. As districts implement the learning standards, many are reflecting on their reporting systems to ensure alignment with the revised standards and considering transitioning to a standards-based reporting system. To support such efforts, Illinois convened a Standards Based Reporting Committee of educators statewide who have initiated the process in their own schools or districts. A website is now available with numerous examples resources to guide district efforts and contact information of the practitioners. The key deliverable for the committee was to develop a sample framework for a standards based report for Elementary and Middle Schools. The Middle School Framework is located on Pages 2-4.



This template design is based upon the research of Dr. Thomas Guskey, Dr. Robert Marzano and their associates. A large number of standards based report cards were reviewed to give guidance to the document. Six guiding principles were used to develop this report card:

- Keep the purpose of the card at the forefront. The purpose of the report card is to give information to parents on how their child is doing with learning standards for their grade.
- It must be in parent friendly language.
- The report card is one part of a Standards Based Reporting System. It is **not** intended to be the only source of information for teachers or parents.
- Teachers should have additional information on each child to share with parents in conferences, online or on the phone. This should include specific progress with regard to the learning standards being covered and examples of the student's work
- Separate the academic grades (product) from behaviors (process). All need to be reported, but not combined.

Districts can begin with this framework and construct the statements that best suit their individual curriculum for the learning standards being address in the various courses. Academic departments may wish to meet and agree on general statements for specific courses.

The option of adding a photo of the teacher add a personal touch that research indicates is favorable for parents, but it is just an option. Districts are the best judges of what will meet the needs of their communities.

Visit the Standards Based Reporting Website for additional information and sample documents to support the transition to a standard based grading system.

www.isbestandardsbasedreporting.com



Practitioners' Framework for Standards-based Reporting

(Middle School/High School)

The purpose for this report card is to inform parents regarding their child's progress toward meeting grade level state standards. It indicates learning successes and areas where additional effort is needed.

Grade						Marking Key - Achievement						Marking Key - Behavior					
Student Name						4—Exceed Standards						4—Consistently					
	1	2	3	4	Total	3—Meets Standards						3—Usually					
Present						2—Approaching Standard						2—Sometimes					
Absent						1—Below Standard						1—Rarely					
Tardy						NA - Not Assessed											
						* - Modified											

Teacher picture and contact information	Reading																								
	Achievement					Effort					Participation					District choice					District choice				
	Q1 General statements explaining what topics were addressed during the quarter. Next, specific statements referencing the student's learning.																								
	Q2																								
	Q3																								
Q4																									

Teacher picture and contact information	Language Arts																								
	Achievement					Effort					Participation					District choice					District choice				
	Q1 General statements explaining what topics were addressed during the quarter. Next, specific statements referencing the student's learning.																								
	Q2																								
	Q3																								
Q4																									

Teacher picture and contact information	Mathematics																			
	Achievement				Effort				Participation				District choice				District choice			
	Q1 General statements explaining what topics were addressed during the quarter. Next, specific statements referencing the student's learning.																			
	Q2																			
	Q3																			
Q4																				

Teacher picture and contact information	Social Studies																			
	Achievement				Effort				Participation				District choice				District choice			
	Q1 General statements explaining what topics were addressed during the quarter. Next, specific statements referencing the student's learning.																			
	Q2																			
	Q3																			
Q4																				

Teacher picture and contact information	Science																			
	Achievement				Effort				Participation				District choice				District choice			
	Q1 General statements explaining what topics were addressed during the quarter. Next, specific statements referencing the student's learning.																			
	Q2																			
	Q3																			
Q4																				

Teacher picture and contact information	Visual Arts																			
	Achievement				Effort				Participation				District choice				District choice			
	Q1 General statements explaining what topics were addressed during the quarter. Next, specific statements referencing the student's learning.																			
	Q2																			
	Q3																			
Q4																				

Teacher picture and contact information	Physical Education																			
	Achievement				Effort				Participation				District choice				District choice			
	Q1 General statements explaining what topics were addressed during the quarter. Next, specific statements referencing the student's learning.																			
	Q2																			
	Q3																			
Q4																				

Teacher picture and contact information	Elective																			
	Achievement				Effort				Participation				District choice				District choice			
	Q1 General statements explaining what topics were addressed during the quarter. Next, specific statements referencing the student's learning.																			
	Q2																			
	Q3																			
Q4																				