



Dear Parents/Guardians,

Mustang Public Schools issues report cards four times per year. The intent of the report card is to inform you of the progress your child is making and to help you better identify any area where your child may need additional support. Mustang Public Schools has developed report cards based on the Oklahoma Academic Standards.

MPS uses Standards-Based Grading as our way of reporting progress to Pre-K - 4th Grade parents. The standards identified on the report card are goals for students to reach grade level mastery **by the end of the year**.

With Standards-Based grading, a child who is doing very well in class, but still needs some support to reach their **end-of-year goals** will receive a score of 2 or 3 depending on how much support is needed at the time the report card is given. Only when the student demonstrates independent mastery of the entire standard (end-of-year target) will a score of a 4 be assigned.

Our report card is a true standards-based report card which accomplishes the following:

- provides a clear message to parents about which skills and concepts students know and are able to demonstrate independently and which skills still require some level of teacher support
- helps teachers and students focus on end-of-year expectations from the very beginning of the year, giving students direct learning targets
- aligns our instruction, assessments and grading directly to our Oklahoma state standards

Please keep in mind, *scores provided on the report card are not grades*. The report card is a tool that is used to accurately inform you of where your child is in relation to where they need to be at the **end of the school year**. A score of 2 or 3 in the 2nd or 3rd quarter of the year is NOT a negative reflection of your child's learning ability. A score of 2 or 3 on many of the standards would be expected throughout the year for most students until they can independently demonstrate mastery of the end-of-year targets.

Your child's work coming home may be graded differently than the traditional way of grading. Number scores no longer equate to a letter grade. Instead, we are looking at if the child can show proficiency of the standard consistently and if they are needing teacher support. For example, if a student has a 2 on a piece of work, they are still starting to understand the standard, but they still need some teacher support. The scale that is used for our report cards is printed on the back of this letter.

Our standards that include many skills have been broken down into a list below the bolded standard. As your child shows mastery of these specific skills, they will receive a numeric score specific to the skill. They will not receive a numeric score for the bolded standard until all of the skills in the standard have been taught and assessed.

How does a standards-based report card improve teaching and learning?

Knowing where the students are in their progress toward meeting standards-based learning objectives is crucial for planning and carrying out classroom instruction. Teachers teach to the needs of each student. Standards-based assessments give teachers more information about each student's progress in meeting the level of proficiency required by each standard. In addition, teachers share the standards with students and parents, helping them to better understand the earning that needs to take place. If you have any questions please don't hesitate to contact your child's teacher.

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Kindergarten-2nd Grade Report Card Scale

	Report Card Version	Student Version
4	Proficient - Student independently applies grade level skills on a consistent basis, demonstrating thorough understanding of the material without teacher support required.	I can do it correctly every time without my teacher helping me.
3	Developing - Student applies grade level skills with varied consistency, quality and minimal teacher support.	I can do it correctly most of the time. My teacher doesn't have to help me very much.
2	Emerging - Student requires prompting and continuous teacher support to apply grade level skills; partial understanding of skill or concept is demonstrated in its early stages.	I can do it correctly some of the time. My teacher has to help me a lot.
1	Limited - Student is unable to demonstrate ability to apply grade level skills and/or shows no understanding; even with continuous teacher support.	I can't do it even with my teacher helping me.

3rd-4th Grade Report Card Scale

	Report Card Version	Student Version
4	Student independently applies grade level skills on a consistent basis, demonstrating thorough understanding of the material.	I completely understand the skill and can do it correctly every time.
3	Student applies grade level skills with varied consistency and quality.	I almost understand the skill and can do it correctly most of the time.
2	Student requires prompting and continuous teacher support to apply grade level skills. Student shows partial understanding of grade level skill or concept is demonstrated in its early stages.	I kind of understand the skill, and I can do it correctly some of the time. My teacher has to help me a lot.
1	Student is unable to demonstrate ability to apply grade level skills. Student shows no understanding of grade level skill, even with continuous teacher support.	I don't understand at all. I can't do it even with my teacher helping me.