Standards Based Report Cards
4-6
Milford Exempted Village School District
August, 2015
Vision Statement

To inspire and prepare our students to reach their fullest potential in a diverse and dynamic world

Paradigm Shift

It's not a matter of what the teacher taught; it's a matter of what the student learned.
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What is a Standard?

A statement that identifies what students should know and be able to do. Content standards for each subject area and grade span are identified in the Ohio Content Standards.
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Why Standards-Based Report Cards?

• To measure individual student progress toward the standard.
• To provide parents/guardians more detailed information regarding the progress their child is making toward specific end of the year grade level standards.
• A standards-based report card holds every student in Milford to the same standards, regardless of the teacher or which school the child attends.
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Standards...reinforce the changing roles of schools...

• From:
  • Sorting students (A-F)
  • Emphasis on what is taught
  • School success doesn't predict life-long earnings

• To:
  • Educating all students
  • Emphasis on what is learned
  • School success does predict life-long earnings
Research Explains...

“No studies support the use of low grades or marks as punishments. Instead of prompting greater effort, low grades more often cause students to withdraw from learning.”

Guskey and Bailey, Developing Grades and Reporting System for Student Learning, Corwin Press, 2001, pp. 34-35
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What creates success in school?

- Effort
- Ability
- Self-confidence
New Grading Scale

Remember, Standards set the targets for every child because we believe every child can learn.

Grades are based on your child’s achievement of the Standards.
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Traditional Report Cards

On a traditional report card, students would receive one grade per subject.

Your child may receive a letter grade for reading, but it doesn’t specifically identify why.

The traditional way of reporting (A, B, C, D, or F) does not distinguish exactly where the student’s strengths and weaknesses are.

Traditional report card letter grades inform parents how well their child performed compared to their teacher’s expectations and classmates.
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Can you compare students within a classroom?

The standards-based report card only measures how each child is doing in relation to the standard; it cannot be used to compare children within a class. The report card gives a better understanding of each student’s strengths and weaknesses in order to improve each student’s learning.
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excelling at grade-level end of year standards</td>
</tr>
<tr>
<td>3</td>
<td>Consistently meeting grade-level end of year standards</td>
</tr>
<tr>
<td>2</td>
<td>Progressing towards understanding the grade-level end of year standards</td>
</tr>
<tr>
<td>1</td>
<td>Experiences difficulty and requires consistent practice and support with grade-level end of year standards</td>
</tr>
</tbody>
</table>
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Scoring Procedures

Scoring procedures related to learning standards:

• Be clear about what students must know and be able to do - end of year standard;
• Include only academic factors in student assessment;
• Base score on individual achievement;
• Include evidence from assessment related to a student’s mastery of specific grade level standard.
What does it mean when a child scores a 1?

A score of 1 indicates that the student is making progress toward the end-of-year standard.

Many students will be at this level at the beginning of the year. The important thing to remember is that we are moving children’s learning along a continuum; just like when we take a trip in the car we have a starting place and a destination and we travel along a wide variety of roads until we reach our destination or final goal.
What does it mean when a child scores a 2?

Receiving a level 2 in a particular skill or content area in the first or second quarter indicates that a child is making appropriate progress for his or her grade level. Progress levels on a standards-based report card indicate how well your child is progressing toward meeting the end-of-year goal.
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What does it mean when a child scores a 3?

This is the goal for all students by the last marking period; this signifies that the child has attained the end-of-year standard and has successfully met the standard for that grade level.
What does it mean when a child scores a 4?

Students achieve a 4 when they consistently demonstrate that they can excel at the end-of-year standard.

Each standard is evaluated independently of another. Therefore, a student who achieves a 4 in one standard does not necessarily achieve it in all areas.
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Should I worry that my child will become discouraged?

No, students are more apt to understand what they need to do to attain the standard. They know from their classroom work, their interaction with their teacher, and their report card, what skills or content they need to master to move forward. Students use this information to develop their personal learning goals each term.
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What does this mean for parents/guardians?

- Parents/guardians will be able to identify specific areas of strengths and weaknesses in each content area.
- Student progress towards each assessed standard on the report card will be clearly defined.
- This information will be helpful in communicating with the teacher on how to continue your child’s development and progress within the grade level standards.
What does this mean for our teachers?

- Teachers will be collecting and analyzing student work habits and skills in a more detailed fashion.
- Various assessments will be used to identify where each student is in relation to the standards.
- Teachers’ anecdotal notes and student observations will also be considered when assessing student progress.
- There will be a significant amount of time spent on collecting and analyzing student data.
Personal Development

There is a section of the report card that will give information about personal development skills. These include:

1. Interacts appropriately with peers.
2. Demonstrates responsibility in the classroom.
3. Exercises self-control.
4. Demonstrates consistent effort.
5. Produces quality work.
6. Focuses on tasks and works to completion on class work, homework, and projects.

These are included as information for parents and students, but do not impact the rubric score for progress toward meeting the standards.
A Parent’s Role:

From Research:

Two greatest influences on a student’s success in school are:

- Parent Support 49%
- Quality of Teacher 43%
How do I talk about the scores on the report card with my child?

At home, you and your child can talk about the progress he or she has already accomplished, set new goals and decide what steps they may want to take to achieve their new goals.

Remember that conferences with school staff can take place at any time, not just at conference time. If you have questions or concerns, contact your child’s teacher.
Supporting Your Child

Ask your child three questions daily:

1. What are you learning?
2. Are you doing good work? How do you know?
3. Why is it important to do good work?