

Elementary Standards-based Report Card FAQ

1. What are Standards?

Educational standards are the learning goals, set by the state, for what students should know and be able to do at each grade level. Education standards, like the Florida Standards are *not* a curriculum. Local communities and educators choose their own curriculum, which is a detailed plan for day to day teaching. In other words, the standards are what students need to know and be able to do, and curriculum is how students will learn it.

2. What is a standards-based report card?

A standards-based report card tells you how your child is performing based on the standards which define what students should know and be able to do by the end of the year at each grade level. The report card provides information about how a student is performing towards mastery of end of year standards based upon what has been taught, practiced, and assessed up to that point in the school year.

A standards-based report card differs from a traditional report card in two ways:

- what it measures
- how it reports progress

The standards-based report card lists year-end standards for each content area and shows student progress. At the end of each grading period, the teacher will indicate your child's performance level in meeting the year-end standards.

3. What does the standards-based report card tell parents?

The standards-based report card:

- a. identifies the learning standards to be met by the end of each grade level.
- b. provides specific information about your child's progress toward meeting the year-end standard.
- c. shows areas for continued growth.

4. Why is the School District of Palm Beach County using a standards-based report card?

Palm Beach County teachers are teaching a standards-based curriculum and assessing students on the standards the students are learning. Standards-based reporting systems are being implemented in schools across the United States. This system aligns the information provided to parents on the report card with how students are currently being taught and assessed.

The purpose of the standards-based report card is to provide parents, teachers, and students with more accurate information about students' progress toward meeting content standards. By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are being exposed to the same curriculum and mastering the skills necessary in each grade level.

This system helps close the gap in achievement among students. Additionally, parents will be more aware of what their children should know and be able to do by the end of each grade level.

5. Which Palm Beach County schools are using the standards-based report cards?

All elementary schools are using the standards-based report cards in kindergarten through grade 5.

6. How does the standards-based report card compare with traditional grades?

The School District of Palm Beach County standards-based report card uses Performance Codes and Standard Codes. The Performance Codes show the overall progress of the student toward meeting the grade-level standards. The Standard Codes measure the student progress for each cluster of standards.

These Performance Codes and Standard Codes replace traditional grades and indicate the student’s progress toward meeting the year-end standard. These codes are not averages of work completed, but rather demonstrate where students are in the process of mastering the standards.

PERFORMANCE CODES	
Based on progress toward meeting the grade standards.	
EX	Demonstrates broad in-depth skill/concept development that most often exceeds grade level standards.
PR	Demonstrates skill/concept development that meets grade level standards.
AP	Demonstrates skill/concept development that is beginning to meet grade level standards.
ND	Demonstrates skill/concept development that is significantly below grade level standards.

STANDARD CODES	
X	Student meeting standard
#	Student is not yet meeting standard
0	Not assessed

On many traditional report cards, students receive one grade for reading, one for mathematics, one for science, and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each cluster of standards that reflect grade level content.

The student’s academic proficiency is reported separately from his or her effort.

With the standards-based reporting system, students are evaluated more objectively according to consistent grade-level standards. The letter grades used in traditional report cards are a more subjective reflection of individual teachers' expectations for student effort and achievement.

Sometimes parents want to equate our Performance Codes with more traditional letter grades. They might think that an EX is roughly like an A, a PR is roughly like a B, and so on. This is not the case. The standards-based report card is much more specific than a single letter grade for a subject area. It gives parents and teachers the ability to see the overall performance level as well as information about the smaller parts of each subject area, to know what the student is able to do well and what the student may need support with.

7. What if my child receives a PR?

The PR indicates that your child is making appropriate progress at this time of year toward overall mastery of the year-end grade-level standards for that subject area.

8. Do I need to be concerned if my child receives an AP or an ND Performance Code?

If your child receives an AP or an ND, you should work with the teacher to see where support at home can assist. The report card provides multiple standards in a subject area, thereby giving an overall performance of a student's progress. This reporting provides information on areas of strengths and areas where a student needs more support. If a student receives an AP, it means the student is beginning to meet some of the grade-level standards. If a student receives an ND, it means the student is performing at a level significantly below grade-level standards.

9. What if my child is falling behind the standard?

If your child is not making adequate progress toward grade-level standards, please ensure that you are communicating with your child's teacher. A plan may need to be created to best meet your child's individual needs.

10. How will honor roll and student success celebration be handled?

Celebrating student success is a school-based decision. Many schools already have a way to honor student success. Please contact your child's school to see how their success is celebrated.

11. How do I discuss the standards-based report card with my child?

Parents and teachers should set goals with the child and together work on skills that support mastery of identified learning standards. Student led conferences provide an opportunity to have these conversations and to support student growth.

12. How will elementary schools outside of the school district know what the Performance Codes and Standard Codes mean?

The standards-based report cards contain a legend with a definition for each code.

13. What happens when students go to middle school?

The transcript of the standards-based report cards will be sent to middle schools when students move from elementary to middle.

14. Why is there a standards-based report card in elementary school, but not in middle or high school?

In elementary we are fortunate to have the ability to build a strong standards-based foundation so that students are prepared for secondary schooling. Additionally, unless it is a high school credit course, middle schools don't report Grade Point averages (GPAs) to high schools. Instead, students' courses, grades, and test scores help to determine placement in those high school courses.

15. What resources are available to help parents understand the standards-based report card?

There are grade level parent videos available in English, Spanish, Portuguese, and Haitian Creole on the district website to explain the standards-based report card for parents.

16. What are Florida Standards Access Points?

The Florida Standards Access Points reflect the key concepts of the Florida Standards with reduced levels of complexity. They are written to ensure the core intent of the standards, for students with significant cognitive disabilities, which apply to all students in the same grade level.

17. What is the purpose of Access Points?

Access points are designed to frame the instruction and assessment of students with significant cognitive disabilities.

18. Who determines if a student is working on Access Points?

The IEP team conducts a comprehensive review of all student information to determine if Access Points are the appropriate standards to utilize.

19. How does a teacher determine the performance codes and standard codes for Access Points?

The Performance Codes show the overall progress of the student toward meeting the grade-level Access Point standards. The Standard Codes measure the student progress for each Access Point standard.

20. Where are Florida Standards Access Points located?

The Florida Standard Access Points for all grade levels can be located at www.cpalms.org

21. How are English Language Learners who are still acquiring English language speaking and literacy skills graded?

Students are assessed at their current grade level using the appropriate grade-level standards. Teachers consider the impact of the student's level of language proficiency on student performance and will discuss with parents the following: the child's current level of English proficiency, the language supports being provided to the child, the child's opportunity to learn the content, and/or the child's ability to

demonstrate the appropriate grade-level standards.