

A Guide to Standards Based Reporting

What is Standards-Based Reporting?

Standards-based reporting focuses on a learner's performance in relationship to a defined learning progression. At Plano ISD Academy High School, those are known as Learning Goals and every project and course has identified outcomes based on Texas State Standards. This reporting system looks at how well a student has demonstrated proficiency over time in the grade level and reports out his/her learning progression toward each learning goal.

Why use Standards-Based Reporting?

At Plano ISD Academy High School our goal is to improve student learning by giving students and parents timely feedback that is . . .

Accurate: gives learners a clear picture of what they have learned and identifies the next step in their learning.

Consistent: every learner has the same expectation and learning outcomes to demonstrate proficiency for the grade level.

Meaningful: the feedback on each assessment is specific to that learning outcome. This is a direct correlation to the expectations of the proficiency scales.

Supportive of Learning: focus is given to capture a clear picture of what learners are able to do and where they still need support to succeed. Therefore, every learner will be receiving facilitation and support toward their individual needs.

What is a proficiency scale?

A proficiency scale is an organized learning progression toward a clearly identified learning goal or target. The scale helps learners understand what learning evidence is required at each level and it provides facilitators with a framework for targeted, strategic feedback to support each individual learner in cognitive growth.



What is the scoring system in a standards based reporting system?

Each learning goal is outlined in a continuum and learner scores will change based on their ability to continually demonstrate evidence of their full knowledge of any learning goal. Learners will score between 4 and 1 on an assessment based on evidence provided.

- 4** - Above Pace: learner can create new information or apply knowledge to new situations beyond the expectation of the standard.
- 3** - On Pace: learner demonstrates knowledge at the level required by the standard.
- 2** - Approaching Pace: learner can demonstrate knowledge and understanding of basic or simpler concepts connected to the learning goal.
- 1** - Below Pace: with facilitator help, the learner demonstrates little evidence of basic understanding.

How do learners track their own progress?

An essential part of helping learners take ownership of their learning and look for opportunities to move toward proficiency in learning is having them track their progress. Each facilitator will provide a learning progress tracker and will support learners in using it to continually check their progress toward learning goals.



An analogy to help understand the learning progression for a proficiency scale.

Level 4: The student takes his/her knowledge about cupcakes and applies it to bake something else.



Level 3: The student has all of the ingredients and understands how to bake cupcakes. The student makes cupcakes.



Level 2: The student has all of the ingredients to bake cupcakes, but is unsure of how to put it all together.



Level 1: The student may have most of the ingredients needed to bake cupcakes but doesn't know what to do with the materials and needs help.

