



Standards-Based Learning

Making Sense of Your Child's K-6 Report Card

Standards-based learning measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Grading on a traditional report card often reflects a combination of academic progress, work habits, and participation in one grade. Standards-based learning (SBL) separates those elements so that parents will be able to see specifically if their child needs help with an academic concept, is struggling to remember to turn in homework, or if he or she is choosing not to participate in class.

Standards-based report cards are not a new concept at Bondurant-Farrar Community Schools. In fact, the district originally implemented standards-based report cards in 2012, with some revisions in 2017. In order to keep up with current grading practices, and focus on providing feedback on priority standards, the district made modifications to the K-6 report card in the fall of 2022.

Our report card focuses on three progressions, which are Proficient (P), Approaching (A), and Learning (L).

P

PROFICIENT



Understands and applies the priority standards, concepts, and skills.

- Independently
- Consistently

A

APPROACHING



Understands the priority standards, concepts, and skills, but often needs support with application.

- Teacher Guidance Needed
- Inconsistent

L

LEARNING



Beginning to understand the priority standards, concepts, and skills.

- Consistently needing support or reteaching