

Reynoldsburg City Schools
Elementary Standards-Based Report Card



PARENT GUIDE

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Parent Guide

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I. Purpose of Standards-Based Report Card

With any type of reporting tool, the primary goal is communication. The Standards-Based Report Card's purpose is to communicate to parents the achievement status of their child. Parents will know how students are doing on the Ohio Learning Standards for language arts, math, science and social studies. Parents will also know which content statements for math and language arts their child is struggling with as well. Students should constantly be monitoring their learning and the achievement report confirms for the student what he already should know about his strengths and weaknesses. The standards-based report card also separates academic achievement from work ethic and behavior.

Standards-Based Grading = Separating Product, Process and Progress

- **Product = What:** Achievement “*What students know and are able to do at particular point in time.*” (unit tests, quizzes, cumulative assessments, projects) “*Have they demonstrated learning of grade level statements or skills?*” When determining Product or report card level, consideration is given to the **most recent evidence** of learning and verified with other achievement data.

-The finish line-



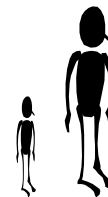
- **Process = How:** “*How students got there*” (work habits, effort, homework, attendance, participation . . .) This is reported under Characteristics of Successful Learner section of the report card.



-How he/she ran the race-

- **Progress = Growth:** also referred to as Value Added Learning, improvement “*How far students have come over a particular period of time rather than where they are at a given time*” Progress is very individualized.

-How far he/she grew, improved over time-



Benefits to Standards-Based Reporting

Standards-based reporting communicates with parents *specific* expectations of students' learning; this information is helpful in planning appropriate academic support from home.

Teachers within a school building, a school district, as well as throughout the state of Ohio, have a clear understanding of what each child should know and be able to do at each grade level- kindergarten through 12th grade.

Students understand grade level expectations and can monitor as well as assist in tracking their own progress.

Students are better prepared for Ohio state achievement assessments.

Parents can view the Ohio Learning Standards at the following website:

<http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Ohios-New-Learning-Standards>

A copy can also be obtained at any Reynoldsburg City School building.

The Standards-Based Report Card was developed based upon the following:

- *District objectives and curriculum, which are aligned with the Ohio Learning Standards
- *Documentation of student achievement of grade level skills
- *Information reported to parents of student achievement
- *Need to communicate Ohio Learning Standards and specific grade level expectations to students, parents, and families

The Standards-Based Report Card was created through a collaboration of parents, teachers, and administrators from the Reynoldsburg School District. The pilot program began in the 2006-2007 school year at Slate Ridge Elementary and Waggoner Road Middle School. The report card is currently implemented at all junior high and middle school grade levels and at all elementary buildings.

II. Elementary Student Achievement Report

Key and Descriptors for Standards

There are four levels of achievement on the Elementary Standards-Based Report Card.

Achievement Levels	Proficiency Level Descriptors
E- Consistently demonstrates <i>exceptional mastery and higher level thinking</i> of grade level concepts and skills.	A student earning an “E” <i>independently*</i> uses and applies knowledge in ways that <u>consistently</u> demonstrate higher level thinking skills. The student demonstrates <i>exceptional</i> mastery of grade level skills and concepts.
M- Consistently meets and applies grade level concepts and skills independently	A student earning an “M” demonstrates <i>expected</i> understanding of grade level skills and concepts and requires minimal support.
P- Progressing toward expected understanding of grade level concepts and skills with assistance	A student earning a “P” has not yet met the standard, but is <i>progressing</i> toward achieving skills and learning grade level concepts.
L- Shows limited/inconsistent application of grade level concepts	A student earning an “L” is currently not meeting the grade level standards. The student demonstrates an inconsistent understanding and application of knowledge.

- Remember, the achievement marks are NOT based on an average of the assessments/ assignments given, but rather reflect the most consistent level of achievement with special consideration for the most recent evidence of learning.
- **Independently-* IEP accommodations (not modifications) do not hinder students from achieving at this level. For example, a student who demonstrates excellent levels of achievement in social studies, but needs a reader, should be able to attain the *Exceptional Mastery* mark.

III. Characteristics of a Successful Learner

The *Characteristics of a Successful Learner* are listed on the front of the Standards-Based Report Card. These behaviors directly impact student achievement. Students' effort regarding these behaviors should be celebrated both at school and home.

Characteristics of Successful Learner: (√= Meeting Expectations - : Below Expectations)	1st	2nd	3rd	4th
Collaborator - Works well with others				
Communicator - Able to express their learning				
Independent Learner - Stays on task, can complete work on his/her own				
Listener -Follows directions and school rules, learns routines				
Conscientious - Shows best effort, cleans up after self				
Compassionate -Respectful to peers, property and adults				
Responsible -Brings needed supplies and work materials				

This section of the Standards-Based Report Card evaluates the work habits, social skills, learning habits, and communication skills that affect students' success in school.

Parental support encouraging these behaviors is a must!

IV. Evidence of Student Achievement

Student achievement will be determined by examining a collection of student evidence to verify what a child knows and is able to do at a given point in time. Evidence may be informal, such as teacher observation, or formal, for example written assessments, projects, portfolios, and student demonstrations.

Student evidence will include both formative and summative assessment items to provide the most accurate picture of achievement.

- **Formative Assessments (Assessment FOR Learning)** occur while learning is still underway. They are used throughout the teaching and learning process to diagnose student needs, plan next steps in instruction and provide students with descriptive feedback they can use to improve. Any assignment or homework that is given to provide extra *practice* should be considered a learning activity and does not necessarily reflect a student's overall achievement. The results of student performance on formative assessments may be documented, but will not weigh as heavily as summative assessments when determining an overall level of achievement. For example, a student should not be penalized for what they did not know the first

time. The key premise is, “Is the student improving over time?” Formative assessment is about getting better. Formative assessment is the process.

- **Summative Assessments (Assessment OF Learning)** occur after the learning has supposedly taken place. They measure student achievement, or mastery of standards, at a point in time. Summative assessments determine the knowledge, skills and understanding students have achieved as a result of classroom practice and instruction. Student achievement on the most recent summative assessments is given greatest priority when determining overall student achievement in that skill/area. Summative assessment is the product.

V. Reporting Achievement throughout the School Year:

Reynoldsburg Elementary Schools are now using a new online tool to report out student achievement throughout the grading periods. Powerschool is an interactive online tool that promotes dialogue between parents and teachers. Parents can log on, at their convenience, to access secure student information, including real-time attendance reports, updated test grades, homework, and other detailed assignment grades. If you need guidance on how to use the Powerschool Parent Portal, please contact your child’s teacher.

VI. Nonnegotiable Principles of Effective Grading:

1. **Focus on Achievement-** other factors will be reported separately (Characteristics of Successful Learner)
2. **Not everything is included in the reported achievement level-** For example, daily schoolwork, projects, or homework may not be considered when determining a student's achievement to be recorded on the standards-based report card. Teachers look at student’s performance on these activities to monitor student learning, identify strengths and weaknesses, and plan for future instruction.
3. **Standards-Based Achievement is not based on averages-** The final achievement mark on the standards-based report card represents the learning level at the end of an instructional unit. Students are not penalized for mistakes made at the beginning of the learning process.

VII. Promotion/Retention Decisions

The achievement recorded on the standards-based report card is not the only criteria considered when making promotion and retention decisions. Standardized tests, classroom performance, social and emotional behaviors are some other factors that influence these decisions. If there is not sufficient progress in your child's learning, you will be notified. Parent/teacher conferences are held in the fall and spring and provide an opportunity to dialog about your child's learning. Please plan to attend. If at anytime you have questions or concerns, don't hesitate to contact your child’s school.

VIII. Special Education Students

Special Needs Students- IEP's

Special needs students will address the standards at the assigned grade level with appropriate accommodations. Achievement of these grade level indicators will be reported on the Standards Based Report Card. Students' individualized goals will be reported on quarterly progress reports.



Limited English Proficient Students

The goal for Limited English Proficient (LEP) students, like their English speaking peers, is to master grade level standards. In cooperation with the classroom teacher, an ESL service provider addresses the Ohio English Language Proficiency Standards. Limited English Proficient students are assessed with appropriate accommodations and consideration to their competency level of the English language. Parents will be notified of students' progress determined by an annual English proficiency assessment (OTELA) in listening, speaking, reading, and writing.

IX. Standards-Based Report Card: Parent Responsibilities

The communication and partnership process between home and school is essential to student achievement. Parents, teachers, administrators, and students all play important roles in the success of this process. When one member of the team does not participate, the strength of the support system is jeopardized.

<i>Some ways parents can take an active role in their child's education:</i>
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- **Attend Parent Teacher Conferences.** These are held twice a year, however, a conference may be scheduled other times throughout the school year as needed.
- **Discuss grade level expectations with your student.** It is important that both parents and students understand the specific knowledge and skills to be mastered in each grade level.
- **Read and sign your student's Assignment Log each day.** The Assignment Log provides convenient and consistent communication between home and school.
- **Go over homework with your student.** It is also advantageous to go over any corrected papers or assessments.
- **Read together each evening.** Your student may also enjoy reading to a younger sibling. Enjoying the same book or selection several times should not be discouraged – this may help promote the practice of rereading difficult material to improve comprehension as well as instill a love of reading.
- **Ask about the school day.** Expect more than just a one word response. Encourage details about what was learned, homework due, and upcoming events.
- **Help prepare for tests.** Going over information, worksheets, study guides, or rereading text is helpful and encourages good study habits. One suggestion is to have your child “teach” you what is to be tested. Remember- don't wait until the night before the test to study!.
- **Send your child to school prepared with a positive attitude.** A restful night's sleep, good breakfast, completed homework, all needed supplies and papers, and of course encouragement help children get off to a good start each day!

X. Frequently Asked Questions by Parents:

Why does Reynoldsburg use standards-based reporting?

**Standards-based reporting helps provide an accurate picture of student achievement in regard to OH State Standards.*

**Standards-based reporting helps teachers plan their instruction so they can challenge and support all students.*

**Standards-based reporting helps parents know the academic areas in which a student meets expectations, needs challenge, or needs support.*

How is my child assessed? *Students are assessed using multiple techniques. These may include but are not limited to rubrics, observation, performance, application, paper and pencil tasks, as well as various summative assessments. Examples of summative assessments include standardized tests, Ohio Next Generation Assessments, and Reynoldsburg City Schools Common Assessments. A variety of assessments helps to ensure that your child is given many opportunities to show mastery of each content standard.*

Should I expect my child to get all “Es”? *Not all Ohio Learning Standards include skills that lend themselves to higher level thinking; therefore it is impossible for your child to earn ALL Es. Some skills are basic grade level skills that are either mastered or not mastered. For example, basic math fact fluency. These skills do not open themselves up to creative or higher level thinking. E’s communicate a student not only has mastered and independently displays knowledge, understanding, application of a higher level thinking of an E worthy standard or strand, but also consistently demonstrates evaluative and creative skills. Typically few students perform at this level. It is important to remember that an M indicates a student is meeting grade level expectations; this is where a competent student working independently should be. A student having knowledge and understanding of a skill while also exhibiting the ability to apply grade level skills would be reflected by an M. This achievement should be celebrated. **The standards or strands that are E worthy are noted on the report card.*

Will other teachers in Reynoldsburg or other school districts understand my child’s report card? *Yes, teachers and administrators across our district and other OH districts have a common understanding of the expectations for every student at each grade level as defined by the Ohio Learning Standards. The standards-based report card actually provides more detail about student performance and will help your child’s future teachers better understand his/her strengths and weaknesses.*

Do the achievement marks reflect missing assignments or late work? *No, the achievement marks reflect only a student’s knowledge and skill of a specific standard or strand. However, late and missing assignments, along with other work habits vital to academic success are reported in the **Characteristics of a Successful Learner** section on the back of the Standards-Based Report Card. A teacher may also report this information in the comment box on the Report Card.*

How can I help my child at home? *Discussing and going over lessons and assignments with your child at home is very beneficial. Ask your student to “teach” you what was learned in school each day. Also, communication with the classroom teacher is very important. The teacher may make specific suggestions pertaining to your child’s individual needs.*

How can I reward my student for a “good” report card? *Progress and improvement toward meeting the content or Ohio Learning Standards should certainly be acknowledged. A key component aiding in academic success is effort toward the **Characteristics of a Successful Learner**. Encouragement here will undoubtedly benefit academic progress.*

How can I better understand the Grade Level Statements? *Information can be found at the Ohio Department of Education website. Teachers and administrators at your child's school will be glad to clear up any confusion. Also, talk with your student- they have an understanding of what's expected of them, including much of the educational vocabulary of the grade level skills!*

Will I be able to tell if my child is passing? *The Standards-Based Report Card, sent home quarterly, will indicate mastery level toward grade level expectations. Communication between parent and school is needed as several factors are considered when determining retention or promotion to the next grade level.*

If my child is struggling with a concept the first half of a grading period, but by the end of the nine weeks has mastered it- what achievement mark can I expect? *The benefit of a standards-based report card is that it separates product from process. It is important to remember that the Achievement Report does not reflect an average of a child's work over the grading period. Students are not penalized for information they may have struggled with at the beginning of the learning process. The achievement mark reflects the learning of the student after he has had time to process and practice. As always, contact your child's teacher to discuss any concerns about the Student Achievement Report Card.*

I don't understand most recent evidence, most comprehensive evidence, or most important learning goals. Why aren't grades just averaged? *Because the purpose of standards-based reporting is to communicate what students know and are able to do, averaging does not necessarily present an accurate picture of where a student is in his learning. A student who struggles in a class at the beginning of a grading period and receives poor grades, but who keeps working and by the end of the grading period can clearly demonstrate competence in the subject, should receive a grade that reflect that competence. For example, it is a good thing that the decision as to whether the Buckeyes win or lose a game is not determined based on the average of how they practice during the week. It is only the most recent evidence (or performance), the game, which counts!*

Consider this example: There are two students, Stewart and Maria. Stewart comes to school fresh from summer camp and complacently strolls through the semester with these weekly scores: 85, 85, 85, 85, 85, 85, 85, 85, and 85. The average is not difficult to calculate, and Stewart happily settles for his "B". Maria struggles initially with the skills and content, but improves over time, with additional practice. Her performance: 50, 60, 65, 70, 80, 85, 90, 90, and 90. Maria's average (mean) of a little over 75 will, depending on the grading scale, allow her to take home a C or D on her report card if the teacher is devoted to the average, even though any fair observer would not that she outperformed Stewart by the end of the semester.

My child received an "E" first quarter, but now has an "M" for the same statement second quarter. Should I be concerned? *No, there is no need for concern. Remember an "M" is the main goal- to Meet grade level expectations. "M's" should be celebrated. Although the statement remains the same both quarters, the skills and concepts taught each grading period that make up that statement may differ. As the year progresses, skills become more complex and many require higher levels of thinking.*

For further information or questions, please contact your child's teacher or principal.

Glossary for Standards-Based Reporting

Assessment: A measure of student learning at a particular point in time (e.g., quiz, test, project, report, exit cards, etc.)

Grade Level Standard Statements- Specific statements of what all students should know and be able to do at each grade level.

Formative Assessments: (Assessment FOR Learning) occur while learning is still underway. They are used throughout the teaching and learning process to diagnose student needs, plan next steps in instruction and provide students with descriptive feedback they can use to improve.

Next Generation Assessments – Assessments developed by Partnership for Assessment of Readiness for College and Careers (PARCC) and the state of Ohio to replace the Ohio Achievement Assessments. These are assessments required by the state of Ohio to measure student achievement.

Next Generation Assessment Dates for 2014-15 School Year:

Performance Based Assessment: February 16-March 20, 2015

3rd Grade Math only

4th Grade English Language Arts and Math

End of Course Exam: April 13-May 15, 2015

3rd Grade Math only

4th Grade English Language Arts and Math

Ohio Achievement Assessment: October 6-October 10, 2014 (Fall Administration)

April 20-May 1, 2015 (Spring Administration)

3rd Grade Reading only

Performance Based Assessment: March 2-March 13, 2015

4th Grade Social Studies only

End of Course Exam: May 4-May 15, 2015

4th Grade Social Studies only

Ohio Learning Standards: A general statement of what all students should know and be able to do within a specific content area; these are overarching goals and themes.

- *Language Arts Ohio Learning Standards* include: Foundational Skills, Reading Literature, Reading Informational Text, Speaking and Listening, Writing, and Language
- *Math Ohio Learning Standards* include: Counting and Cardinality (grade K only), Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry

- Science Ohio Learning Standards include: Science Inquiry and Application, Earth and Space Sciences, Life Sciences, and Physical Sciences
- Social Studies Ohio Learning Standards include: History, Geography, Government, and Economics

These are the areas in which your child will be earning an overall achievement mark each quarter.

Summative Assessments: (Assessment OF Learning) occur after the learning has supposedly taken place. They measure student achievement, or mastery of standards, at a point in time. Summative assessments determine the knowledge, skills and understanding students have achieved as a result of classroom practice and instruction.