



K-5 Standards-Based Report Cards

A Parent's Guide

Grants Pass School District has implemented standards based report cards in our elementary schools. These report cards provide information on a student's progress in achieving learning standards in each subject.

It is our intention that standards-based report cards, together with teacher conferences, will provide detailed information for you to understand and support your child's learning. The report card and parent/teacher conferences will answer the question, "What does my child need to do to make the most of his or her skills and to strengthen those areas requiring attention?"

To view a copy of the new report card visit the Grants Pass School District website. Grade level report cards are located under Departments – Assessment – Progress Reports.



Q ■ Why do we have a standards-based report card?

- The state of Oregon establishes concepts and skills (standards) that all students must learn and master.
- Each grade level (K-5) has specific standards for mastery and therefore its own report card. This new report card will give you a more detailed picture of your child's growth and progress toward reaching the standards.
- A standards based report card holds every student in the district accountable to the same concepts and skills regardless of which school they attend in the Grants Pass School District.



Q ■ What is different about a standards-based report card?

2 major differences:

- **What is measured:** Instead of just "Reading" you will see the specific skills and concepts for meeting grade level standards for Reading.
- **How progress is reported:** Instead of letter grades (A, B, C), students are scored on a scale of NP/1-4. This score is called a *proficiency level*.



Q. How are students scored on the standards?

4: Exceeds: Work exceeds grade level expectations and shows understanding that goes beyond what was taught based on end of year grade level expectations. For example, a 1st grader that is fluently reading 2nd grade sight words might receive a '4' in that standard. A 5th grader that consistently and fluently reads and comprehends 6th grade level reading material might receive a '4'.

3: Proficient: Work meets end of the year grade level expectations.

2: Approaching Proficiency: Beginning to, and may occasionally, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors or proficient work in skills that are not end of year standards. For example, if the standard is to add and subtract fluently, a student that is adding correctly but has not learned to subtract might earn a '2' because they are proficient in only part of the standard. The student is *approaching* achievement of grade level standards.

1: Limited Proficiency: Produces work that is inconsistent and can have several errors or requires significant time and assistance to meet end of year grade level standards. This student may not meet end of year standards.

NP: Not Proficient: Work is showing little or no progress or proficiency based on end of year standards or is making progress in work that is below grade level (a 3rd grader reading at a 2nd grade level). A 'NP' might also signify that progress cannot be determined due to missing work and/or length of time in school. This student may not meet end of year standards.

n/a: Not Applicable: The standard was not taught and/or assessed this trimester. This is to be expected at times as the entire curriculum cannot be taught at once. While some standards will be addressed throughout the entire year, others will be phased in as the school year progresses.

X: See Progress Report: Student is in a replacement core program and has not been exposed to this concept or standard. These students will have IEP progress notes attached to the progress report or report card that describes how they are working toward their individualized goals.



Q. Is a 4 on a standards-based report equivalent to an A or is a 2 considered a low grade?

- No.
- Letter grades and proficiency scores do not correlate with each other.
- Scoring a "2" in a skill or content area in the **beginning** or **middle of the year**, indicates that your child is on target to meet grade level standards by the end of the year.

- However, if your child scores a “2” at the **end of the year**, this indicates that he/she has not yet met the standard in that area for his/her grade level. A score of 3 would demonstrate proficiency in meeting the end of the year grade level standard.
- For example, instead of knowing that your child has an A in math, parents will know that their child is consistently adding 2 digit numbers correctly, inconsistently identifying fractions correctly, working above grade level when dealing with shapes and spatial concepts, etc..



Q ■ How do I discuss standards based report card grades with my child?

- At your parent/teacher conference, you, your child, and your child’s teacher may identify goals based on the standards for your child to work on next.
- Talk with your child about specific tasks or skills you could practice to reach Proficient or Exceeds, as these levels show solid or above grade level understanding of concepts and skills.
- At home, discuss the progress your child has already accomplished and what steps your child can take to achieve the new goals.



Q ■ What if my child is falling behind or has already mastered the standards?

- Teachers will show you examples of your child’s work to demonstrate their progress toward the state standards for each subject.
- Teachers will show you what your child needs to work on to increase strengths and improve areas in which he/she is not making progress toward the grade level standard.
- Setting goals based on skills mastered and skills needing improvement is the purpose of standards based scoring.



Q ■ How will teachers determine every child’s progress level?

- Proficiency levels (scores NP/1-4) are based on student performance on specific tasks and assessments, which are tied to the learning standards.
- Teachers may use a variety of tools to assess students: projects, tests, writing responses, performances, etc..



Q ■ What is the difference between a Progress Report & the Report Card?

- At the end of trimesters 1 and 2, students will receive a Progress Report communicating how they are progressing toward mastery of end of the year grade level standards. At the end of trimester 3, students will receive a final Report Card communicating how they have done in meeting grade level standards.



Q ■ How can my child earn a '4' on the Progress Report/Report Card?

- Your child will receive a '4' if they are showing proficiency of *above* "end of the year" grade level standards. For example, a 4th grader may be getting all or most of their work correct and earn a '3' because it is a grade level standard like multiplying fractions. If a 4th grader is also able to correctly divide fractions they may earn a '4' because that is an above grade level standard.



Q ■ Is it important to attend parent/teacher conferences?

- Yes, it is very important! As detailed as the progress reports are, they cannot communicate all of the information that is unique to your child that a teacher would have to share. At conferences you will learn how you can help your child at home and get specific information about grade level standards.

Glossary of Terms

Assessment: How students show their understanding of what they know/understand and teachers evaluate student needs for further instruction. May include: projects, performances, tests, assignments, responses, portfolios, observation etc.

Proficiency Level: Score based on a scale of NP/1-4 indicating how close students are to reaching the standard

Skills: What students are able to do

Standard: A general statement that describes what and/or how well students are expected to understand or perform

Subjects: Reading, Writing, Math, Science, Social Studies,

Speaking/Listening, PE/Health and Music