

Pentucket Regional School District



Standards Based Report Cards

K-6

Information Guide

Revised August 2019

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Greetings,

The Pentucket Regional School District is proud to announce the implementation of our Standards-Based Report Cards (SBRC) for students in Grades K-6. Groups of professionals spent a great deal of time, thought and effort into working collaboratively to enhance our report cards for students in a year long effort and we took feedback and input from a parent focus group.

The report card explicitly lists the major academic standards in each content area. A rating of E (exceeding), M (meeting), P (progressing towards), L (limited progress) or N/A will be listed next to each content standard. Additionally students will receive a rating in the Social Skill and Work Habits development. These areas are rated using C (consistently), S (sometimes) and R (rarely). Listing the standards in this format more accurately communicates the progress each student is making relative to each term's learning expectations. These information guide reflects the teachers' everyday practices, resulting in more detailed information being shared about every child's learning process.

In this guide, you will find information about standards, the rating scale and information about each rating, a Frequently Asked Questions document, and an annotated example of report cards. This is designed to provide you with a full understanding of the report cards so that they can be most useful to you.

Thank you in advance for the time you take to review the document and please feel free to contact me with any questions.

Sincerely,

Brent Conway
Assistant Superintendent
Pentucket Regional School District
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Standards and Benchmarks(Terms)

Standards:



Standards are the end-of-year learning targets. The Department of Elementary and Secondary Education (DESE) began the implementation of state standards back in 1993. At that point, educators began to develop state-wide standards in all subject areas so that children throughout the Commonwealth were learning the same content and teachers had the same expectations for students. Throughout the years, various content standards have been revised and updated. All new standards focus heavily on critical thinking and problem solving, which are key to developing college and career readiness. Although not all of the standards are listed on the report card, teams of Pentucket teachers developed the list of priority standards that are reflected on the report card. A comprehensive list of all standards can be found on the DESE website at <http://www.doe.mass.edu/frameworks/>

Benchmarks:



Benchmarks are the points in time when we provide feedback. For Pentucket in grades 1-6 it is at the end of terms 1, 2 and 3 (end of the year). Additionally, for Kindergarten it is at the mid year point and at the end of the year. It is important that we communicate each child's progress throughout the year so parents/guardians, students, and teachers can have specific information about student learning. Benchmarks in content areas that have sequential skills, can easily identified as is often seen with Math. However for areas like literacy, benchmarks are less clear but more about ongoing progress to meet the end of year expectations. The end-of-year standards are listed on the report card.

Sample Report Card

Below is a screenshot of a grade 1 report card to highlight the key components. The image does not capture the entire report card document but does provide some annotations.

PENTUCKET REGIONAL SCHOOL DISTRICT GRADE 01 REPORT CARD

Student: _____
 Student ID: _____
 Homeroom: _____

Performance marks for end of the year expectations

Term	T1	T2	T3
Days Present		0	0
Days Absent		0	0
Periods Tardy	0	0	0

Academic Performance Level for Academic Standards

Name	Score
Exceeding expectation	E
Meeting expectation	M
Progressing towards/approaching expectations	P
Limited progress demonstrating expectations	L
Not assessed at this time	N/A

Academic Performance Level for Social Dev & Work Habits

Name	Score
Consistently	C
Sometimes	S
Rarely	R

[1-1] SOCIAL SKILL DEVELOPMENT

	Term		
	T1	T2	T3
[1-1-1] EXPECTED SKILLS			
[1-1-1-1] Demonstrates self-regulation			
[1-1-1-2] Interacts respectfully with peers			
[1-1-1-3] Interacts respectfully with adults			
[1-1-1-4] Collaborates effectively with			

[1-2] WORK HABITS - APPROACHES TO LEARNING

	Term		
	T1	T2	T3
[1-2-1] EXPECTED SKILLS			
[1-2-1-1] Understands & follows directions			
[1-2-1-2] Seeks help when needed			
[1-2-1-3] Connects prior knowledge to new experiences			
[1-2-1-4] Stays on task & completes assignments			
[1-2-1-5] Perseveres with challenges			
[1-2-1-6] Organizes and uses materials responsibly			
[1-2-1-7] Follows established routines			

[1-3] ENGLISH LANGUAGE ARTS & LITERACY

	Term		
	T1	T2	T3
[1-3-1] READING LITERATURE & INFORMATION TEXT			
[1-3-1-1] Retells stories using key details to describe characters, setting and major events			
[1-3-1-2] Identifies words/phrases that describe how characters are feeling and that appeal to the senses			
[1-3-1-3] Identifies, answers and asks questions about the main topic and retells key details of a text			
[1-3-1-4] Uses text features to describe key facts or information			
[1-3-1-5] Identifies facts/reasons an author gives to support points in a text			
[1-3-2] READING FOUNDATIONAL SKILLS			
[1-3-2-1] Uses context to confirm or self-correct word recognition and understanding			

[1-3] SOCIAL SKILL DEVELOPMENT

	Term		
	T1	T2	T3
[1-1-1-7] Recognizes strengths and limitations			

[1-3] ENGLISH LANGUAGE ARTS & LITERACY

	Term		
	T1	T2	T3
[1-3-1-6] Organizes and uses materials responsibly			
[1-3-1-7] Follows established routines			
[1-3-2-1] Uses context to confirm or self-correct word recognition and understanding			

[1-3] ENGLISH LANGUAGE ARTS & LITERACY

	Term		
	T1	T2	T3
[1-3-3-1] Reads on and below the instructional level with accuracy and fluency			
[1-3-3-2] Reads a variety of texts independently with understanding			
[1-3-3-3] Reads and comprehends informational texts and media			
[1-3-3-4] Reads and comprehends literary texts			
[1-3-3-5] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-6] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-7] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-8] Reads and comprehends texts from diverse cultures and perspectives			

[1-3] ENGLISH LANGUAGE ARTS & LITERACY

	Term		
	T1	T2	T3
[1-3-3-9] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-10] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-11] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-12] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-13] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-14] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-15] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-16] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-17] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-18] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-19] Reads and comprehends texts from diverse cultures and perspectives			
[1-3-3-20] Reads and comprehends texts from diverse cultures and perspectives			

Content/Subject Area

Subcategories or domains for ELA and Math

Social skills and work habits are assessed separately from academic expectations

Pentucket's Elementary Report Card Rating Scales

ACADEMIC RATINGS:

K-6 Academic Standard Proficiency Key
E - Exceeding expectation for term M - Meeting expectation for term P - Progressing towards/approaching expectation L - Limited progress demonstrating expectation N/A - Not assessed at this time

E – Exceeding expectation for term:

The student is consistently working beyond the end-of-year standard and is successful with extended learning opportunities. An E indicates unusually high achievement. In some instances, it is not possible to work beyond a standard and therefore an E is not an available rating. If this is the case, it will be indicated next to the standard or benchmark on the benchmark document.

M – Meeting expectation for term:

By the end of the term, the student fully and independently (unless otherwise specified) meets the standard and demonstrates a thorough understanding of the basic and extended concepts that have been taught. An M is something to be celebrated! Students will continue to receive instruction that is rigorous and challenging.

P – Progressing towards/approaching expectation:

The student is making progress, understands basic concepts and skills but, by the end of the term, still may vary in consistency and accuracy. A rating of P may often occur in the 1st and 2nd terms as a student works towards consistently demonstrating an end of the year expectation or standard.

L – Limited progress demonstrating expectation:

The student demonstrates limited understanding of the standard and is making slow progress. By the end of the term, performance is very inconsistent, even with support from the classroom teacher and/or intervention from other school staff.

NA – Not assessed:

This standard has not been assessed during this term. Some standards are introduced but not formally assessed until later in the school year. Some curriculum is sequenced in a manner that all standards are not taught throughout the year.

SOCIAL SKILLS/WORK HABITS RATINGS:

K-6 Social Development & Work Habits Key		
C - Consistently	S - Sometimes	R - Rarely

C – Consistently:

The student displays this behavior or work habit consistently.

S – Sometimes:

The student displays this behavior or work habit at times but is not yet consistent.

R – Rarely:

The student rarely displays this behavior or work habit and more practice/guidance is necessary.

Standards-Based Report Cards (SBRC) FAQs

1. What is a standards-based report card (SBRC)?

The job of a report card is to clearly, fairly and objectively communicate how a child is doing in school. A SBRC tells specifically how a child is performing based on each standard listed and it indicates what areas may need additional attention. All teachers in a grade level measure student learning against set academic criteria, excluding other performance factors such as homework, attendance and effort. Although these are important parts of student work habits and should be communicated to parents, it is a misrepresentation of a child's ability level when it is grouped into an academic rating.

2. What is the purpose of SBRC at the elementary level?

SBRC provide direct feedback to parents/guardians regarding the progress their child is making toward the year-end standards that have been established by the Massachusetts Department of Elementary and Secondary Education. It will allow parents and students to clearly understand grade-level expectations and what is necessary to be successful in a rigorous academic program.

3. Are the new letters just the same as old letters like A, B, C and D?

No there is no equating a traditional form of grading or using averages over a period of time to the system of standards based grading. A rating of an M does not mean the child has an average of 85% and a grade of a B. Ratings are determined by collecting or reviewing evidence of a student's progress on a particular standard. A traditional system averages scores over a period of time in a large umbrella area like "reading". We know that particular skills develop at different times for students and a student's early struggles with a skill or concept should not "drag down" a grade or average if in the end they now know and are able to demonstrate mastery.

4. Where do the standards come from?

The Massachusetts Department of Elementary and Secondary Education has developed or adopted grade-level standards in all subject areas. The Work Habits and Social Skill development comes from the CASEL core competencies for Social and Emotional Development along with development input from Pentucket Educators. MA standards can be found at <http://www.doe.mass.edu/frameworks/> CASEL core competencies <https://casel.org/core-competencies/>

5. Why are there multiple standards under each subject?

By providing more specific descriptions of the learning expectations within each content area, students and parents can see where performance is proficient and where additional practice may be needed.

6. Why do some content areas not have many standards?

Pentucket's initial work on the SBRC was to transition from a traditional report card to a report card that reflected the curriculum being delivered. Curriculum development is never a stagnant process and in some instances we will continue to revise some content areas and make revisions in future years to provide more specific information in some areas. For example, in

the 19-20 school year, we are reviewing the History and Social Studies curriculum because the state issues revised standards. This will likely result in more specific standards for the report card.

7. Since the standards are end-of-year expectation, how can my child get an M (“meeting”) in the first or second term?

The standards are end of year expectations but with some standards the expectation can be met earlier in the year while with other standards it is reflective of the student’s progress towards the expected outcome.

8. What if students meet the standard before the end of the year?

If a student shows early mastery of fundamental skills and concepts in a particular standard, the teaching and learning does not stop. The students who have met the standard can concentrate on more challenging work that is at a higher level of Bloom’s revised taxonomy https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf.

9. Why is there an N/A on some of the standards?

A marking of an N/A indicates that the teacher has not yet assessed, measured or taught a particular standard in a way that would allow them to accurately provide feedback on the student’s progress with that standard. Many concepts are taught sequentially and some are not introduced or assessed until later in the year, while others are taught at the start of the year and no longer assessed at the end of the year. Many skills however are taught and measured in an ongoing basis.

10. Does this mean we will be testing or assessing children all the time?

No, we will not be doing more testing. The term Assessment - is used with standards based measures as a way of a teacher evaluating a student’s performance. There are many ways a teacher can measure a student’s performance or progress. A quiz or test is one way - but a teacher may use a checklist during a small group to see how a child demonstrates particular skills. They may also collect simple work samples as evidence, or they may use projects and other product related assignments or tasks so long as the task is a measurement of one or more standards.

11. How should I prepare my child for these report card changes?

This tool serves a communication for students so it is important that they are aware of the rating system. We encourage you to have a conversation with your child to explain the ratings using age-appropriate language. For example, a third grade parent may tell his/her child the following:

“An E means that you are doing work at a *fourth* grade level. We don’t expect that from third graders, but there may be some students who have learned the third grade material and need some more challenges.”

“An M means that you have become an expert in exactly what you’re supposed to. You should celebrate every M you see on your report card!”

“A P means that you are on your way to learning that standard but need some more time and practice. This is o.k. because all kids learn at different rates. With some extra practice, you will probably be an M very soon.”

“An L means that this standard has been hard for you so you, your teacher, and I will continue to work together on this one. We should do a little more practice on this standard at home so that it gets easier for you with time.”

12. How is assessment different for standards-based report cards?

SBRC assessing focuses solely on a student’s academic achievement and continued mounting evidence that indicates a true assessment of the child’s attainment of learning targets. Extraneous factors, like work habits, homework, attendance and effort, are assessed and reported separately.

Standards-based assessments evaluate progress toward mastery of learning targets. Each standard is assessed over time and the reported performance on the report card indicates whether or not a child has mastered the particular standard at that point in time.

Teachers will be collecting data from formative and summative assessments to measure whether or not a child has met each standard or benchmark by the end of each term. This data can be in the form of classwork assignments, projects, observations, assessments, etc.

13. What do I do if my child scores a P or an L on a benchmark or standard?

This is not unusual because “the flowers bloom at different times”. With SBRC, the teachers have a better tool to report exactly what your child can do, as well as the areas in which your child needs more practice/time to develop. Examine the new report card so that you know which skills to focus on when you practice at home with your child. It is important that you communicate with your child’s teacher as they may have suggestions or strategies that you can use at home with your child to help him/her develop a particular skill.

14. How will students receiving special education services be graded?

Special education students are also given the elementary-SBRC. In accordance with the law, documentation of progress specific to IEP (Individual Education Plan) goals and objectives will be reported to parents on IEP progress report forms each term.

15. How will students receiving ELL (English Language Learners) support be graded?

English Language Learners will be given the elementary SBRC. The ELL teacher will provide a progress report each term.