

Standards-Based Grading

KEY TERMS

Assessment – The ongoing process of gathering data or giving feedback about a student’s performance in order to determine strengths and weaknesses, improve instruction, and document student progress.

Benchmark – A reachable target for student learning at various points of the year, as defined by samples of student work.

Curriculum Guide – A document that defines the standards for each content area, and provides descriptive statements that indicate how the standards are applied at each grade level.

Rubric – A tool used to assess a student’s performance on a specific task or assignment. A rubric identifies pre-determined criteria used to evaluate the degree to which standards have been met.

Standard – A statement that identifies what all public school students in Massachusetts should know and be able to do. Learning Standards for each academic content area and grade span are identified in the Massachusetts Curriculum Frameworks. These can be viewed online at the Department of Elementary and Secondary Education’s web site:
<http://www.doe.mass.edu/frameworks/>

FREQUENTLY ASKED QUESTIONS

What is the purpose of the Standards-Based Report Card?

The purpose of the Standards-Based Progress Report Card is to provide detailed feedback to parents and families regarding the progress their student(s) is/are making toward specific learning standards at their grade level. The report card allows parents and students to understand more clearly what is expected of students and how to help them be successful in a rigorous academic program.

How does the Standards-Based Progress Report Card compare to the letter grade system?

The Standards-Based Progress Report Card measures how well an individual student is doing in relation to the grade level standards, not the work of other students. It is important to note that these letters do not equate to the traditional letter grades (A, B, C, D, and F). For instance, we expect that students being introduced to a new standard will receive a P or B. This *does not* mean that they would be getting a C on a traditional report card. It simply means that they are beginning to understand, or are progressing toward the grade level standard. It is our goal that by the end of the year they will meet that grade level standard.

How will the ratings of the letter scale be determined?

Students’ ability to meet the learning standards will be determined by using a variety of methods (such as formal, informal, oral and written assessments, and teacher observation) which allows teachers to identify whether the child is Meeting the grade level standard, Progressing toward meeting the grade level standard, Beginning to develop the standard, or are Not yet demonstrating the grade level standard.

The comment section of the report card will provide additional information and may provide test and/or project results that the teacher uses to assess student progress toward meeting standards.

ELEMENTARY

STANDARDS-BASED

PROGRESS REPORT CARD

PARENT/GUARDIAN GUIDE



**Chesterfield-Goshen Regional
School District**
and the Public School Districts of
**Southampton
Westhampton
Williamsburg**

INTRODUCTION

The Hampshire Regional Public Schools uses a district-wide Standards-Based Progress Report Card for the elementary students. Teachers, administrators and parents provided input for this progress report card.

The change to a Standards-Based Progress Report Card comes from an understanding that the various report cards used in our schools across the district did not fully communicate what students are expected to know and be able to do as set forth in the Massachusetts Curriculum Frameworks. The format of the progress report card allows us to define standards for each grade, and to document how well students are progressing to meet the Curriculum Framework benchmarks over the course of the school year.

The Standards-Based Progress Report Card benefits students, teachers, and parents/guardians. It allows students to be increasingly aware of what is expected of them. It gives teachers across the district a better understanding of what each child should know and be able to do at each grade level. It provides parents/guardians with a detailed outline of the expectations in each content area, as well as Social Development and Student Responsibilities.

We believe that your understanding of what is expected of your child and how well he or she is progressing towards meeting the standards 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.

The K-6 Standards-Based Progress Report Card is issued three times a year. It includes specific standards relating to the knowledge and skills your child should attain by the end of the year. It uses a reporting scale to reflect your child's progress toward meeting each standard at the end of the year.

The Standards-Based Reporting Scale is as follows:

M - Meeting the grade level standard

P - Progressing toward meeting the grade level standard

B - Beginning to develop the grade level standard

N - Not yet demonstrating an understanding of the grade level standard

You may also see the following letter on your child's progress report card:

X - Standard not assessed in this grading period. You'll see this letter if:

- (1) The teacher has not yet introduced the standard or measured student progress toward meeting the standard *or*
- (2) If the standard was taught and assessed in a previous trimester. This is because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others will be phased in (and out) as the school year progresses.

You will also see a section called Social Development & Student Responsibilities Here the developmentally appropriate behaviors and responsibilities that impact student learning are addressed. The scores for this section are as follows:

4 – Consistently demonstrates

3 – Frequently demonstrates

2 – Sometimes demonstrates

1 – Rarely demonstrates

This is also the scale that will be used to reflect effort under each academic area.

If you have any questions or comments, you can contact your child's teacher or the office:

New Hingham Elementary School
30 Smith Road
Chesterfield, MA 01012
(413) 296-0000

William E. Norris School
34 Pomeroy Meadow Road
Southampton, MA 01073
(413) 527-0811

Westhampton Elementary School
37 King's Highway
Westhampton, MA 01027
(413) 527-0561

Williamsburg Public Schools
1 Petticoat Hill
Williamsburg, MA 01096
(413) 286-8421

Office of the Superintendent
19 Stage Road
Westhampton, MA 01027
(413) 527-7200

Revised 10/20/10