



Parents,

Mehlville School District will continue to use standards-based learning at the early childhood level. This letter will outline this learning and assessment system to help you better understand it.

What is standards-based learning and assessment?

- Standards-based learning and assessment is a system designed to inform parents about their child's progress towards achieving specific learning standards. The Mehlville Course Objectives establish high expectations for all students and describe what students should know and be able to do. These objectives serve as the basis for the Mehlville School District curriculum and assessment.

Where can I find the early childhood curriculum?

- All course descriptions at the early childhood level can be found on our district website by clicking on the "About Us" tab on the top row, scrolling down to "Departments", selecting "Curriculum", and then selecting "Early Childhood Curriculum" from the left menu. You can click on any course to read the rationale, description, and course objectives.

Which standards will be on the report card?

- The early childhood curriculum team selected specific standards for reporting purposes. These standards will be on the report card. The report card can be found on the district website as well. Use the same procedure listed above to get to the "Curriculum" page on the district website and then click on "Standards-Based Learning" from the left menu. You will see the report card here. The report card is broken down into the five core courses with standards listed below each one. Each standard will receive a mark based on what the student knows and can do.

What scale will teachers use when marking standards?

- Teachers will use a 3 level scale when marking standards. A score of 3 indicates the student meets the expectation. They can independently and consistently demonstrate mastery of the standard. A score of 2 indicates that the student is approaching expectations. They still need additional instruction and/or support or show inconsistency with meeting the standard. A score of 1 indicates that the student is beginning to learn the expectation. They show limited evidence of understanding the standard and/or are not yet able to do the standard. If the standard does not have a score, this means the standard was not assessed during that grading term.

What criteria are teachers looking for when scoring the standards?

- To ensure consistency with scoring, each standard has a rubric that breaks down the standard into specific criteria. The Pre-Kindergarten criteria builds on the Preschool criteria. All rubrics can be found on the district website on the “Curriculum” page under “Standards-Based Learning”.

How often will progress be shared with parents?

- Formal report cards will be shared with parents three times a year. Term one ends early November, term two ends in the middle of February, and term three ends the last day of school. Report cards will be shared at the conclusion of each term. However, at any time you can contact your child’s teacher and they can talk with you about your child’s progress on the standards.

How will students be assessed?

- Teachers will primarily utilize observation and one-on-one assessment to gather evidence on students’ progress towards the standards. They will prioritize the most recent, consistent level of performance when marking a level on the report card. This allows teachers to report students’ true levels, instead of penalizing them for not knowing something at the beginning of the learning process.

I hope this letter has provided you with the knowledge you need to understand standards-based learning and assessment. If at any time, you would like more information or clarification, you may contact your child’s teacher, Ann Westbrook, and/or me, the Assistant Superintendent of Teaching and Learning

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