

Why not have a standards-based system as an additional reporting component to the traditional report card?

Traditional grading for elementary level students does not communicate to parents what teachers want them to know about their child's strengths and weaknesses. The elementary level is based on a developmental model where learning is valued as a process. Traditional letter grades and standards-based rubrics do not assess in the same way and therefore are not compatible to one another.

Won't the entire grade level receive the same grades, mostly 2's and 3's?

Learning is a process and it should be expected that repeated exposure and experiences are necessary to gain ownership of new skills and strategies. An assessment score of 2 indicates the student is progressing towards the standard. Once a student demonstrates thorough understanding of concepts and skills with a performance characterized by the ability to apply skills with accuracy and quality, he or she would receive a 3. This move from a 2 to a 3 can take place at any point during the school year and is very student specific. Once a student demonstrates he or she meets the standard, they can then consistently demonstrate their ability to apply a thorough in-depth knowledge of basic and extended concepts and skills with performance characterized by self-motivation, independent work, and a high level of quality. This would result in a 4. This again is very student specific and can occur at any time during the school year.

My child has an IEP. How will he or she be assessed?

There are modifications and accommodations in your child's IEP to support his or her progress on grade level standards as assessed on a standards-based report card. A lack of indicated progress on the report card would require further exploration of additional modifications and accommodations.

Does this new system place more emphasis on daily interactions between teacher and student as opposed to standardized scores?

Neither traditional nor standards-based report cards rely solely on standardized test scores. A major characteristic of elementary assessment has always been the daily interaction throughout the process of learning. Standards-based report cards better provide for in-depth communication on the continuum of learning.

How do you expect parents to explain to their children why they did not get a 4?

It is important that parents and teachers have honest conversations with students. Some concepts and skills are more difficult to grasp than others; students can continually challenge themselves. Attitudes are contagious and it is important that adults involved convey to the child that learning is a process that needs to be respected. A score of 2 while learning a new skill or concept is appropriate. A score of 3 demonstrating mastery is to be celebrated. A score of 4 indicates a strength being recognized that is above and beyond the grade level expectations.

What if I still have questions?

This is meant to be a brief overview of the standards-based report cards. Samples for each grade level will be posted on our district website. Additional information will be available at that same location on the website. Finally, parent programs are planned for each elementary school.

Should you have additional questions, please contact your child's teacher.



**Woodbury City Public
School District**

**Frequently Asked Questions
About Standards-Based
Report Cards
Grades K – 5**

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Standards-Based Report Cards

The Woodbury City Public School District is proud to introduce standards-based report cards for Grades K-5. The change to a standards-based report card comes from the belief that our previous report card did not fully communicate what students are expected to know and be able to do as set forth in the newly adopted Common Core State Standards. This new report card will benefit students, teachers and parents/guardians.

It will allow students to be more aware of what is expected of them. It will provide parents with a more detailed outline of the expectations in Mathematics and Language Arts Literacy. We believe that your understanding of what is expected of your child and how well he or she is progressing towards the goal at his or her grade level is very important. We look forward to working together to provide your child with the knowledge and tools to be successful and to reach his or her fullest potential.

What is standards-based grade reporting?

A standards-based grade reporting system is designed to inform parents about their child's progress towards achieving specific learning standards. The Common Core State Standards establish high and challenging performance expectations for all students. They describe what students should know and be able to do, and serve as a basis for the Woodbury City Public School's curriculum, instruction and assessment model.

Why was the report card changed to the standards-based report card?

The report card was changed to provide more information to parents about student progress on the Common Core State Standards. On a traditional report card, students receive one grade for reading, one for math, one for science and so on. On this standards-based report card, the Mathematics and Language Arts Literacy subject areas are expanded by a list of skills and knowledge students are responsible for learning. Students receive a separate mark for each indicator.

What is the purpose of the standards-based report card?

The purpose of the standards-based report card is to provide feedback that is more detailed to parents regarding the progress their children are making towards specific content indicators at each grade level. This report card allows parents and students to understand more clearly what is expected at each grade level. With this understanding, parents will be better able to guide and support their child – helping him/her to be successful in a rigorous academic program.

How does the standards-based report card compare to the traditional letter grade system?

Standards-based report card reporting is different from traditional letter grade reporting. Letter grades are often calculated by combining how well the student met an individual teacher's expectations, how the student performed on assignments and tests, how much effort the teacher believes the student put in and how the student is doing in

comparison to classmates. Letter grades do not tell parents which skills their child has mastered or whether he or she is working at grade level. The standards-based report card measures how well an individual student is doing in relation to the grade level standards, not the work of other students. This will give parents a better understanding of their child's strengths and weaknesses and encourage all students to do their best.

How can your child exceed the Standards?

Another change for students is understanding the concept of exceeding the Standard. Exceeding is not the equivalent of an A on a traditional report card. For example, if a fifth-grader received A's on every math test during the marking period, he or she would probably receive an A on a traditional report card. If those math tests measured only the concepts fifth graders are expected to master, those A's would be the equivalent of meeting the standard on a standards-based report card; the student is doing what he or she should be doing very well, but not necessarily more. Standards-based report cards encourage students to demonstrate their ability to apply skills and knowledge beyond grade level expectations. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality.