

Teaching and Learning Revealed

This guide has been created to provide parents/guardians with the following information about the St. Croix Central Elementary School Standards-Based Reporting:

- An overview of the philosophy and purpose
- An explanation of how to use and interpret a standards-based report card, including its connection to the WI State Standards
- Answers to some of the most frequently asked questions about standards-based reporting

Reporting student progress is an essential part of the communication and partnership between home and school. We believe that it is our district's professional responsibility to provide parents and students with information that accurately reflects a student's level of performance and progress in meeting academic and social standards. This report card is designed to provide a "snapshot" of grade-level standards and communicates an individual student's progress toward independently meeting those expectations.

Wisconsin State Standards Implementation

The Wisconsin State Standards are high-quality, rigorous standards adopted by the state. Part of a national movement, these standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The standards were carefully constructed using evidence-based research.

St. Croix Central School District continues to update our district's curriculum and make the instructional shifts needed to successfully implement the State Standards. As a parent, it is important to recognize that these standards have created shifts in the way that teachers teach, how and what students learn, and the depths of understanding a child must demonstrate to achieve "mastery."

A committee of teachers, curriculum leaders, administrators, and the technology department worked diligently to create a report card which we are proud to announce is aligned to the standards with an expectation for high-quality teaching and learning. Our educators look forward to a continued partnership with you as we prepare your child for college and career readiness. We encourage you to continue asking questions and/or visit our website for more information regarding standards based grading and reporting at the elementary level.

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Academic Performance Codes

Four levels of progress are noted for each child using a numeric marking system (4, 3, 2, 1, and N/A). A descriptor for each score is provided below:

4	3	2	1	N/A
Advanced	Proficient	Basic	Below Basic	Standard Is Not Assessed At This Time
<i>Student consistently demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level</i>	<i>Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level</i>	<i>Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level</i>	<i>Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level and requires intervention</i>	<i>This standard is assessed later in the school year</i>

SCORING:

On a standards-based report, a mark of “3” is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of “3” and “2” indicate that a student is working within the expectations of his/her grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The expectation is that most students will achieve a “3” by the end of the year for each grade-level standard. District curriculum leaders continue to identify the standards taught and the district expectations required for each marking period to inform instruction and assessment. Learners are scored on their progress made toward mastery of those expectations set forth for each marking period.

4 – A mark of “4” indicates that the student’s progress exceeds standards because s/he has demonstrated mastery in terms of knowledge, and s/he applies that knowledge in ways that go beyond expectations. Instruction needs to be differentiated for this student because the student has demonstrated mastery of the grade level expectation at this time. Typically, few students would be at this level of performance.

3 – A mark of “3” indicates that the student’s progress towards end of the year standards meets the district’s expectations at this time. This student has met the expectation independently and requires little to no adult support to demonstrate proficiency after instruction has been delivered.

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2 - A mark of “2” indicates that the student’s progression of skills and information is in the basic range, but s/he still requires support and assistance to meet the requirements of the academic standard for his/her grade level at this time.

1– A mark of “1” indicates that the student is below basic on the requirements of the grade level standard at this time. His/her instructional level is characterized as requiring maximum teacher support and interventions.

N/A– A mark of “N/A” indicates that the standard has not been introduced, covered, or assessed in it’s entirety during the marking period. All standards on a grade-level report card will be addressed by the end of the school year.

FREQUENTLY ASKED QUESTIONS:

What are Wisconsin Standards?

Standards are what students should know and be able to do at the end of each grade.

What are Essential Standards?

Standards that researchers and teachers have deemed most crucial for students to master before moving on to the next grade level. These standards will be retaught over and over throughout a year’s time.

What is a standards-based reporting?

A standards-based report provides detailed information on how well your child is progressing towards mastery of year-end standards. District curriculum leaders and teachers continue to identify the essential standards taught and district expectations for each marking period to inform instruction and assessment. Standard expectations change from one marking period to the next as students move toward the end-of-the-year grade level expectations. Learners are scored on their progress made toward mastery of those expectations set forth for each marking period.

What examples of data do teachers use to assign a 4,3,2,1?

With a standards-based approach, teachers evaluate student learning in a variety of ways using classroom observations and classwork, along with formative and summative assessments. The combination of these pieces of evidence, and the use of rubrics, provides a more detailed picture of student progress towards grade level expectations.

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Is it possible for students to “drop” from one marking period to another?

Yes, it is possible. The mark is an indication of performance with expectations of difficulty that increases throughout the school year. In other words, the concepts increase in difficulty as the year progresses. Therefore, a

student who demonstrates a score of “3” in the first trimester could earn a “2” in the second trimester when the rigor of the standard has been increased. This shift from a “3” to a “2” indicates the student understands the major elements of the concept but may need more development of the details or application and more teacher support.

If my child receives a 2 in a standards does this mean they will have a 2 for the rest of the year?

Absolutely, not. We will continue to reteach and reassess this standard with your child with the end goal being proficient by the end of the school year.

How do I help my child “get a 4?”

Remember, a mark of “3” indicates that a student is meeting grade-level expectations with independence and excellence. With high and challenging expectations, a “3” is exactly where a competent student should be. “Getting a 4” is not about what more a student does. It is what a student knows, and at what level s/he applies what s/he knows to new and higher-level situations that exceeds what is explicitly taught in class.

Standards-based reporting and Special Education?

Students with Individualized Education Programs (IEP) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards; this is a civil right. Since special education students are a heterogeneous group with various disabilities which impact learning, some may not achieve certain grade-level standards without special services and supports. For students receiving accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of a standard is adjusted to minimize the impact of the disability. Modifications, on the other hand, mean changing the standard itself, identifying standards that are fundamentally related but also developmentally appropriate. The IEP team makes decisions regarding what content areas, if any, require modifications of the grade level standards. For all students with an IEP, a supplemental progress report is provided that identifies how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP.

How do we report progress on English Language Learners (ELL) who are still acquiring English language speaking and literacy skills?

Students are assessed at their current grade level using the appropriate grade-level standard-based report card. During parent conferences, teachers will discuss with parents the following: the child’s current level of English proficiency; the child’s opportunity to learn the content and/or ability to demonstrate the appropriate grade-level standards.

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