

NA NA means Not Yet Assessed. NA is used most frequently for the entire class if an area has not been taught and assessed. It is also used for an individual student who enrolled later in the year and missed instruction and opportunities to demonstrate learning.

0 It is important to note a “0” means a student demonstrates he/she has NO understanding of a Power Standards. There is enough evidence to make a determination of learning; however, the evidence shows the student does not understand the skill or concept.

When will the school report on Student Progress on Power Standards?

Teachers will report in the above areas four times a year, generally at the end of each nine-week period. Teachers will report out in any area where a student is in danger of failing, not progressing appropriately towards Power Standards or when life skill are negatively impacting student learning. Progress towards each Power Standards is determined by examining students’ bodies of evidence to verify what they know and are able to do at a given point in time.

The proficiency level descriptors do not change from semester to semester. Instead, student progress is always judged against the same proficiency level descriptor. **Level “3” represents the end-of-the-year target for students.** Therefore, a student would commonly receive a “1” first quarter, because he/she is just beginning to acquire the learning expected for the grade. There are two situations in which a student might earn a higher rating earlier in the year.

- First, students may already have the knowledge or skills associated with a particular Power Standards. They might receive a “3” first semester. They could begin working on more advanced work associated with the Power Standards or work on other areas where growth is needed.
- Second, some topics are independent of each other and may be taught to proficiency over a shorter period. For example, a class might study an earth science topic (such as rocks and minerals) during first quarter. Therefore, most students would be expected to earn a “3” for Earth Science first quarter. (Since the topic should be taught to mastery, teachers will continue to give the score of “3” for Earth Science in the subsequent trimesters. The progress report might read: 3, 3, 3. A student could be given a higher rating in subsequent trimesters if additional learning was demonstrated. In this case, the progress report might read: 3, 3, 4.)

What if this is not communicating enough information?

Quarterly reporting is just one communication vehicle in a larger, more comprehensive system. This larger system includes such items as evaluated projects or assignments, parent/teacher conferences, student portfolios, phone calls to parents, performances, Individual Literacy reporting, standardized assessment reports, newsletters, school web pages, and homework assignments.

How can parents use this information to help their student?

Please look to make sure your student is on-track to meeting the end-of-year goal (a level 3) in each area. Celebrate growth (e.g., moving from a 1 first quarter to a 2 second quarter) and provide additional support when needed. Be strategic about the support you provide. If a student has low numerical ratings indicating he has little understanding of the concepts being studied, but has terrific study habits (as indicated under Life Skills), consider providing academic support. If he has slightly lower than expected numerical ratings on learning targets and poor study skills, consider working on strategies such as providing more structured study time and a quiet place to do homework. Knowing what a student needs to learn can help you provide more effective support.

Is Charlotte the only district doing this?

No, districts across the country are using standards-based grading systems. Such systems are essential to ensure learning and growth for all of our students. While the details may look a little different (e.g., different symbols, different learning targets, different frequency of reporting) they contain many common elements including: a focus on communicating student learning based on learning targets instead of comparing students to each other, as well as reporting on learning and behavior separately.