

## Standards-based Report Card

### Parent Guide PreK-6<sup>th</sup> Grade

#### What is a Standards-based Report Card?

A standards-based report card provides detailed information about a child's learning and progress toward mastering a specific skill or concept.

#### Components of a Standards-Based System

Four parts make up a standards-based grading system: content standards, curriculum and instruction, assessments and the actual report card itself.

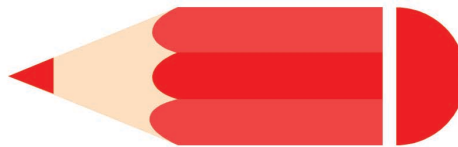


#### **CONTENT STANDARDS –**

What a student should know and be able to do at a given grade level.

#### **CURRICULUM & INSTRUCTION –**

A roadmap for teachers to ensure that students are learning the skills for their grade level.



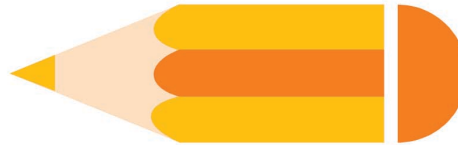
#### **ASSESSMENTS –**

Just like quizzes and tests, assessments measure learning and the extent to which a student has met the grade level content standards.



#### **REPORT CARD –**

The standards-based report card shows a student's progress toward meeting content standards (specific skills) up to that point in the school year.



Standards-based grade cards do not contain letter grades of A, B, C, D or F in a single subject. In a standards-based system, a marking of E, M, A or B is given for each skill instead of one letter grade for an entire course. Standards-based proficiency levels indicate the following:

- E indicates a student is exceeding the grade-level requirement for that standard and shows depth of understanding and extended application of the skill/concept.
- M indicates a student is meeting the grade-level standard and shows independent understanding and application of the skill/concept.
- A indicates a student is approaching, but just below the grade-level standard and the student shows incomplete/inconsistent understanding of the skill/concept.
- B indicates a student is far below the grade-level standard and has a limited understanding of the skill/concept.

NOTE: When viewing your student's grades in Power School, it is possible that fewer scores will appear and only the standards being reported on for that quarter will be visible in the grade book.

### **Frequently Asked Questions about the Standards-Based Report Card**

#### **1. What are Standards?**

Standards are skills or concepts that students should know and be able to do at the end of each grade. Waynesville standards are based on the Missouri Learning Standards and Missouri Grade-Level Expectations. They are referred to as "standards" because public school districts throughout the state and nation are moving toward adopting consistent expectations for students at each grade level.

#### **2. What does the Standards-Based Report Card tell parents?**

The purpose of the standards-based report card is to provide parents, teachers and students with more accurate information about students' progress toward meeting individual content standards. By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are being exposed to the same curriculum and mastering the skills necessary in each grade level.

Specifically, the standards-based report card:

- Identifies the learning standards (skills or concepts) to be met each quarter
- Provides specific information about your child's progress in meeting each standard
- Shows areas for continued growth
- Helps close the gap in achievement among students

### **3. Why is the Waynesville R-VI School District moving to Standards-Based Report Cards?**

For the past two years, the district has been using a standards-based grade card in kindergarten, and last year it was expanded through second grade. Given the success of our pilot programs, we are expanding its use through the sixth grade this year. The report card identifies areas of strength and weakness for each individual student and helps teachers provide the extra help a student needs. Each standard also creates an opportunity for individual and groups of teachers to reflect on student learning and their own practice, and use meaningful, standards-specific feedback to empower students and engage families in monitoring student progress and improving learning.

### **4. Which Waynesville schools are using the Standards-Based Report Cards?**

All elementary schools, along with the Waynesville Sixth Grade Center, use the standards-based grade cards in Pre-K through 6<sup>th</sup> grades.

### **5. How does the standards-based report card compare with traditional grades?**

On traditional report cards, students receive one grade for reading, one for math, one for science and so on. On a standards-based report card, each of these subject areas is divided into a list of skills that students are responsible for learning. Students receive a separate mark for each standard.

The Waynesville R-VI School District standards-based report card uses proficiency levels – a marking of E, M, A or B – to show the overall progress of the student toward meeting the grade-level standards and measure the student progress for each individual standard. These proficiency levels replace traditional grades but are not averages of work completed. They show the highest level consistently achieved at the time of the report card.

With the standards-based reporting system, students are evaluated according to consistent grade-level standards with common assessments across the district. Standards-based report cards tell us what students have actually learned and know over time by reporting the most recent level of performance. So, a student might struggle in the beginning of a course with new skills but then learn and demonstrate proficient performance by the end of the grading period.

For example, in traditional grading, the student's performance for the whole quarter would be averaged and early quiz scores that were low would be averaged together with proficient performance later in the course, resulting in a lower grade. In standards-based grading, a student who reaches proficiency would be reported as meeting the standard and the grade would reflect current performance level.

In addition, traditional grading often includes other subjective factors like attendance, effort and attitude, which might influence the grade positively or negatively. In standards-based grading, we report proficiency and work habits separately in order to give a more accurate report of student progress.

## **6. What if my child is falling behind the standard?**

Children who are not making adequate progress toward grade-level standards will continue to receive instruction and a more targeted Response to Intervention (RtI) approach may also be implemented. RtI includes additional instruction to help a student progress toward mastery of the grade-level standards.

## **7. What if my child has an IEP?**

Students with special needs may have modifications and/or accommodations specified on their IEP that must be provided during instruction and assessment. (See explanations below.)

Accommodations are changes in the way instruction is provided or the way in which the student is expected to respond during instruction.

Modifications are changes in the curriculum that's being taught. Students who have **significant** modifications to grade-level standards may receive a "Modified Expectations" (ME) designation for grade level standards within a specific content area. Students receiving a "Modified Expectations" (ME) designation would not be expected to become proficient in the content area and typically would be eligible to take MAP-A assessments. The "Modified Expectations" (ME) designation may only be used once approval is granted by the Special Services Director.

## **8. What if my child is an English Language Learner?**

All English Language Learners (ELL) must acquire the English skills necessary for academic success. Six English language proficiency levels within the four areas of listening, speaking, reading and writing describe a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support. ELL students are graded according to grade level standards in line with their peers with accommodations based on the individual student's language proficiency levels and identified on the student's ELL Accommodation Plan.

## **9. How do I discuss the standards-based report card with my child?**

Parents and teachers should set goals with the child and together work on skills that support mastery of identified learning standards.

## **10. Has the standards-based report card been piloted?**

The standards-based report card has been implemented in stages. In the 2011-12 school year, kindergarten students began receiving standards-based report cards. In 2012-13, first and second grades were added to the process. For the 2013-14 school year, third through sixth grades will be added to the standards-based report card implementation.

**11. Who has been involved in the process?**

Teams of teachers at each grade level have been working over the past few years to prioritize standards within each content area, align them to state standards and identify assessments to measure if a student is meeting a standard.

As a result of these prioritized standards, there will be more consistency within each grade level across the district.

**12. Where can I find the standards for my child's grade level?**

The standards for K-6 are identified as Student Performance Objectives and are given to all parents at the beginning of the school year. They may also be found on the district website under Parent Resources.

***A sample grade card appears on the next page.***

## Viewing Standard Based Grades in PowerSchool

Clicking on **Grades & Attendance** will allow you to view details about your child's assignments by clicking on the -.

Clicking on **Standard Grades** will allow you to view your child's standard based grades.

**PowerSchool**

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Navigation

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Grades and Attendance: HENSON, KEEGAN MICHAEL

Exp	Last Week					This Week					Course	Q1	Q2	Q3	Q4	Y1	Absences	Tardies
	M	T	W	H	F	M	T	W	H	F								
ATT(A)					E						ATT BELSHE, LORI	--	--	--	--	--	8	1
RD(A)	-	-	-	-	-	-	-	-	-	-	Reading BELSHE, LORI	--	--	--	--	--	0	0
LA(A)	-	-	-	-	-	-	-	-	-	-	Language Arts BELSHE, LORI	--	--	--	--	--	0	0
MA(A)	-	-	-	-	-	-	-	-	-	-	Math BELSHE, LORI	--	--	--	--	--	0	0
TE1(A)	-	-	-	-	-	-	-	-	-	-	Technology BELSHE, LORI	--	--	--	--	--	0	0
ART(A)	-	-	-	-	-	-	-	-	-	-	Art HALL, DANNE L	--	--	--	--	--	0	0
MUS(A)	-	-	-	-	-	-	-	-	-	-	Music SCHAEFFERKOETTER, LEIGH	--	--	--	--	--	0	0
PE(A)	-	-	-	-	-	-	-	-	-	-	Physical Education KNIFE, PATRICK	--	--	--	--	--	0	0
WH(A)	-	-	-	-	-	-	-	-	-	-	Work Habits BELSHE, LORI	--	--	--	--	--	0	0
SK(A)	-	-	-	-	-	-	-	-	-	-	Social Skills BELSHE, LORI	--	--	--	--	--	0	0
SE(A)	-	-	-	-	-	-	-	-	-	-	Case Manager Elementary SYLVIA, ANNA J	--	--	--	--	--	0	0

Since Traditional Grades are not being assigned, there will be no grade located under Grades and Attendance or on the Assignment Details page.

All grades will be located under the Standards Grades Tab.

Clicking on the - will take you to details about assignments for each subject area

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Grades and Attendance: HENSON, KEEGAN MICHAEL

Standards Grades

**Class Score Detail:**

Course	Teacher	Expression	Final Grade <sup>1</sup>
Music	SCHAEFFERKOETTER, LEIGH	MUS(A)	--

**Teacher Comments:**

**Section Description:**

Due Date	Category	Assignment	Codes	Score	%	Grd
05/23/2013	Common Assessme	AB form aural		8/10	80	--
05/23/2013	Common Assessme	AB form visual		10/10	100	--
05/23/2013	Common Assessme	Song of the Month		10/10	100	--
05/23/2013	Common Assessme	Mallet Madness		10/10	100	--

**Legend**

Grades last updated on 05/20/2013

● - Collected, 
 ▲ - Late, 
 ■ - Missing, 
 ◆ - Score is exempt from final grade, 
 □ - Assignment is not included in final grade

<sup>1</sup> - This final grade may include assignments that are not yet published by the teacher. It may also be a result of special weighting used by the teacher.

Clicking on any assignment or score in **blue** will take you to additional information. These will only be blue if your child's teacher has entered any additional information.

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Version 2.0

Grades and Attendance

Standards Grades

Standards Grades: HENSON, KEEGAN MICHAEL

Show Completed Classes

Art (HALL, DANNE)	Q1	Q2	S1	Q3	Q4	S2	Y1
Students will produce various kinds of lines (straight, thick, curved, thin)	E	--	E	--	--	--	E
Students will demonstrate use of various sizes of shapes (small, medium, large)	--	E	E	--	--	--	E
Students will create an original project using texture	--	E	E	--	--	--	E
Students will create a monoprint	--	--	--	E	--	E	E
Students will create an alternating pattern	--	--	--	E	--	E	E
Students will create a project using form	--	--	--	--	E	E	E
Students will create a project using value	--	--	--	--	E	E	E

Language Arts (BELSHE, LORI)	Q1	Q2	S1	Q3	Q4	S2	Y1
Produce and expand different types of sentences	M	E	E	E	E	E	E
Use commas in dates and series of items	--	E	E	--	--	--	E
Use correct end punctuation for sentences	E	M	E	--	E	E	E
Spell grade level words correctly	E	E	E	E	E	E	E
Use nouns	--	A	A	--	--	--	A
Use singular and plural nouns	--	--	--	E	--	E	E

By Clicking on the Standards Grades Tab, you will be able to view your child's standard grades in each subject area. Click on the standard in blue, you will be taken to view additional details about the standard.

View Standards Details

Standard Details

Teacher

BELSHE, LORI

Course

Language Arts

Standard Name

Produce and expand different types of sentences

Description

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Gradescale

Standards Based Grading Scale

Gradescale Description

This scale is to be used for grade levels that are doing standards based grading.

Gradescale Details

Grade Label	Description
E	Exceeds
M	Meets
A	Approaching
B	Below

For any questions you may have pertaining to your Parent PowerSchool account, please feel free to contact the Waynesville Educational Media Center at 842 - 2052