



K-5 STANDARDS BASED REPORT CARD

A guide for parents and guardians

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Dracut Public Schools

INTRODUCTION

Dear Parents and Guardians of K-5 Students,

In striving to provide a rigorous, student centered and engaging learning experience for every student, the district has revised the manner in which we report on student progress. To that end, the district has adopted a new, more rigorous set of standards for what every child should know and be able to do in each subject area and grade level and has adopted a new reporting format..

Our newly adopted Standards Based Report Card (SBRC) describes what a student should know and be able to do at the end of each grade level in Literacy, Mathematics, Social Studies, Science, Fine and Performing Arts, and Physical Education. We firmly believe that the SBRC is a significantly more effective tool for communicating student growth within the grade level learning standards.

In addition to this new reporting system, we will now provide more detailed information in the Personal Development Skills section (see the enclosed sample report card). Included in this section are six Habits of Mind, behaviors that support especially support students when they do not know the answer to something.

Our goal is to develop the various Habits of Mind within all of our students from Kindergarten through 12th grade. We believe it is important for all students to learn the content of the curriculum and learn how to develop a critical, flexible, and thoughtful mindset while learning. This includes skills such as persevering, inquiring, thinking flexibly, and learning from another person's perspective.

It is critical to note the varied ways that a SBRC is beneficial for students, parents and teachers:

- Teachers are able to use ongoing assessments as a way to guide classroom instruction. Students are able to practice their mastery of standards without the penalty of receiving a poor grade. The process of re-teaching creates an opportunity for both teachers and students to learn from their mistakes and continually learn.
- Standards based reporting allows teachers the opportunity to clearly communicate with students and parents.

This guide provides information about the this process being integrated at your child's school, including frequently asked questions and additional background information, a description of proficiency levels, a sample report card, further detail on the content area standards included on the report card, and a list of additional resources for parents and guardians.

Please feel free to contact my office at (978) 957-2617 or your child's school if you have questions or concerns.

David S. Hill
Director of Curriculum, Instruction, and Assessment

REPORTING PROGRESS

Reporting student progress occurs throughout the year and takes various forms. The overall process helps parents and students understand the topics studied in each specific content area, the skills and concepts introduced, and the expected level of performance at each grade level.

IMPORTANT Standard Based Report Card Trimester Periods are issued three times a year.

- December
- March
- June (last day of school)

PERFORMANCE LEVEL INDICATORS

There are four levels of performance noted on the new Standard Based Report Card using a numeric indicator system (4, 3, 2, 1, and NA) to describe progress and growth over time. A descriptor for each indicator is provided below:

<p style="text-align: center;">4</p> <p style="text-align: center;">Advanced Understanding of Grade-Level Standard</p> <p style="text-align: center;"><i>Student consistently demonstrates an ADVANCED understanding above and beyond what is expected at this grade level.</i></p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Secure Understanding of Grade-Level Standard</p> <p style="text-align: center;"><i>Student consistently demonstrates a SECURE understanding of what is expected at this grade level.</i></p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Developing Understanding of Grade-Level Standard</p> <p style="text-align: center;"><i>Student is demonstrating a DEVELOPING understanding of what is expected at this grade level</i></p>	<p style="text-align: center;">1</p> <p style="text-align: center;">Emerging Understanding of Grade-Level Standard</p> <p style="text-align: center;"><i>Student is demonstrating an EMERGING understanding of what is expected at this grade level.</i></p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;">Standard Is Not Assessed At This Time</p> <p style="text-align: center;"><i>This standard is assessed later in the school year</i></p>
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ACADEMIC GROWTH LEVEL INDICATORS

Standards-Based Reporting replaces static grades (A through F) with Growth Indicators (1-4 or NA) that measure and describe growth/progress over a defined period of time. An indicator of “3” is the expected goal for students, which indicates that the student has demonstrated a Secure Understanding of his/her grade level learning standards. The expectation is that most students will achieve a “3” by the end of the year for each grade-level learning standard.

4 – A “4” indicates that the student’s growth/progress exceeds the learning standard because she/he has demonstrated an advanced understanding of the standard and has been able to apply that understanding in ways that go beyond grade level expectations. Given the very high standard for demonstrating a “4”, very few students will be at this level of performance.

3 – A “3” indicates that the student has demonstrated an independent and secure understanding of the end of the year learning standard. This student requires little if any additional support or assistance in successfully demonstrating concepts learned and met grade level learning standards.

2 - A “2” indicates that the student is developing an understanding of the learning standard and still requires intermittent support and assistance to meet the requirements of the academic standard for his/her grade level.

1 – A “1” indicates that the student is developing an emerging understanding of the grade level standard at this time. His/her current level of progress/growth is characterized as requiring consistent teacher support to make progress/growth.

NA – A “NA” indicates that the standard has not been adequately introduced, covered, or assessed during the marking period. All standards on a grade-level report card will be addressed by the end of the school year.

HABITS OF MIND

The 16 Habits of Mind, developed by Professor Art Costa and Dr. Bena Kallick, are the critical habits recognized in independent, intrinsically motivated, successful students. They offer a framework for students to access when deciding how to respond when facing a difficult choice, planning a complex task, working collaboratively within a group or taking a risk or new challenge. Ultimately, our goal is for all students to become more confident and independent thinkers, planners and decision makers. We have intentionally introduced six of the Habits within the Personal Development section to highlight their importance as a critical component of the overall success of each student. For more information on the Habits of Mind, please see page 8 and the Habits of Mind Resource links on page 9.

PERSONAL DEVELOPMENT INDICATORS

Personal Development indicators assess an individual student’s growth/progress in relation to the developmentally appropriate classroom and community habits and approaches to learning. There are four levels of performance using a letter system (A, O, S and N) to describe progress and growth over time during the year. A descriptor for each indicator is provided below:

A - An “A” means the student is ALWAYS independently demonstrating the Personal Development habit.

O – An “O” means the student is OFTEN independently demonstrating the Personal Development habit.

S – An “S” means the student is SOMETIMES independently demonstrating the Personal Development habit.

N – An “N” means the student is NOT successfully demonstrating the Personal Development habit at the time of reporting progress.

FREQUENTLY ASKED QUESTIONS – FAQs

1. What is standards-based reporting?

A standards-based reporting system is designed to inform parents about their child's growth/progress towards achieving specific end of the year learning standards. The standards establish challenging performance expectations for all students. They describe what students should know and be able to do, and serve as the basis for the school/district curriculum, instruction, and assessment model. The introduction and adoption of the Common Core State Standards has increased the rigor and responsibility for all students, teachers, and parents in an effort to ensure effective preparation for college and career.

2. Why was the report card changed to the standards-based report card?

The report card was changed to provide more concrete information to students, teachers, and parents about student growth/progress towards meeting grade level learning standards. For example, with the previous report card, students received one grade for reading, and one for math. On a standards-based report card, each of these subject areas is further expanded to include a list of skills and concepts students are responsible for learning. For each standard assessed during that trimester period, students will receive a growth indicator (4, 3, 2, or 1). With this knowledge, parents are better able to guide and support their children, and help them be successful in a challenging academic program. These growth indicators are explained in further detail below.

3. What are the advantages of standards-based growth reporting?

The learning targets are articulated clearly to the students throughout instruction. Parents/Guardians can see which learning targets students have demonstrated mastery of and which learning targets need continued review, re-teaching and additional practice.

4. How will standards-based report cards affect your child?

One of the biggest adjustments for students and parent and guardians is that standards-based report cards focus on end-of-the-year learning goals. This means that in the first or second assessment period, instead of getting A's for trying hard and doing well on tests, a high achieving student might have several marks indicating that he or she is not yet proficient in some skills. Although this is normal, since most students will not meet all of the year's goals in the first quarter, it can be disconcerting to parents and students who are used to seeing all A's or B's.

5. How does the standards-based report card compare to the traditional letter grade system?

Standards-based growth indicator reporting is different from traditional letter grade reporting. Letter grades are typically calculated by combining how well the student met a teacher's expectations, how the student performed on assignments and tests, how much effort the teacher believes the student put in, and how the student is doing in comparison to classmates. *Letter grades do not tell parents which skills their child has mastered or whether he or she is working at grade level. The standards-based report card measures how well an individual student is doing in relation to the grade level standards, not the work of other students.* This gives parents a better understanding of their child's strengths and weaknesses, and encourages all students to do their best.

6. How is an English Language Learner, who is still acquiring English language, assessed using the SBRC?

ELL students are assessed at their current grade level using the appropriate grade-level standard based report cards in the same manner and with the same frequency as non-ELL general education students. A supplemental ELL Progress Report will be provided with additional information regarding language acquisition and academic growth. ELL students come to our schools with a variety of educational backgrounds and require a variety of supports to access the curriculum standards; at times, while maintaining access and engagement in rigorous grade level standards, the educational program for an ELL student may be adjusted to enable the student to acquire more academic vocabulary and acquisition of content.

7. How will a student on an Individualized Education Program (IEP) be assessed on a standards-based report card?

The learning standards for all students are generally the same. Students with an IEP may have specific accommodations and/or modifications that provide supports to better access the standards, by providing scaffolding and support necessary for that student to access and demonstrate knowledge of a standard. For all students with an IEP, a supplemental progress report is provided that identifies how any standards are modified and thus the details upon which any "Growth Indicators" are based. An alternative grading system can only be employed for a student on an IEP, if the IEP Team on an individualized, case-by-case basis, adopts an alternative grading system for the student based on his or her disability-related needs.

GRADE 1 SAMPLE (cover page only) - Standard Based Report Card

Grade 1

Brookside Elementary



Student: _____

Teacher: _____ I.D. # _____

Personal Development Indicator

- A Always
- O Often
- S Sometimes
- N Not At This Time

Academic Growth Level Indicators

- 4 Advanced Understanding of Standard
- 3 Secure Understanding of Standard
- 2 Developing Understanding of Standard
- 1 Emerging Understanding of Standard
- NA Not Assessed at This Time

Personal Development - HABITS OF MIND	Performance Indicators		
	T1	T2	T3
Classroom and Community Habits			
Displays a cooperative attitude			
Manages behavior appropriately - MANAGING IMPULSIVITY			
Participates effectively in groups - THINKING INTERDEPENDENTLY			
Works and plays without disrupting others			
Follows classroom rules and routines - STRIVING FOR ACCURACY			
Manages transitions and adjusts to changes in routines			
Responds to conflict effectively			
Manages care of materials and belongings			
Respects the rights, opinions, property, and abilities of others			
Approaches to Learning			
Perseveres in challenging situations - PERSISTING			
Begins, sustains, and completes tasks independently			
Demonstrates expected grade level organizational skills			
Adjusts based on feedback and guidance - THINKING FLEXIBLY			
Demonstrates appropriate self-advocacy skills with peers and adults			
Interprets and follows directions			
Uses time constructively			
Listens attentively			
Works carefully and accurately			
Takes risks within new experiences - TAKING RESPONSIBLE RISKS			
Displays creativity, imagination, and innovation			
Comments (optional)			

Literacy	Performance Indicators		
	T1	T2	T3
Reading Literature and Informational Text			
Reads grade level text with purpose and understanding			
Reads, comprehends, and describes a variety of genres	NA		
Describes characters, settings, and major events in a story			
Reads grade level texts with accuracy, fluency, and self-correction			
Applies first grade phonics and word analysis skills			
Reads grade level high-frequency words accurately and fluently			
Knows and uses various features in informational texts (e.g. headings, tables of contents, glossaries)	NA		
Writing			
Writes legibly and forms upper and lower case letters accurately			
Writes a complete sentence with capitalization and end punctuation			
Revises and edits to strengthen writing with guidance from adults	NA		
Spells high-frequency words and common spelling patterns correctly			
Writes opinion pieces that introduce a topic, an opinion, a reason for the opinion, and a sense of closure	NA		
Write informative texts that name a topic, supplies facts, and provides a sense of closure	NA		
Writes narratives with appropriately sequences events, some details, words to signal even order, and a sense of closure	NA		

If applicable, please refer to your student's specific Individualized Educational Plan (IEP) progress report or English Language Learner (ELL) progress report for additional information pertaining to his/her progress.

HABITS OF MIND – Engaging in a Habit of Mind demonstrates you know how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties. (B. Kallick)

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>

PARENT/GUARDIAN REFERENCE GUIDE

SBRC References

- Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works*. Alexandria, VA: ASCD.
- O'Connor, K. (2007). *A repair kit for grading: 15 fixes for broken grades*. Portland, OR: Educational Testing Service.
- Tomlinson, C., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD.

SBRC Instructional Videos

- www.youtube.com/watch?v=E7m4762pjH8
- www.youtube.com/watch?v=3F59tGtrP-Q
- www.youtube.com/watch?v=TJBGQ7_LSV

SBRC Terminology

- **Assessment:** The ongoing process of gathering data or giving feedback about a student's performance in order to determine a student's strengths and weaknesses, improve instruction, and document student progress.
- **Benchmark:** A reachable target for student learning at various points of the year, as defined by samples of student work.
- **Rubric:** A tool used to score or rate a student's oral or written performance. A rubric identifies specific characteristics used to determine the degree to which a standard has been met. For example, if a student earns a "1" on a project, this means that he or she has not met the standard yet for this assignment.
- **Learning Standard:** A statement that identifies what students should know and be able to do. Learning Standards for each content area subject and grade span are identified in the Massachusetts Curriculum Frameworks. These can be viewed online at the Massachusetts Department of Education's website.
- **Indicator:** A defined letter/number used to communicate student growth within the academic and Personal Development sections of the SBRC.

Habits of Mind Resource Links

- Costa, A. (2007). Aesthetics: Where thinking begins. In A. Costa (Ed.), *The School as a Home for the Mind* (Ch. 2). Thousand Oaks, CA: Corwin.
- Perkins, D. (1991). What creative thinking is. In A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Rev. ed., Vol. 1, pp. 85–88). Alexandria, VA: ASCD.
- Covey, S. (1989). *The seven habits of highly effective people: Powerful lessons in personal change*. New York: Simon & Schuster.