

District 81's Communication

Teachers in District 81 use a variety of tools to keep you informed about your child, such as:

- Standards-based report cards
- Progress reports that may be issued between report cards
- Curriculum Nights
- Mandatory Fall Parent-Teacher Conferences & Spring Conferences
- Skyward Family Access
- District website
- Notify Me e-alert
- Superintendent's Blog
- Emails, phone calls, and notes between parents and teachers
- School and classroom websites
- Classroom and school-wide newsletters



In accordance with Federal legislation (Individuals with Disabilities Education Act) and state rules and regulations, parents of children with disabilities are to be informed of their children's progress toward annual goals at least as often as parents of children without disabilities are informed of their children's progress. A parent or guardian of a student in District 81 will receive a report of progress on his/her child's IEP goals following the completion of each trimester.

Resources for Parents on Standards Based Report Cards

- * Marzano (2006). Classroom Assessment & Grading that Work.
- * Guskey & Jung (2012). Answers to Essential Questions About Standards, Assessments, Grading & Reporting.
- * Guskey & Bailey (2009). Developing Standards-Based Report Cards.



A Parent's Guide

Schiller Park School District 81 Standards Based Report Cards



"By comparing one child's performance to a clear standard, parents, children, and teachers all know precisely what is expected. Every time a student attempts a task, the performance is compared to the standard, not other children's performances. The most important advantages for children and families are fairness, clarity, and improved learning."

-The Leadership & Learning Center

What is Standards Based Grading?

The purpose of an assessment or report card is to clearly, fairly, and objectively communicate student achievement towards specific standards at a certain point in time to inspire future achievement. Standards-based grading communicates a complete picture of your child's learning.

District 81 uses standards-based grading and reporting for grades K-8.

A standards-based report card identifies a set of academic standards and expectations that provide a clear and authentic analysis of how a student is performing. Standards-based grading gives students and parents specific feedback on what the student should be able to know and do. Emphasis is on the individual student and his/her needs in regards to achievement.



Our nation is moving toward a more challenging and rigorous set of common core standards in English Language Arts and Mathematics. A rich purposeful assessment system that measures how each individual student can apply their knowledge and skills to the real-world situations they will encounter through the Common Core is essential for providing our students with a high-quality education.

Standards Based Grading vs. Traditional

Standards Based	Traditional
The focus is on what is learned by the student.	The focus is on what is taught by the teacher.
Provides a culmination of data over time that compares individual student progress to a specific standard.	Final Grade is a reflection of a moment in time based on grades "averaged" together and/or points accumulated from beginning to end of a grading period.
Students have the opportunity to master specific skills over the course of a trimester.	Students do not have the opportunity to change their final grade due to averaging, even if a concept is mastered at the end of a grading period.
Each skill in a subject area is assessed with a performance indicator.	Students are given an overall grade for each subject area.
Report card reflects detailed information demonstrating what students know and are able to do.	Little or no information about specific concepts and skills a student has learned or mastered.
Performance Indicators (E, M, MA, IP, AW) provide a continuum of student performance.	Letter Grades A-F Based off a percentage of information the student has learned.

Conference & Report Card Cycle

In District 81, teachers provide formal feedback about your child's learning triennially each year. Conferences occur at the end of the first and second trimesters. Report cards are disseminated at the end of each trimester. Parents can also request a conference at any time to discuss their child's progress. Additional communication methods are listed on the reverse side of this brochure.

Performance Indicators

Exceeds (E):	Student demonstrates advanced knowledge and skills of the learning standard.
Meets (M):	Student masters knowledge and skills of the learning standard.
Meets with Assistance (MA)	Student demonstrates basic knowledge and skills of the learning standard with support.
In Progress (IP)	Student progresses toward understanding the learning standard and requires guidance and support.
Academic Warning (AW)	Student does not provide evidence to assess understanding of the learning standard.
Not Graded (*)	Standard has not been assessed.

Why Standards Based Grading?

- * Gives a clear message about what a child knows, what they are able to do, and what they need to learn in relation to a standard.
- * More accurately & consistently report student achievement to students and families as it relates to standards.
- * Objective by providing all teachers common expectations for student performance.
- * Drives instruction based on student performance.
- * Students have the opportunity to demonstrate mastery throughout the year without being penalized for needing additional time.

"When reporting on student work, educators need a clear, comprehensive grading system that shows how students are measuring up to standards."

-Thomas R. Guskey