

# ELEMENTARY

# Standards-Based

## REPORT CARD

As Gaston County elementary schools transition to the **Standards-Based Report Card**, we're here to help you learn everything you need to know about what is included and how it benefits your child's school performance.



For additional information and resources, visit:  
[www.gaston.k12.nc.us/parentacademy](http://www.gaston.k12.nc.us/parentacademy)



# Standards-Based REPORT CARD

## Dear Parents/Guardians:

We would like to share information with you regarding the grading practices for Gaston County elementary schools.

Over the past few years, Gaston County Schools has been working toward establishing a consistent philosophy for student assessment and grading. The new standards-based grading practices are a result of our efforts to communicate an accurate picture of student learning. It is our belief that grades should adhere to the following:

Grades must be accurate and reflect the student's actual performance.

Grades must be meaningful to students, parents, and teachers/staff

Grades must support the learning process and demonstrate student growth over time

Grades must be fair and represent a student's academic performance vs. other factors

Grades must be consistent and graded on North Carolina academic standards

Since beginning the work on standards-based grading, a group of teachers and administrators identified specific priority standards that students must meet in order to be successful. The work has been an ongoing process as we move from a traditional percentage reporting system to a new standards-based reporting system. The standards will provide students and parents with a clear picture of what students must know and be able to do to succeed.

## How does a standards-based report card improve teaching and learning?

Knowing where students are in their progress toward meeting standards-based learning objectives is crucial for planning and delivering classroom instruction. Teachers teach to the needs of each student. Standards-based assessments give teachers more information about each student's progress in meeting the level of proficiency required by each academic standard. Teachers will share the progress students are making toward mastering the standards with students and parents, thus helping them to better understand the learning that needs to take place.

## What changes will I see as a parent/guardian?

Proficiency scores (1-4) will replace letter grades and percentage scores. The proficiency scores are related to descriptions of what students know and are able to do. Teachers will provide feedback to students, and your child will have opportunities to meet proficiency on the standards. Final grades are determined based on the most recent evidence of student learning. Students will receive separate grades for being ready, respectful, and responsible in all classes.

## Proficiency Scale

It is important that parents and teachers have honest, straightforward conversations with students about their learning, progress, and achievement. It is important that we convey to our students that learning is a process. Some concepts and skills are more difficult than others to learn. A score of 1 or 2 while learning a new skill or concept is appropriate and not intended to be punitive. A score of 3 is the target; it shows proficiency and is to be celebrated. A score of 4 indicates a student has reached proficiency and applied knowledge beyond the grade-level standard.

## GASTON COUNTY SCHOOLS Four-Point Grading Scale

| Academic Standards |   |
|--------------------|---|
| NE                 | Not evaluated at this time  |
| 4                  | Exceeds requirements for grade-level work                                   |
| 3.5                | Meets requirements for level 3 and partially meets requirements for level 4 |
| 3                  | Meets requirements for grade-level work                                     |
| 2.5                | Meets requirements for level 2 and partially meets requirements for level 3 |
| 2                  | Approaching requirements for grade-level work                               |
| 1.5                | With teacher support, partially meets requirements for level 2              |
| 1                  | Does not yet meet requirements for grade-level work                         |



# Standards-Based REPORT CARD



## Rigorous Curriculum

*Standards-Based  
Research-Based Framework  
Complex Thinking*



## Responsive Instruction

*Personalized  
Blended  
Relevant*



## Learner-Centered Environment

*Collaborative  
Flexible  
Culturally Responsible*



## Balanced Assessment

*Authentic  
Mastery-Based  
Formative*



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Inquiries about the application of Title IX and its implementing federal regulations may be referred to the school district's Title IX coordinator and/or the Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education.