



FCS Standards-Based Grading Update

As mentioned during parent teacher conferences in the Fall, Sheridan School District began moving towards a standards-based grading system in 2018. FCS staff have continued this work and beginning this year, you will notice a revised report card that will continue to develop over time.

Families will receive the same report card as was given in the Fall, with an additional second page. The report card includes your student's overall grade in each subject, attendance count, important dates, and a grading scale key. The second page contains more detailed scores on specific standards within the subject area. This report will not include all assessments for standards given in the subject area, but only those that staff have deemed essential standards. The purpose of this is to provide families with more detailed information regarding their student's mastery of key academic standards in any given subject area.

The amount of detailed information shared with families has been greatly increased. In hopes to avoid confusion and better explain all aspects of the report card, we have created a video with a walkthrough of each component. You can find this video on our Faulconer Chapman Facebook page as well as our website.

<https://www.sheridan.k12.or.us/faulconer-chapman-school>

Below is a copy of our 4-point scale being used this year. If you have any questions or would like a more detailed explanation of changes, please feel free to contact Mr. DeLatte at FCS.

Students will be scored on a 4-point scale instead of the traditional 100-point grading scale.

Score	NE / 0	1	2	3	4
Explanation	No evidence of student proficiency	The student is unable to demonstrate an understanding of the learning target without significant teacher support.	The student is beginning to demonstrate proficiency of the learning target with moderate teacher support.	The student has independently shown proficiency of the learning target.	The student has independently shown mastery of the learning target.
Requirements	Attempted assessment (student receives assessment and returns to the teacher with no evidence of understanding). *Meeting or plan needs to be established.	Completed assessment or part of the assessment and requires significant teacher support to do so.	Completed assessment, or the majority of assessment, and requires minimal teacher support.	Completed assessment that shows grade level understanding - no assistance from the teacher.	This can be done through the completion of assessment in addition to completion of at least 80% of classwork OR through completion of assessment and informal teacher assessment of student knowledge.