Standards-Based Report Cards (SBRC)

Guide for Families

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 provides 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. 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 most updated Massachusetts standards can be found at: Current Curriculum Frameworks - Massachusetts Department of Elementary and Secondary Education

4. 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.

5. What do the academic ratings (1-4) mean?

4 – Works beyond the standard	The student is working beyond the end of year standard for their current grade level and consistently exceeds grade level expectations. In some instances, it is not possible to work beyond a standard and therefore a 4 is not an available rating.
3 – Meets the standard benchmark	The student consistently and independently meets the term benchmark (Term 1 and 2) or end of year standard (Term 3). The student demonstrates a thorough understanding of the skills and concepts that have been taught.
2 – Approaches standard or term benchmark	The student is making progress toward the term benchmark (Term 1 and 2) or end of year standard. The student demonstrates an understanding of the concepts and skills, but may vary in consistency and accuracy.
1 – Needs more time and support	The student is developing in this area; support is required. The student is working on prerequisite skills and concepts that are related to the grade level standard or term benchmark.
N/A	This standard has not been assessed during this term. Some standards are introduced but not formally assessed until later in the school year.

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6. What is the difference between benchmarks and standards?
Standards are the end-of-the-year expectations. These are aligned with the MA frameworks.

Benchmarks are learning targets for the end of each term. These were developed to monitor progress throughout the year toward mastering the ELA and math standards. These benchmarks indicate which subset of skills should be obtained at the end of each term to measure whether or not a child is on schedule to meet each end-of-year standard. Since the science and social studies standards are not always taught in the same sequence by each teacher, the standards are not expressed by term benchmarks.

7. Since the standards are end-of-year expectations, how can my child get a 3 (meets the standard) in the first or second term?
The standards are end of year expectations but we have broken each standard down into three phases, the expectation at the end of the first term (i.e. term one benchmarks), the expectation at the end of the second term (i.e. term two benchmarks) and the end-of-year expectations (i.e. standard).

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 will continue to work within the grade level standards and develop a deeper understanding of the content through UDL guidelines of "expert learning"

9. How is assessment different for standards-based report cards?
SBRC assessments focus solely on a student's academic achievement and continue 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 benchmark.

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 forms of classwork assignments, projects, observations, assessments, etc.

10. What do I do if my child scores a 1 or a 2 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 and the accompanying benchmarks (found on our district's website) 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 teachers as they may have suggestions or strategies that you can use at home with your child to help develop a particular skill.

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

Students receiving special education 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.

12. How will Multilingual Learners/ELLs receiving ELD (English Language Development) support be graded?

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