

STANDARDS BASED REPORT CARDS



Parent Guide

A MESSAGE FROM THE SUPERINTENDENT

We are pleased to announce the Bryant School District is making a positive change in the way we report student progress to parents. In the 2014-2015 school year, we will report information about kindergarten through third grade students using a standards based report card followed by fourth grade in 2015-2016, and fifth grade in 2016-2017. This report card is an exciting step for our district as we work towards making sure all students are successful at meeting grade-level standards. We are using standards based report cards because this method clarifies what students know and are able to do for each reporting period. With this specific information, as opposed to the traditional letter grade, parents and teachers are better able to practice certain skills in order to help their children succeed.

Student performance will be reported using new scoring indicators: 3, 2, 1 and E. These markings are in no way similar to the traditional A-F grading scale. A score of 3 indicates that a student demonstrates the standard independently and meets grade level expectation. This is the score your child is working to achieve. A score of 2 indicates that a student demonstrates grade level expectations with support and is progressing toward grade level expectations but cannot perform this standard independently. A score of 1 indicates that grade level expectations are not demonstrated at the time of reporting and should be considered a concern. A score of E indicates that a student exceeds grade level expectations demonstrating in-depth inferences and applications beyond what is required for that grade level. In fact, the student must show mastery of that standard consistently at the next grade level. Every standard does not continue to the next grade level; therefore, the student won't have the opportunity to earn an E on every standard. Please keep in mind that early in the year, 2's may be more common than 3's because students are working to achieve mastery by the end of the year for the standards.

Standards based reports will prove to be helpful, not only for parents, but teachers as well. They will assist in maintaining consistency of expectations from teacher to teacher. Clarifying the standards with this reporting method helps teachers and students maintain focus on the critical areas students must learn from the beginning of the school year, giving students the opportunity to keep trying until they master the standard. Finally, and perhaps most importantly, you will know exactly what your child has mastered and where he still needs to grow in order to be best prepared for the next grade level.

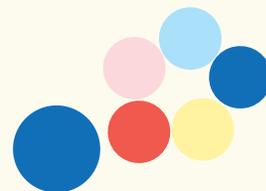
This handbook contains helpful information such as the K, 1, 2, & 3 SBRC template so you can reflect upon the standards your child is learning this year, the reading chart which identifies reading levels by quarter, and sample rubrics. Standards are tested multiple times before a teacher enters a marking to ensure that the student has truly mastered the standard.

I hope you find this handbook helpful in reading your child's report card; however, should you need additional information, please contact your child's teacher or principal.

Sincerely,



Dr. Tom Kimbrell
Superintendent of Bryant Public Schools



QUESTION: Why is the district using Standards Based Report Cards?

ANSWER: Schools are accountable at every level to prepare students to enter a world in which colleges and businesses are demanding more than ever before. Every teacher is responsible for working to help every child perform at grade level. By identifying specific standards and the student's mastery of that standard, teachers know better where to focus to improve individual student performance. A traditional grade of "A, B, & C" neither provides the insight to a skill that has not been mastered, nor does it truly indicate what a student has mastered.

QUESTION: How are Standards Based Report Cards different from traditional report cards?

ANSWER: Traditional report cards usually assign one grade for reading and one grade for math. On a standards based report card, each of these subject areas is divided into a list of skills that students are responsible for learning. A student receives a separate mark for each standard.

With the new standards based reporting system, a student is evaluated more objectively because focus is placed upon developing assessments that truly assess the standard not student behaviors, likeability, or other subjective criteria that all too often enter into traditional letter grading.

The marks on standards based report cards are different from traditional letter grades. Letter grades are often calculated by combining how well the student met his particular teacher's expectations, how he performed on assignments and tests, and how much effort the student displayed. Letter grades do not tell parents which skills the



child has mastered or whether he is working at grade level. One fourth grade teacher might be reviewing basic multiplication facts, while another is teaching multiplication of two- or three-digit numbers. Getting an A in each of these classes would mean very different things. The parent of a child in these classes would not know if the child was learning what he should to meet the state standards. Standards based report cards should provide more consistency between teachers than traditional report cards because all students are evaluated on the same grade-appropriate skills. Parents can see exactly which skills their child has learned.

QUESTION: How does the new report card measure student progress?

ANSWER: Student performance will be reported using new scoring indicators: 3,2,1 and E. These markings are in no way similar to the traditional A-F grades. Let's look at the indicators and what each one means.

A score of 3 indicates that a student demonstrates the standard independently and meets grade level expectations for that standard.

A parent should expect to see a 3 when the student is successfully performing that standard at grade level. Early in the year, 3's may be less common as students will need time to master the standard.

A score of 2 indicates that a student demonstrates grade level expectations with support and is progressing toward grade level expectations.

A parent should expect to see a 2 when the student is not able to

successfully show mastery of the standard independently, but may be able to with support or may show mastery of simpler content. For example, the student may be able to show mastery of prerequisite skills leading to the standard.

A score of 1 indicates that progress towards grade level expectations is not demonstrated at the time of the reporting and should be considered a concern.

A parent should expect to see a 1 when a student cannot demonstrate mastery of a standard even with support.

A score of E indicates that a student exceeds grade level expectations.

In addition to mastering the grade level standard to receive an "E", a student must demonstrate in-depth inferences and applications beyond what was taught. Exceeding is not the equivalent of an A on a traditional report card. An "E" is a rare exception where the student not only demonstrates mastery of the grade level standard, but also repeatedly demonstrates mastery of the aligned standard for the next grade level. For those standards that don't align to the next grade, a student will not have the opportunity to earn an "E".

QUESTION: How can parents use the new reporting system to help their children?

ANSWER: Standards-based report cards provide detailed information about how a child is doing in each subject. Parents will be able to see whether their student needs extra assistance in certain areas or when he needs to be challenged even

more. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed.

During parent-teacher conferences, ask to see samples of your child's work. Talk to his or her teacher about whether the work samples are satisfactory, or how your child could have done a better job on the assignments. Ask how you can help your child improve or excel in various subjects and what resources are available to use outside the classroom to encourage his or her progress.

The National Parent-Teacher Association (PTA) also has created a "Parents' Guide to Student Success" for each grade level that offers specific tips for how to support your child's learning at home. Links to these guides are available on the district website, bryantschools.org, in the Parent Center under Parent Resources.

QUESTION: To be honest, I really don't understand the standard written on the Standards Based Report Card. Can you help?

ANSWER: We have attempted to make the standards "parent friendly" but education and standards have changed in rigor and vocabulary. You can best understand what the standard means by asking your child's teacher and having that teacher show some examples of how each standard is assessed.

QUESTION: I see that markings of 1, 2, 3 and E are based upon rubric grading. What is a rubric?

ANSWER: A student is evaluated using a specific grade-level rubric or scoring guide for each report card standard. Each rubric shows the specific skills required for mastery of the standard.

Because students learn at different rates, rubric scoring allows a teacher to pinpoint where a student is on his way to mastering the standard. This handbook includes examples of math and literacy rubrics.



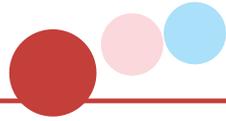
LITERACY RUBRIC



RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
E	An E is not attainable for this standard. There is not a direct vertical alignment.
3	Student can independently use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
2	<ul style="list-style-type: none"> • With support, the student can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). • The student will recognize or recall specific vocabulary, such as: illustrations, maps, photographs, where, when, why, how. • The student will perform basic processes, such as: Describe information from the illustrations of a grade-appropriate text.
1	The student provides little or no response. Even with help, the student does not exhibit a partial understanding of the knowledge of the standard.

E- Exceeds Grade Level Expectations
 3- Demonstrates Grade Level Expectations Independently
 (Meets grade level expectations)

2- Demonstrates Grade Level Expectations with Support
 (Progressing Toward Grade Level)
 1- Not Progressing Toward Grade Level Expectations
 (Concern)



<p>2.NBT.3</p>	<p>Read and write numbers to 1000, using base-ten numerals, number names, and expanded form.</p>
<p>E</p>	<p>.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on the meanings of the digits in each place, using $<$, $>$, $=$ symbols to record the results of comparisons.</p>
<p>3</p>	<p>Student consistently and independently reads and writes any given number between 0 and 1000 using: base-ten numerals, number names, expanded form.</p> <p>Example: 185, one hundred eighty-five, $100 + 80 + 5$</p> <p>Student is assessed without manipulatives. Student may use phonetic spelling when writing the number name. Student is given multiple opportunities to exhibit proficiency.</p>
<p>2</p>	<p>Student needs support with either reading or writing any given number between 0 and 1000 using: base ten numerals, number names, expanded form.</p> <p>The student that can read and write the number name but not the expanded form is not proficient. The student that can write the base-ten numeral but not the number name is not proficient. Student has been given multiple opportunities to exhibit proficiency.</p>
<p>1</p>	<p>Student is unable to read and write any numbers from 0-1000.</p>

E- Exceeds Grade Level Expectations
3- Demonstrates Grade Level Expectations Independently (Meets grade level expectations)

2- Demonstrates Grade Level Expectations with Support (Progressing Toward Grade Level)
1- Not Progressing Toward Grade Level Expectations (Concern)

QUESTION: How do I know if my child is reading on level?

ANSWER: Another feature on the report card for K-2 is your child's reading level. The report card will include a chart which indicates the independent reading level that is expected at the end of each nine weeks. Parents can compare their child's independent reading level to the targets on the chart. This handbook includes a complete list of the reading levels, found on page 6.

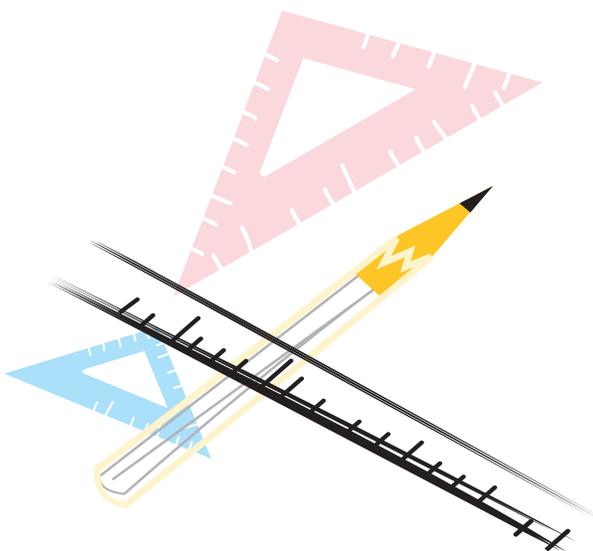
QUESTION: Where can I find additional information?

ANSWER: The following link to the Bryant School District Standards Based Report Card video will be a helpful resource to you. Please feel free to contact your child's teacher for any further questions.

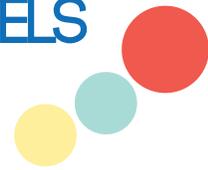
<http://bit.ly/standardsbasedrc>

QUESTION: There are many abbreviations and symbols on the report card. How do I know what they all mean?

ANSWER: The following pages will assist you. There is also a key located directly on the report card.



REPORT CARD READING PROFICIENCY LEVELS



KINDERGARTEN

	Independent	Independent	Independent	Independent
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
EXCEEDING		3	4	5
MEETING		2	3	4
APPROACHING		1	2	3
BELOW BASIC		A	1	2

FIRST GRADE

	Independent	Independent	Independent	Independent
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
EXCEEDING	8	12	16	20
MEETING	6	10	14	18
APPROACHING	4	8	12	16
BELOW BASIC	3	6	10	14

SECOND GRADE

	Independent	Independent	Independent	Independent
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
EXCEEDING	24	28	30	34
MEETING	20	24	28	30
APPROACHING	18	20	24	28
BELOW BASIC	16	18	20	24

THIRD GRADE

	Independent	Independent	Independent	Independent
	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
EXCEEDING	34	38	40	50
MEETING	30	34	38	40
APPROACHING	28	30	34	38
BELOW BASIC	24	28	30	34

Standard	2nd Grade Math Learning Expectations	1st	2nd	3rd	4th
Operations and Algebraic Thinking					
2.OA.1*	Use addition and subtraction within 100 to solve one- and two-step word problems.				
	a. Add to: Result Unknown				
	d. Take from: Result Unknown				
	g. Put Together/ Take Apart: Total Unknown				
	b. Add to: Change Unknown	NA			
	e. Take from: Change Unknown	NA			
	h. Put Together/ Take Apart: Addend Unknown	NA			
	i. Put Together/ Take Apart: Both Addends Unknown	NA			
	c. Add to: Change Unknown	NA	NA		
	f. Take from: Change Unknown	NA	NA		
	j. Compare: Difference Unknown	NA			
	k. Compare: Bigger Unknown	NA			
	l. Compare: Smaller Unknown	NA			
	m. Two-Step problems	NA			
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.				
2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members. Write an equation to express an even number as a sum of two equal addends.				
2.OA.4*	Use addition to find the total number of objects arranged in rectangular arrays. Write an equation to express the total as a sum of equal addends.	NA	NA	NA	
Numbers and Operations in Base Ten					
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.				
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.				
2.NBT.3*	Read and write numbers up to 100 using base-ten numerals, number names, and expanded form.				
2.NBT.4*	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols.				
2.NBT.5*	Fluently add and subtract within 100 using strategies based on place value and properties of operations, and/or the relationship between addition and subtraction.				
2.NBT.7*	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	NA	NA	NA	
2.NBT.8	Mentally add 10 or 100 to a number 100-900, and mentally subtract 10 or 100 from a number 100-900.				
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the relationship between addition and subtraction.	NA	NA	NA	
Measurement and Data					
2.MD.1	Measure the length of an object by selecting and using appropriate tools.	NA	NA		
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	NA	NA		
2.MD.7*	Tell time and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	NA	NA		
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cent symbols appropriately.	NA	NA	NA	
2.MD.9*	Generate measurement data by measuring lengths of objects indirectly using other objects as units. Show the measurements by making a dot plot.	NA	NA	NA	
2.MD.10*	Draw a picture graph and a bar graph (with single-unit squares) to represent a data set with up to four categories. Solve simple problems using the graphs.	NA			
Geometry					
2.G.1*	Recognize and draw shapes having specified attributes, such as a given number of sides or vertices, and angles. Examples include rectangles, squares, trapezoids, triangles, parallel quadrilaterals, pentagons, hexagons, and cubes.	NA	NA	NA	
2.G.2	Partition a rectangle into rows and columns of the same size squares and count the total number of them.	NA	NA	NA	
2.G.3	Partition circles and squares into two, three, and four equal shares, describe using fraction words. Recognize that equal shares of identical wholes need not have the same shape.	NA	NA	NA	

Grade Level

OA - Operations and Algebraic Thinking

MD - Measurement and Data

NA means that this Standard is NOT assessed during this marking period.

Unshaded boxes indicate that a mark is required during that nine weeks.

A shaded box indicates that a mark is required ONLY if that skill has NOT been mastered.