

Standards- Based Report Card



School Committee
12/6/17



How we got here....

2014-15 - A report card committee was created to begin the process of reviewing a number of standards based report card models and providing feedback around priorities.

2015-16 - RC committee completed research and development of report card drafts.

2015-16 - Kindergarten across the district piloted standards based report card.

2015-Present - Teachers began and continue benchmarking process to ensure consistency across the district.

2016-17 - Grades 1-5 rolled out new report card.

2016-2017 - Multiple parent presentations across all 4 elementary schools to familiarize families with new reporting system.

Fall 2017 - Parent Focus Group provided feedback regarding transition, format and communication.

Report Card Committee (formed 3/2015)

Kelly Ryan- Tucker

April Allegrezza- Cunningham/Collicot

Val Kelly- Tucker

Martine Fisher - District

Alex Sewall- Tucker

Bernadette Moonan- District

John Doyle- Collicot

Noreen Diamond-Burdett- District

Fatima Bourass- Collicot

Vy Vu- District

Esra Buyukozer- Collicot

Stephanie Nephew- Tucker

Lisa Cardinal- Cunningham

Meredith Kempf- Glover

Lea Franklin- Glover

Amy Gale- Cunningham/Collicot

Mary McCarthy - Glover

An Ongoing Commitment

- Monthly Grade Level Facilitator Meetings to create benchmark documents utilizing Kindergarten model (Spring 2016-Present)
- Ongoing professional development for teachers around standards based grading (6 half day sessions by grade level)
- Grade level support in Planning and Development Meetings
- School based parent presentations
- Parent Focus Group (Site Council, SEPAC, Diversity and PTO members)

Why Standards Based Reporting?

- Promote equity through student achievement and accountability.
- It is an objective tool to measure a student's progress towards proficiency in the MA Curriculum Frameworks.
- Provide clear information for students, teachers, and caregivers on what students are expected to know and be able to do by the end of each grade level.
- Support students, teachers, and caregivers in monitoring progress towards mastery of grade-level standards.

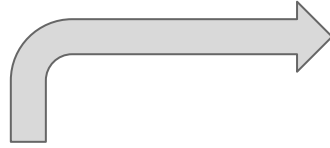
What the Research Says...

Studies show standards-based teaching practices correlate to higher academic achievement (Craig, 2011; Schoen, Cebulla, Finn, & Fi, 2003).

Beatty (2013) suggests standards-based grading is based upon three principles.

- Grades must have meaning. Indicators, marks and/or letters should provide students and parents with information related to their strengths and weaknesses.
- Classroom-grading systems must incorporate multiple opportunities for students to demonstrate their understanding based on feedback.
- Separating academic indicators from extraneous factors such as homework completion and extra credit.

Other Districts...



These districts are just a handful of the nearby suburbs who have made the switch to Standards Based Reporting. Although we cannot find an exact statistic, it is fair to say that standards based reporting has become the norm across the state.

Duxbury

Wayland

Cohasset

Lexington

Weston

Westwood

Hingham

Quincy

Belmont

What Are the Major Changes?

Old Report Cards

- Handwritten
- Four Quarters
- Reporting Subject Proficiency
- Gr 4-5 Combine effort and proficiency in one % score

New Report Cards

- Computer-based
- Three Terms
- Reporting Proficiency by Standard
- All grade levels distinguish between effort and actual proficiency

Grading Scales

Responsibility Scale:

C- Consistently

D- Developing

I- Improvement Needed

Used for ...

Approaches to Play and Learning- K

Work Habits -1,2

Social Skill Development- 1,2

Student Responsibilities- 3,4,5

All Effort Grades

Academic Scale:

E- Exceeding Expectations

M- Meeting Expectations

P- Progressing Toward Expectations

N- Not Progressing Toward Expectations

X- Standards Not Assessed This Term

(Not all Standards are assessed every term and benchmarks are determined based on TERM EXPECTATIONS)

Used for...

All academic subjects

Reading Scale:

Above On Below

Used for...

Reporting instructional reading level

More on Grading Scale...

E- Exceeds Standards/Expectations

The student consistently exceeds all standards and expectations. Performance is characterized by self-motivation and the ability to apply the skills with consistent accuracy, independence and a high-level of quality.

M- Meeting Standards/Expectations

The student consistently meets standards and expectations as defined by the term. Performance is characterized by the ability to apply skills with accuracy, independence and quality with minimal assistance. ***This is considered a high level of achievement, and one that a student should be working towards as developmentally appropriate.***

Grading Scale cont.

P- Progressing Toward Standards/Expectations

The student is progressing toward term standards and expectations. Performance varies in consistency with regard to accuracy and quality. Student requires additional practice and support.



N- Not Yet Demonstrating Progress

The student is not yet meeting term standards and expectations. Additional instruction, practice and support is necessary to move toward grade level standards and expectations.

New in 2017-18

- Additional standards for Physical Education
- Additional music standard for grades 3-5
- Updates to reflect 2017 revision of Massachusetts State Frameworks (poetry absorbed into Narrative, removal of positive and negative integers in grade 5)
- Revised Responsibility Scale for grades 1-5

Next Steps

- Currently tracking science practices  Investigate shift to Next Generation Science Standards.
- Currently sending hard copy of report card home  Consider shift to emailing cards home and researching compatibility with PlusPortal system.
- Revise Social Studies section to reflect more robust approach to instruction with project based learning, alignment with literacy instruction and Reach for Reading as well as the inclusion of Discovering Justice.
- Continue to calibrate benchmark documents and grading practices across classrooms and schools to ensure consistency, objectivity and equity.