

Behavioral Standards Scoring Rubrics

Each teacher defines their classroom expectations in alignment with schoolwide expectations. Teachers post these expectations in their classrooms so students have a clear understanding of what is expected in order to meet the standard. A general summary of each of the schoolwide expectations is described below:

Schoolwide Expectation Attributes



Being prepared, participating, completing assignments



Taking responsibility for actions, using kind words, staying on task



Helping others, being patient, having a positive attitude, caring for the school grounds



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Indicator	Description
1	Student rarely demonstrates this attribute. Behavior interferes with the learning environment.
2	Student shows the ability to demonstrate this attribute, but does not do so on a consistent basis.
3	Student consistently demonstrates this attribute.
4	Student consistently demonstrates this attribute and is a positive role model in the learning environment.



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aces at Chase



HELPING FAMILIES
UNDERSTAND

STANDARDS-BASED
REPORT CARDS

Why a Standards-Based Report Card?

aces at Chase believes that report cards need to communicate what students are expected to know and be able to do both academically and behaviorally. This system is aligned to the Common Core State Standards, Next Generation Science Standards, the CT State Standards, and the ACES' curricula. This report card allows us to define the target standards for each grade and determine to what degree individual students are progressing toward them.

How does the Standards-Based Report Card compare to the letter grade system?

The Standards-Based Report Card measures how well an individual student is doing in relation to the grade level standards and the School Wide Expectations.

This gives families a more accurate and detailed picture of their child's strengths and weaknesses in each subject.

Letter grades often include measurements of behavioral factors that may not reflect a student's understanding of the grade-level learning expectations. In our Standards-Based System, we separate these out so families can see progress towards standards and the student's effort separately.

How are the standards determined?

Subject area standards are set for each grade level by the Common Core State Standards, Next Generation Science Standards, and the Connecticut Department of Education. A student's ability to meet the learning standards will be determined by both their oral and written work. Each standard is listed separately for each course.

Behavioral standards are aligned to our Schoolwide Expectations as well as the common routines and procedures to which students must adhere to ensure academic success. The behaviors being assessed are Respect for Self, Respect for Others, and Respect for Community.

Each student will receive a grade for every content and behavioral standard.

How can I learn more about the individual subject area standards being assessed?

Once enrolled at **aces** at Chase, families will have access to the PowerSchool Parent Portal that details the academic standards for each course.

Our website has more detailed information about our standards-based grading procedures. Please watch our multi-part YouTube video series about standards-based grading.

Academic Scoring Rubric

Indicator	Description
0 Not submitted	Student has not submitted work and, therefore, cannot be assessed on the standard.
1 Emerging	Student work demonstrates an emerging understanding of grade-level content, showing initial stages of skill development. They are beginning to grasp concepts but may struggle with accurate comprehension or application. With guidance and support, they can progress toward greater proficiency in their work.
2 Approaching	Student work demonstrates a developing understanding of grade-level content, showing growth toward meeting standards. With added support and practice, students can build consistency and accuracy to reach proficiency, as they continue to strengthen their comprehension and skills.
3 Achieving	Student work demonstrates a proficient understanding of grade-level content, meeting expected standards with accuracy and competence. They apply concepts effectively in practiced situations, showing a thorough grasp and clear understanding of required skills.
4 Exceeding	Student work demonstrates an in-depth, superior understanding of grade-level knowledge and skills, often applying concepts creatively and with insight beyond standard expectations. Their work is accurate, sophisticated, and shows exceptional independent thinking.