

Priority Standards- Pre-K: 3-Year-Olds

Grading Scale

4: Exceeds Standard

3-3.5: Meets Standard

2-2.5: Approaching Standard

1-1.5: Below Standard

+ Observed

- Not Observed

Language

MEL Standard	Reporting Topic	Initial Quarter for Progress Grade
MELS3.L1.A4	Uses Complete Sentences to Communicate	1
MELS3.L2.A3	Follows Simple Directions	1
MELS3.L4.A3	Recognizes First Name in Print	1
MELS3.L4.A6	Identify Alphabet Letters	1
MELS3.L3.A2	Written Expression (pre-writing strokes)	3
MELS3.L4.A2	Exhibit Book Handling Skills	3

Mathematics

MEL Standard	Reporting Topic	Initial Quarter for Progress Grade
MELS3.M1.A1	Rote Counting	1
MELS3.M2.B2	Identify Some Shapes	1
MELS3.M4.A3	Measurement	2
MELS3.M1.B1	Identifies Numbers	3
MELS3.M1.B3	One to One Counting	3
MELS3.M2.A3	Position Words	3
MELS3.M3.A3	Identifies Colors	3

Social and Emotional

MEL Standard	Reporting Topic	Initial Quarter for Progress Grade
MELS3.SE1.B1	Follows Rules and Routines	1
MELS3.SE1.E1	Sustains Attention to Task	1
MELS3.SE1.A3	Knows Personal Information	2

STANDARDS-BASED GRADING FAQs

1. My child is not at a 3, should I be concerned?

These are end of year standards. When standards are first introduced, it is to be expected that a student will not be at a 3. It is important to monitor growth on the standard as the year progresses. If you do not see growth as the year progresses, that would indicate an area your student needs more support with.

2. How do standards-based grades compare to traditional grades?

In a traditional grading system, the grade is an average of the work for the quarter. Student grades can fluctuate from quarter to quarter and throughout the quarter. A student may struggle early on in the quarter with a concept and then master the concept by the end of the quarter. However, those early grades would be part of the average and the end of quarter grade would not be an accurate reflection of the student's knowledge of the subject matter. With the standards-based approach the scores are not averaged, rather the grade would reflect where the student is in respect to the standard at grade card time. A student who begins the quarter with 1's may progress to a 2 or 3 as the quarter progresses and the grade card would reflect that the student is now a 2 or 3.

3. Where can I get additional information on the standards that are being taught and standards-based grading?

The list of priority and supporting standards that will be taught throughout the year are available on the district website.

- 1- Website: www.waynesville.k12.mo.us
- 2- Click on the "Departments" header.
- 3- Choose "Instructional Services/Curriculum"
- 4- On the menu on the left-hand side, choose "Pre-K to 6th Grade Curriculum Documents".
- 5- Choose the grade level and content area you would like to access.
- 6- Additionally, there is also a brief informational video on standards-based grading on the "Guide to Standards Based Grading" tab.
- 7- Please contact your student's school with any additional questions.

Waynesville R-VI School District

Guide to Standards Based Grading



Pre-K: 3-Year-Olds

The Waynesville School District utilizes standards-based grading for grades PK-6. The standards that are being assessed are aligned to the Missouri Learning Standards. The complete set of Missouri Learning Standards are available on the Missouri Department of Elementary and Secondary Education's website, www.dese.mo.gov.

The grade-level standards outline what students should know and be able to do by the end of the school year. As students progress through the year teachers are looking for student growth towards meeting the expectations of the standards. At grade card time, students will be marked based on where the student currently is in respect to the expectations of the standard.

During first quarter, teachers are laying the foundational base for most skills and many skills may not be formally assessed on the report card, as additional instruction is necessary before progress will be assessed for report card purposes. Please keep in mind that if your student has less than a 3 on a standard in first quarter, that does not necessarily indicate an area of concern. As the standards are end of year expectations, scores of less than 3 can be expected. The important part will be to look at student growth on the standard in subsequent quarters; continued growth is what you should be looking for. During conferences your student's teacher will discuss your student's progress on the standards and will alert you if there are standards that are an area of concern.