

Standards-Based Report Cards Overview

Muhlenberg Elementary Center
2009 - 2010





What is a standards-based report card?

- Provides the level of proficiency for particular skills and knowledge in each content area.
- Provides more consistency between teachers than traditional report cards, because all students are evaluated on the same grade-appropriate objectives and benchmarks.
- Parents can see exactly which skills and knowledge their child has learned to date, including areas of strength and weakness.

What are standards?

- The PA Department of Education (PDE) has mandated a standards-based educational system.
- PA Standards define what students should know and be able to do at different grade levels from kindergarten through 12th grade.
- Standards provide a focus for aligning curriculum, instruction and assessment.
- The Muhlenberg School District's local curriculum is aligned to meet and comply with the standards.

Why switch from previous report cards?

- A letter or percentage grade tells the student and parent how he or she performed on average in a broad area but does not provide the feedback that fosters mastery learning.
- The child needs to be aware of how he or she is doing in specific areas and skills related to content areas.
- A standards-based report card emphasizes “learning” over “earning”.
- With the increased focus on standards-based education, school districts in PA and throughout the nation are moving toward standards-based grading and report cards.

How does the teacher evaluate a student's performance?



- The focus is on a student's performance over multiple opportunities, not simply grading and averaging tests and quizzes.
- Multiple opportunities to practice, attain, and demonstrate proficiency.
- 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 multiple measures.

How will student progress be measured?

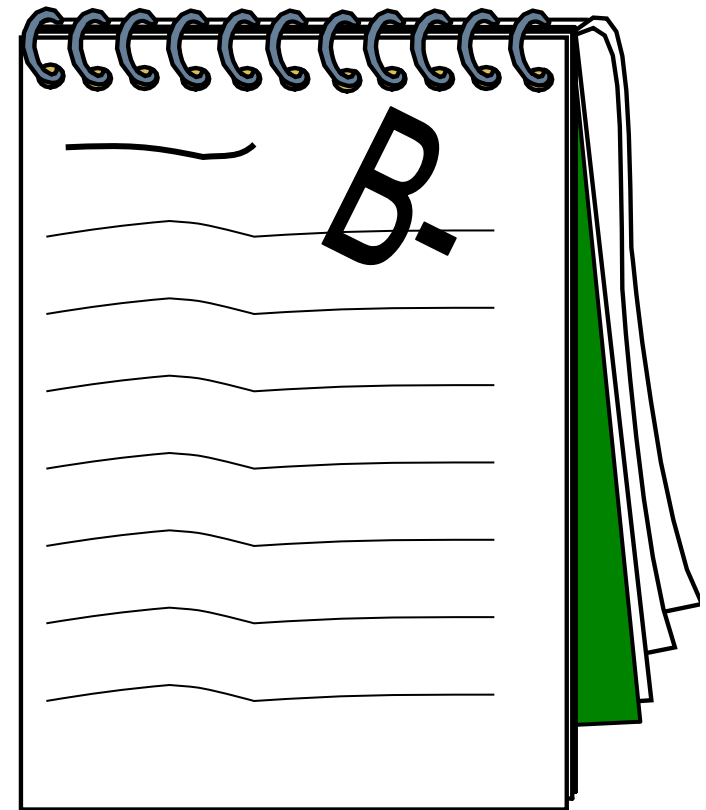
- Performance is measured using a numerical scale that will indicate the student's progress toward proficiency in each particular standard.
- **4 – Advanced** - Exceeding standards, excels at expected levels
- **3 – Proficient** - At expected level
- **2 – Basic** - Making progress, but below expected level
- **1 – Below Basic** - Insufficient progress toward meeting standards, significantly below expected level
- / - Not Assessed at This Time

How will student progress be measured?

- In areas for which there are no state standards, *i.e. handwriting, music, skills for successful learners*; the performance levels indicate each student's performance in comparison to the expected level of performance - as defined by grade level rubrics.

Let's Compare: Traditional Grading

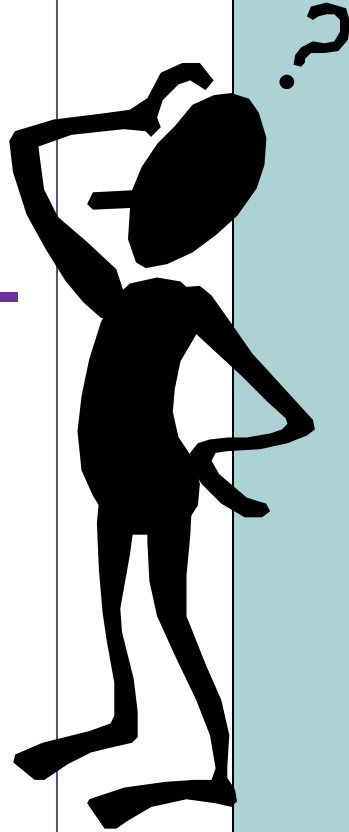
- Uses A, B, C, D, F or +, /, -
- Teachers give a variety of assignments
- Each assignment is given a grade by the teacher



Second Quarter Grades

Victoria and Matthew both received a D- on their report cards?

What does this mean??



Suzy

B

Johnnie

A-

Connie

C

Victoria

D-

Elizabeth

B+



Matthew

D-

Katie

A

First Quarter Grades

Suzy	84	80	75	85	83	B
Johnnie	91	100	100	82	85	A-
Connie	77	100	70	60	55	C
ze Victoria	62	59	58	55	66	 D-
Elizabeth	87	95	83	92	88	B+
Matthew	0	7	98	100	95	 D-
Katie	98	94	89	100	93	A

Victoria's performance indicates consistent low performance throughout the grading period.

Matthew struggles at the beginning but demonstrates strong performance from the mid point to end of the quarter grading period.

Should both students receive the same end of quarter grade???

Traditional Assessment Assumptions

- Scores are averaged
- Bell Curve
- Some portion of children will fail
- Competitive
- Comparative
- Grades don't necessarily reflect what skills and concepts a child knows.

A New Way of Looking at Learning

- Teaching to standards
- Rubric assessment
- Student awareness of expectations
- Assessing proficiency
- Multiple opportunities for student success

Standards-Based System Grading Assumptions

- All students can reach proficiency
- Some students need longer to succeed than others
- Time is provided for improvement
- Student demonstration of proficiency determines grade reported rather than an average of all assignments in a grading period.

First Quarter Scores

Suzy	3	3	3	4	3	3
Johnnie	3	4	4	3	3	3
Connie	3	4	2	2	3	3
Victoria	3	2	2	2	3	2
Elizabeth	3	4	3	4	3	3
Matthew	1	1	4	4	4	4
Katie	4	4	3	4	4	4

4-Advanced, 3-Proficient, 2-Basic, 1-Below Basic

Victoria's quarter grades she is generally performing at a level 2. She is beginning to show some evidence toward proficiency but needs more time to grow.

Matthew started out slow but over time demonstrated advanced performance in a consistent manner. Matthew's overall grade isn't diminished by the scores during a time when he was learning concepts. His solid application of skills for most of the quarter is what determines his proficiency grade.

Beyond Proficiency...

- 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.

What if my child is not proficient?

- Each child will be provided with differentiated instruction and support in each of the identified areas.
- The standards-based report card is provides the current teacher with a clear roadmap in planning.
- The district may, in some cases, recommend additional learning opportunities to enable the student to reach proficiency.

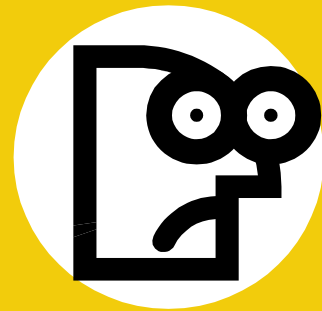
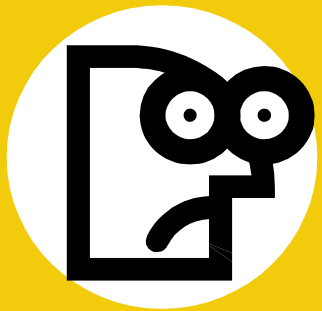
How can parents support your children at home?

- The list of skills helps parents know what your child is working on in school.
- Provides parents with a closer look at the skills your child is working on at his or her grade level, and helps to set a clear direction toward proficiency, excellence and lifelong learning.



Who was involved in developing the new report card?

- Teacher representatives in each grade level K – 4
- Principal, Mrs. Moyer
- Assistant Principal, Mr. Moyer
- Reading/Language Arts Supervisor, Mrs. Wolff
- Committee met throughout the 2008 – 2009 school year
- Researched surrounding PA districts



It's QUESTION TIME !!