

Introduction

A committee of educators and students' parents developed new report cards for all students, preschool through grade 6. The report cards inform parents about their children's proficiency with key **academic** and **personal development** learning expectations. The new report card format is called **standards-based**. Many high performing school districts across the country use standards-based report cards because they are more informative than traditional report cards.

Standards-Based Report Cards

Standards-based report cards communicate a student's progress toward specific learning expectations, called standards. The standards come from the Massachusetts Curriculum Frameworks. The most important standards taught in each subject and grade are listed on the report cards. Teachers use a variety of assessments to determine how well students are learning the standards. They use scoring scales to describe each student's progress with the academic and personal development standards on the report cards. The scoring scales help parents monitor their children's learning of the standards over the three terms of the school year.

Academic Scale

- 4 Consistently and independently** demonstrates proficiency with the grade-level standard.
 - 3 Progressing appropriately** toward consistent and independent proficiency with the grade-level standard.
 - 2 Beginning to progress** toward the grade-level standard with additional time and support.
 - 1 Not demonstrating progress** toward the grade level standard.
- NA** Not applicable/not assessed

Personal Development Scale

- 4 Consistently** demonstrates the skill or behavior.
- 3** Demonstrates the skill or behavior **most of the time**.
- 2** Demonstrates the skill or behavior **some of the time**.
- 1 Rarely** demonstrates skill or behavior.

"I Can" Statements

The students understand the scoring scales by using "I can" statements:

- 4** I can do this correctly and consistently on my own. I can explain how and why to do it. I can teach someone else.
- 3** I can usually do this correctly on my own and show I understand.
- 2** I can do this with help or an example in front of me. I kind of get it, but may make a mistake.
- 1** I am starting to get it, but I am still confused and need help.

Report Cards and Conferences

Report cards and conferences are aligned in Terms 1 and 2. This allows teachers to share specific details about students' learning goals and answer parents' questions. Teachers will write comments on the Term 3 report cards in place of conferences since the Term 3 report cards go home at the end of the school year.

Frequently Asked Questions

What grades should I expect to see on the report card each term?

A standards-based report card provides information about student progress with specific academic and personal development standards.

The **academic standards** are **end-of-year**, so the students are not expected to master them until June. A student making appropriate progress with an academic standard may earn a 2 in Term 1, a 3 in Term 2, and a 4 in Term 3. However, this will vary by student, academic standard, and term.

The **personal development standards** are skills and behaviors the students are expected to demonstrate from the first day of school. Students should earn many 3s and 4s on the personal development standards in all three terms.

Is a "4" the same as an "A"?

No. On a standards-based report card, students' grades reflect their progress toward consistent and independent (except in preschool and kindergarten) proficiency with the academic and personal development standards.

What happens if my child exceeds or does not meet a standard?

Teachers adjust what and how they teach based on the needs of their students. This enables them to help each student learn.

What about students with IEPs or 504s?

Students with disabilities who are able to access grade-level standards with accommodations and/or specialized instruction through an IEP or 504 plan are graded with the same scale as their peers.

If a student requires content modifications and is learning prerequisite standards that are below grade-level, this will be indicated on the student's IEP. The report card rating assigned for the grade-level content standards will be NA. The student's progress with the prerequisite standards will be documented in the IEP progress report that accompanies the report card.

Who do I contact with questions?

Questions about your child's progress:
Contact your child's teacher.

Questions about the report card:
Contact Kristin Dykstra, the Director of Curriculum, Instruction, and Assessment at dykstrak@wrenthamschools.org or 508-384-5430 ext 3.



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Standards-Based Report Card Guide