

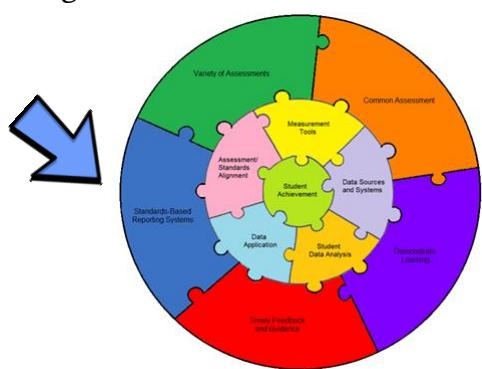
Critical Question #3

How do we know students are learning (Reflect)?

How does a leader maximize the use of reporting systems to differentiate compliance and learning behaviors?

Fundamental Practice 10. Districts and schools use reporting systems that identify student mastery levels on grade-level expectations and the growth students are making toward mastery over time.

If student learning is regularly assessed through a variety of methods using consistent and reliable scoring or ratings of performance, it is only logical that the same information derived from those assessments should be used to report levels of performance to those students, parents, and various stakeholders. In standards-based schools, grades are replaced with, or augmented by, achievement reports that indicate levels of mastery and growth on grade level expectations. These reporting systems differentiate compliance and learning behaviors (i.e., classroom participation, homework completion, attendance, etc.) from learning. Such reporting systems can provide more validity and reliability in communicating student growth and attainment of mastery of grade-level expectations than traditional grading systems as well as support students in monitoring their own learning.

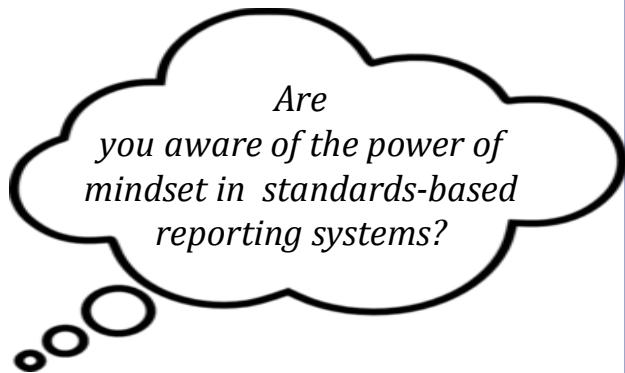
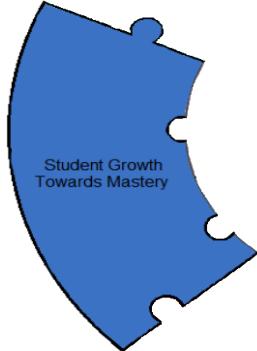


Guiding Questions:

- How is student achievement currently being reported?
- How can student achievement reports provide valid and reliable information on student learning?
- How might current reporting systems be augmented or modified to indicate student achievement growth and performance levels?
- How can various stakeholders access student achievement data?

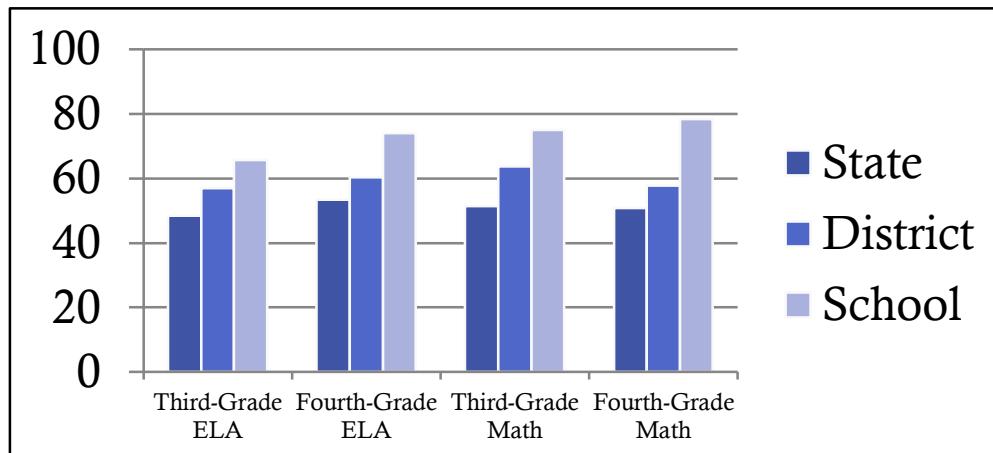
Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
 - a. _____
 - b. _____
 - c. _____



Standards-Based Mindsets

In *A School Leader's Guide to Standards-Based Grading* (2014), the recognition of a necessary shift from traditional grading practices to standards-based grading challenges educators, students, and parents to reframe their existing beliefs and expectations about grades. In a scenario from an elementary school's work toward standards-based grading, the principal found the mindset shift was transformed, resulting in the school being a place where students began to invest more in their learning and work toward achieving personal growth. The mindset of student empowerment redirected the functionality of the reporting system to include students understanding of exactly what needed to be mastered at each grade level, where they were in the learning progression, and what needed to be done to accomplish their goals. While the percentage of students receiving free and reduced lunch increased, an increase in student achievement also resulted (see figure).



Connect to Resources

For additional resources on standards reporting systems, visit the fundamental practice #10 section of the toolkit.

What guided the change?

Students Knew:

- Exactly what needed to be mastered at each grade level;
- Where they were in learning progressions; and
- How they could work together to meet their goals.

Teachers Knew:

- Domains or strands, clusters or organizational elements, and standards;
- To base grades on explicit criteria derived from clearly established learning standards; and
- How to clearly distinguish among product, process, and progress criteria in assigning grades (Guskey, 2009).