



Warren Local Schools
Elementary Standards Based Report Card
PARENT GUIDE



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Standards Based Report Cards

Communicating with parents about their child’s specific achievement status is the purpose of the Standards Based Report Card. The Standards Based Report Card will use a scale that communicates specifically what a student has learned, achieved, and to what degree.

Standards Based reporting refers to students demonstrating an understanding or mastery of the Ohio Learning Standards knowledge and skills that they are expected to learn as they progress through their education. The Ohio’s Learning Standards serve as the basis for Warren Local’s curriculum, instruction, and assessment models.

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

<http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards>

Benefits to Standards Based Report Cards

The new Standards Based Report Card will provide more details and information to parents. The previous report cards listed one grade for each subject: reading, math, social studies, etc. The Standards Based Report Card will have each subject area with additional skills and knowledge listed. Students will receive a separate mark for each standard listed. In addition, students will understand grade level expectations and can monitor, as well as assist in tracking their own progress.

Standards Based reporting is different from traditional letter grade reporting. Letter grades do not tell parents which skills their child has mastered or whether he or she is working at grade level. The Standards Based Report Card measures how well an individual student is doing in relation to the grade level standards, not the work of other students. The Standards Based Report Card will give parents a better understanding of their child’s areas of strengths and challenges and encourage all students to do their best.



Successful Characteristics of a Student

The *Successful Characteristics of a Student* are listed on the Standards Based Report Card. 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.

The characteristics are behaviors that impact student achievement. Students who show high levels of achievement in these characteristics should be celebrated at home.

Achievement Level	<i>Successful Characteristics of a Student</i>
M	Meeting grade level expectations
P	Progressing towards grade level expectations
N	Not-meeting grade level expectations

Successful Characteristics of a Student:	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>
Collaborator- Works well with others				
Independent Learner- Stays on task, completes classwork on his/her own; learns routines				
Listener- Actively engages when adults and/or students are teaching/speaking				
Responsible- Brings and/or uses needed supplies and work materials appropriately				
Respectful- Follows rules and directions; shows best effort and demonstrates self-control; respectful to peers, property and adult				
Safe- Follows school safety procedures				

Parental support encouraging these behaviors is important!



Description of Assessment Criteria

There are four levels of criteria on the Elementary Standards-Based Report Card. The Scale is E-EXCEEDING, M-MEETING, P-PROGRESSING, and N-NOT MEETING.

Student Achievement Level	Standards Grade Descriptors
E- EXCEEDING grade level expectations consistently and higher level thinking of grade level standard	A student earning an “E” <i>independently</i> * uses and applies knowledge in ways that consistently demonstrate higher level thinking skills. The student <i>exceeds grade level expectations</i> of grade level standards.
M- MEETING and applying grade level standard independently	A student earning an “M” demonstrates <i>meeting</i> and understanding the grade level standards and requires minimal additional support.
P- PROGRESSING toward expected understanding of grade level standard 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 standards.
N- NOT MEETING GRADE LEVEL STANDARD or inconsistent application of grade level standard	A student earning an “N” is currently <i>not meeting</i> the grade level standards. The student demonstrates an inconsistent understanding and application of knowledge.

Additional Notes:

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 *Exceeding Mastery* mark.



Evidence for Student Achievement

A collection of student evidence will show what a student knows and will determine student achievement on the Standards Based Report Card. The student evidence may be informal, such as teacher observation, checklists, screeners, and anecdotal records, or formal, such as, written assessments, projects, portfolios, online assessments, and student demonstrations. Formative and summative assessments drive the instruction within the educational classroom. The Standards Based Report Card will include both formative and summative assessments. Students and parents should understand the definition of each assessment type and how they are used:

Formative Assessments:

- Occur while learning is happening and students are practicing.
- Provide direction for improvement and/or adjustments to a program for individual students or for a whole class.
- Include a variety of items, such as but not limited to: quizzes, initial drafts/attempts, course work, running records, checklists, common formative assessments, and questioning during instruction.

Formative Assessment is the process. A crucial component of Formative Assessments is, “Is the student improving over time?”

Summative Assessments:

- Provide information to be used in making judgments about a student’s achievement at the end of a period of instruction.
- Include a variety of items, such as but not limited to: quizzes, tests, exams, quarterly assignments, projects, final draft assignments, and performances.
- Measure evidence of learning that will be counted toward the achievement level for the standard.

Summative Assessment is the product. A crucial component of Summative Assessments is that the assessment occurs after the classroom practice and instruction have taken place to assess student achievement.

Reporting Achievement throughout the School Year:

Warren Local School District is now using a new Student Information System to report student achievement. 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 and standards grades. If you need guidance on how to use the PowerSchool Parent Portal, please contact your child’s teacher.



Special Education Students

Students with Individual Educational Plans (IEP)

Appropriate accommodations will be made for students with IEPs. These accommodations will address the standards for the assigned grade level. Students' individualized goals will be reported on quarterly progress reports.

Students with 504 Plans

Appropriate accommodations will be made for students with 504 Plans.

Students with Limited English Proficiency

Appropriate accommodations will be made for students with Limited English Proficiency.

Promotion/Retention Decisions

The student's Standards Based Report Card is one criteria that will be considered when making decisions about promotions and retentions. Other criteria may include the Ohio State Test scores, standardized tests, and social and emotional behaviors.

You will be notified if there is not sufficient progress in your child's learning. Please plan to attend the Parent Teacher Conferences in the fall and spring. They provide an opportunity to discuss your child's learning and achievement. However, if at anytime you have questions or concerns, please don't hesitate to contact your child's school.

Standards-Based Report Card: Parent Responsibilities

An essential component to student achievement is communication between home and school. Parents, guardians, teachers, administrators, and students all play important roles in the success of this process. Possible ways that parents and guardians can take an active role in their child's education are as follows:

- **Talk about school expectations with your child.** Understanding specific knowledge and skills that need to be mastered at each grade level is important to your child's success.
- **Discuss homework with your child.** Reviewing corrected work is also helpful.
- **Read together each evening.** Reading together promotes a love of reading.
- **Ask about the school day.** Encouraging your child to discuss details about what was learned, what homework is due, and what events are upcoming is important.
- **Attend Parent Teacher Conferences.** Coming to Parent Teacher Conferences twice a year allows for positive communication between home and school. You may schedule a conference throughout the school year, as needed.
- **Help prepare for tests.** Reviewing information, handouts, study guides, or rereading text encourages good study habits.
- **Send your child with a positive attitude.** Having a restful night's sleep, breakfast, completed homework, and all needed supplies and papers will help your child have a great start to his or her day.



Frequently Asked Questions by Parents:

Why use Standards Based reporting?

The new Standards Based Report Card will provide more details and information to parents about student learning and progress. The previous report cards listed one grade for each subject: reading, math, social studies, etc. The Standards Based Report Card will have each subject area with additional skills and knowledge listed. Students will receive a separate mark for each Ohio Learning Standard listed.

Standards based reporting refers to students demonstrating an understanding or mastery of the Ohio Learning Standards knowledge and skills that they are expected to learn as they progress through their education. The Ohio's Learning Standards serve as the basis for Warren Local's curriculum, instruction, and assessment models.

Link to the Ohio Learning Standards:

<http://education.ohio.gov/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Learning-Standards>

How does the Standards Based Report Card compare to the traditional letter grade system?

Standards based reporting is different than traditional letter grade reporting. Letter grades do not tell parents which skills their child has mastered or whether he or she is working at grade level. The Standards Based Report Card measures how well an individual student is doing in relation to the grade level standards, not the work of other students. The Standards Based Report Card will give parents a better understanding of their child's strengths and weaknesses and encourage all students to do their best.

How will you assess my child?

Multiple assessments will be used to assess your child. These may include formative and summative assessments. Specific examples are as follows: paper and pencil tasks, online tasks, observation, performance, rubric assessed assignments, and/or standardized tests. Multiple opportunities to show mastery of each content standard will help to ensure that your child is given a variety of assessments to show what he or she knows.

Should I expect my child to get all "Es?"

No. "Exceeding" or "E" literally means that the student is performing beyond what is expected by the end of the school year. A student who meets grade level expectations will receive an "M." Also, a student who has knowledge and understanding of a skill while also exhibiting the ability to apply grade level skills would be reflected by an "M." In addition, not all Ohio Learning Standards include skills that lend themselves to higher level thinking. Some basic grade level skills are either mastered or not mastered.

Receiving "M's" for Meeting what is expected at that particular point in time during the school year means that some students (including high-achieving students) will likely have marks indicating they



are making “P” Progress. This is normal or expected, as most students will not meet the end-of-year standards or goals until the end of the year.

What if a child does not progress toward a grade level standard?

A student would receive a “N” Not Meeting Standard on the report card if he or she is working below grade level standard. The skills which the student needs to be taught are actually prerequisite skills necessary to eventually meet the grade level standards.

Are missing assignments or late work included in the Achievement Level Marks?

No. The Achievement Level Marks reflect only a student’s knowledge and skills of a specific standard. However, late and missing assignments, along with other work habits important to academic success will be reported in the **Successful Characteristics of a Student** section on the Standards Based Report Card. A teacher may also report this information in the comment box on the Report Card.

How do I know if my child is passing?

Communication between home and school is needed, as several factors are considered when determining retention or promotion to the next grade level. The Standards Based Report Card will be sent home quarterly and will indicate mastery level toward grade level expectations.

Will other school districts understand my child’s report card?

Yes. Other Ohio 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 provides additional detail about student performance and will help your child's future teachers better understand his/her strengths and weaknesses.

How can I help my child at home?

It is helpful to review lessons and assignments with your child at home. Communicating with the teacher on a regular basis is also important, as he or she can guide you in helping your child at home.

Will the parent guide be posted on the Warren Local School website?

Yes. The Parent Standards Based Report Card Guide will be posted on the Warren Local School’s website.

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

The Standards Based Report Card was developed through a collaborative process at Warren Local Schools. The Reynoldsburg City Schools Parent Guide was used as a source to develop the Warren Local Elementary Parent Guide.

