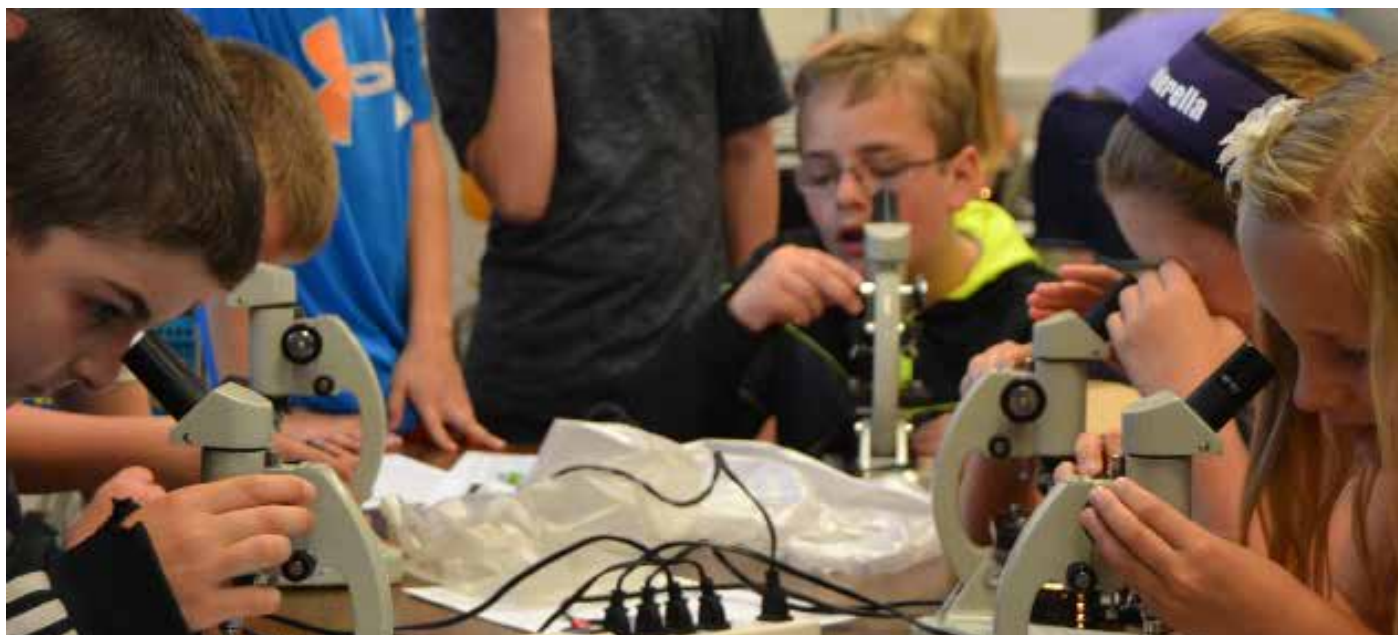


Standards-Based Assessment and Grading

A Parents Guide to the Lampeter-Strasburg
Elementary Division Report Card





Why Standards-Based Grading and Assessment?

Standards Show Skill.

The goal of the District's Elementary Standards-Based Report Card is to clearly and accurately communicate each student's level of achievement relative to standards-aligned, District curricula and his/her application of grade-level student skills. This report card will more accurately report learning relative to the Pennsylvania Core Standards established by the state of Pennsylvania.

Standards clearly describe what students are expected to know and be able to do in each grade level. In a standards-based classroom, the focus is on a student's performance over multiple opportunities, not simply the grading and averaging of tests and quizzes. Standards are specified learning goals applied to all students

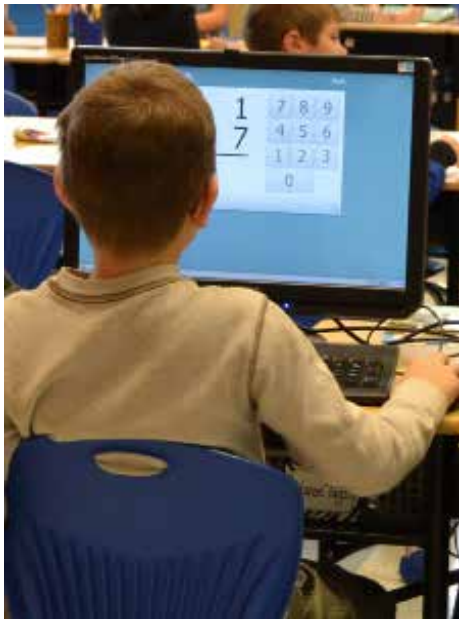
and provide consistent learning targets at each grade level. Standards also provide a focus for aligning curriculum, instruction, and assessment. Each local school district in Pennsylvania develops curriculum aligned to the Pennsylvania Core Standards. Using this report card, learning will be reported according to benchmarked levels each trimester that reflect progress towards the overall grade-level standards.

The purpose of this brochure is to provide students, parents, and the community with helpful information related to the Elementary Division's new Standard-Based Report Card. After reviewing this information, additional questions can be directed to your student's building principal.

"The purpose of this progress report is to clearly and accurately communicate each student's level of achievement relative to standards-aligned, district curricula and her/his application of grade-level student skills."



Elementary Assessment and Grading Procedures



EVIDENCE-BASED LEARNING OUTCOMES:

Proficiency of the Grade Level Standard (P)

Steady Progress toward Proficiency of the Grade Level Standard (S)

Limited Progress toward Proficiency of the Grade Level Standard (L)

Standard(s) Not Assessed at this Time (Blank)

ASSESSMENT FOR LEARNING:

Assessment and grading must reflect learning outcomes.

Behavioral outcomes will be reported separately from academic achievement. The following procedures will be implemented:

HOMEWORK

- The purpose of homework is to practice and study specific skills to develop proficiency.
- Homework is an extension of what was taught in class and may be differentiated as necessary based on learning skills.
- Consistent late homework will be reported as a behavior in the behavioral section of the report card.
- Students who do not complete homework may be required to complete their assignments during a prescribed time at school.

CLASS WORK SUBMITTED LATE

- It is the expectation that all assigned work be completed by required deadlines. All assigned work represents evidence toward proficiency of specific skills or outcomes and, therefore, must be completed.
- Students who do not complete work by the required deadlines will be required to complete their assignments. Assignments can be completed at home or during a prescribed time at school.
- All completed late work will be evaluated as evidence toward proficiency and no loss of "credit" will be reflected in progress toward achievement.
- Consistent late work will be reported as a behavior in the behavioral section of the report card.

GROUP PROJECTS

- Group projects are part of cooperative learning, not cooperative assessment. Students who are assigned to work in cooperative learning groups will be assessed individually on their learning, not the learning of the group.

ATTENDANCE

- Students will be provided time to complete all assignments missed while absent aligned with building procedures. Assignments not completed by prescribed timelines outlined in the attendance policy of the building will be subject to the procedures outlined above for work submitted late.

ACADEMIC DISHONESTY

- All assignments must be completed with academic integrity. Academic dishonesty, including but not limited to, cheating or plagiarism, will not be tolerated. Academic dishonesty will be handled as a disciplinary issue and the student will be required to complete an alternate assignment or test so the teacher can still evaluate mastery of the skills or outcomes being assessed.

L-S Elementary Standards-Based Report Card Highlights

- Your student's performance will be measured against the standard, rather than simply being compared to other students in his/her class.
- The new report card will provide you and your child a more detailed and accurate assessment of academic progress. Teachers will gain a clearer understanding of students' strengths and needs.
- Students will be evaluated based on what they know. Rather than receiving arbitrary points or letter grades, students must demonstrate proficiency on a common list of course standards.
- In order to more accurately report learning, the Elementary Division will move to trimesters rather than quarters at the start of the 2015-2016 school year. Simply, students will receive three report cards each year rather than four. Trimesters will only be implemented for students in grades K-5. Learning for secondary students will continue to be reported by quarter.
- Learning reported for each trimester will represent student's benchmarked progress toward end of year goals.
- The Responsible Learner Rubric (the last page of the report card) will report behavioral expectations separately from academic expectations. Students and parents will be able to use the rubric to work towards desired behavioral expectations. Behavior will be reported by trimester.
- Parent conferences will continue to be held in the fall of each school year. Each building and/or teacher will communicate procedures for scheduling yearly conferences. The report card may not contain teacher comments the first trimester as a result of parent conferences.

Why the Move to Trimesters?

The Elementary Division will report student learning three times per school year. Trimesters will provide students with the appropriate time to provide evidence of learning toward trimester benchmark goals. Learning for secondary students will continue to be reported on a quarterly basis.



Standards-Based Report Card Example

Lampeter-Strasburg School District

Fifth Grade 2015-2016

Student
Teacher

These are the levels used to report achievement

Yearly attendance

Learning Outcomes	
P	Proficiency of the Grade Level Standards
S	Steady Progress toward Proficiency of the Grade Level Standards
L	Limited Progress toward Proficiency of the Grade Level Standards
blank	Not Assessed

Attendance	1	2	3
Absences			
Excused	0	0	0
Unexcused/Illgal	0	0	0
Tardies			
Excused	0	0	0
Unexcused/Illgal	0	0	0

Each report period will represent student's benchmarked progress toward the end of year goals

The three trimesters are coded as T1 for the first trimester, T2 for the second trimester and T3 for the third trimester.

Grade 5 Reading	T1	T2	T3
Foundational Skills			
Knows/applies grade-level phonics and word analysis skills in decoding words			
Vocabulary			
Understands key vocabulary, including interpreting figurative language			
Uses context clues to accurately read/comprehend multiple-meaning words			
Fluency			
Reads grade-level text orally with accuracy, fluency, and understanding			
Strategies/Skills for Fiction			
Understands text: character, theme, sequence, compares/contrasts			
Understands text: summarizes, makes inferences, cause/effect			
Writes appropriate reading responses/cites evidence from text as support			
Strategies/Skills for Non-Fiction			
Understands text: makes inferences; compares/contrasts points of view			
Understands text: text structure/features, main idea, supporting details			
Writes appropriate reading responses/cites evidence from text as support			
	T1	T2	T3
Grade 5 Science			
Understands key concepts			
Understands and uses key vocabulary			
Grade 5 Social Studies			
Understands key concepts			
Understands and uses key vocabulary			

Standards - what students should know and be able to do at each grade level.

Responsible Learner Rubric Example

The Responsible Learner Rubric reports behavior separately from academics

Levels used to report behavioral outcomes

Responsible Learner Rubric						
	T1	T2	T3	1	2	3
Cooperation				Student needs frequent reminders to cooperate with peers in structured and unstructured settings.	Student needs occasional reminders to cooperate with peers in structured and unstructured settings.	Student consistently cooperates with peers in structured and unstructured settings
Respects Self and Others				Student needs frequent reminders to demonstrate respect toward self and others.	Student needs occasional reminders to demonstrate respect toward self and others.	Student consistently demonstrates respect toward self and others
Follows Directions				Student needs frequent reminders to follow directions.	Student needs occasional reminders to follow directions.	Student consistently follows directions with few reminders.
Uses Time Wisely/ Completes Work Goals				Student needs frequent reminders to use time wisely and complete work goals.	Student needs occasional reminders to use time wisely and complete work goals.	Student consistently uses time wisely and completes work goals.
Classwork Completion				Student needs frequent reminders to complete classwork.	Student requires occasional reminders to complete classwork.	Student consistently completes classwork independently.
Homework Completion				Student needs frequent reminders to complete homework.	Student requires occasional reminders to complete homework.	Student consistently completes homework independently.
Manages Materials Effectively				Student needs frequent reminders to manage and organize materials.	Student needs occasional reminders to manage and organize materials.	Student consistently manages and organizes materials.

Behavioral Outcomes

Student will receive a 1, 2, 3, or 4 from the behavioral outcomes each trimester

Behavioral Expectations

The purpose of this progress report is to clearly and accurately communicate each student's level of achievement relative to standards-aligned, district curriculum and her/his application of grade-level student skills.

Glossary of Terms

- **Learning Outcomes:** Descriptors that represent achievement levels as a measure of standards.
- **Standards:** Define what students should know and should be able to know at each grade level.
- **Assessment:** The gathering and interpretation of information about individual student achievement through the use of a variety of assessment tools and instructional strategies.
- **Rubric:** A set of guidelines for assessment that states the characteristics being assessed with clear performance criteria and a rating scale.
- **Pennsylvania Core Standards:** As part of the new Chapter 4 regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The Pennsylvania Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workplace.

CONTACT US:

Lampeter Elementary School

Grades K-2

Dr. William M. Bray, Principal

william_bray@l-spioneers.org

Hans Herr Elementary School

Grades 3-5

Dr. Jeffrey T. Smecker, Principal

jeffrey_smecker@l-spioneers.org

Phone:

(717) 464-3311

Visit us on the Web at

www.L-Spioneers.org





Lampeter-Strasburg School District

1600 Book Road, P.O. Box 428

Lampeter, PA 17537-0428

(717) 464-3311

www.L-Spioneers.org