

Why are grades not used on the report card?

In a standards-based learning environment, the emphasis is on learning and continual progress. In order for each child to develop a clear sense of what they know and what they need to know, the child needs to be aware of how he or she is doing in specific areas related to reading, writing, and math. A letter or percentage grade merely tells the student and parent how he or she performed on average in a broad area such as reading or math, but typically does not provide the sort of feedback that fosters mastery learning or the intrinsic motivation to learn and to grow in a specific skill area. A standards-based report card emphasizes “learning” over “earning”.

What is the section called “Characteristics of a Successful Learner”?

Student behavior plays an important role with a successful learner. This section targets specific behaviors to assist our students with success in the classroom. Your classroom teacher has a rubric which further identifies the “characteristics of a successful learner”.

For more information please visit the Curriculum and Instruction website at:

<http://www.chambersburg.k12.pa.us/education/components/scrapbook/default.php?sectiondetailid=16609&>



How can parents support their children at home?

A key advantage to the new reporting system is that it provides more specific information to parents in working with their child at home on identified skill areas, either to support the school’s efforts in educating the child to reach proficiency or to reinforce the school’s efforts to move the child beyond proficiency to advanced levels. The list of skills helps parents know what their child is working on in school, and can provide the basis for conversations at home between parents and their children. Coupled with on-going discussions with the child’s teacher, the new report card provides parents with a closer look at the type of skills the child is working on at his or her grade level, and helps to set a clear direction toward proficiency, excellence, and lifelong learning.



CASD

Guide & Explanation of a Second Grade Standards Based Report Card

Standards Based Report Cards

*A standards-based report card
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“learning” over “earning”.*

Standards Based Education

In standards-based classrooms, 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 targets for students to meet. Standards provide a focus for aligning curriculum, instruction and assessment. They are the general categories that organize knowledge within a discipline. Each local school district in Pennsylvania develops curriculum aligned to the PA Standards. The Chambersburg Area School District has developed a curriculum aligned to the PA Standards.

Overview

This guide serves to explain the Chambersburg Area School District second grade standards-based report card. This report card is designed to stimulate an on-going conversation between teachers, parents and students about what is expected of students in a rigorous academic program.

The purpose of the second grade report card is to provide a clear and accurate description of each child's progress in three areas:

1. Performance relative to the Pennsylvania Academic Standards established by the PA Department of Education (PDE).
2. Academic performance relative to Chambersburg Area School District expectations.
3. Demonstration of the characteristics of a successful learner.

The second grade standards-based report card is issued four times a year. The first marking period report cards are discussed during parent-teacher conferences in November. If you have any questions regarding your child's progress, please notify the classroom teacher. The report card serves as one communication device used by teachers to inform parents of their child's progress. We value the vital role parents play in this process.

What are standards?

The PA Department of Education (PDE) has mandated a standards-based educational system. Standards are specified learning goals applied to all students and provide consistent targets for students to meet. Standards provide a focus for aligning curriculum, instruction and assessment. They are the general categories that organize knowledge within a discipline. Each local school district in Pennsylvania develops curriculum aligned to the PA Standards. Both the PA Standards and the district curriculum are reflected on the report cards.



How is academic achievement noted on the report card?

4—Exceeds Standards

** Consistently grasps, applies, and extends key concepts, processes and skills. Works beyond state benchmarks.*

3—Meets Standards

** Grasps and applies key concepts, processes, and skills. Meets stated benchmarks.*

2—Approaching Standards

** Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.*

1—Needs Support

** Not grasping key concepts, processes, and essential skills. Area of concern that requires support.*

N/A—Not assessed at this time

How does a teacher evaluate a child's performance?

In standards-based classrooms, the focus is on a student's performance over multiple opportunities, not simply the grading and averaging of tests and quizzes. Each quarter provides students multiple opportunities to practice, attain, and demonstrate proficiency on the PA Standards. Through the identification of clear benchmarks, a student's knowledge and skills are measured on a continual basis, stretching students to perform at their highest level of potential. Teachers collect evidence of a child's achievement through careful observations, the examination of the student's work, discussions, projects and performance tasks. Teachers record information about each child's progress on a frequent basis, analyze and compile that information, and finally use the data to evaluate each child's progress. Common district assessments are also utilized to assess student progress.

Beyond Proficiency: What Comes After Proficiency?

Teachers work with all students to motivate and educate them to develop to their highest level of potential. Instruction for all students is differentiated in a standards-based system. When a student is proficient in all of the skills and benchmarks identified at that grade level, the teacher provides differentiated instruction in order to move the student beyond the identified benchmark to deeper levels of understanding. The daily work completed by each child and the on-going communication with the child's teacher serves to clarify the growth each child is making beyond the proficiency level.

What if a child never reaches proficiency in all of the identified areas?

Many of the skills on the report card represent end of year benchmarks, or where a child is expected to be by the end of the school year. Each child will be provided with supports "along the way" in order to help him or her become proficient in each of the identified areas. One of the advantages of a standards-based report card is that it provides the current teacher with a clear roadmap in planning, and also helps the next year's teacher have a better understanding of the rate of skill development in previous years. The district may, in some cases, recommend additional learning opportunities to enable the student an opportunity to reach proficiency.