

## Standards Based Terminology

**Assessment:** The ongoing process of gathering data or giving feedback about a student's performance in order to determine a student's 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 score or rate a student's oral or written performance. A rubric identifies specific characteristics used to determine the degree to which a standard has been met. For example, if a student earns a "1" or "N" on a project, this means that he or she has **not** met the standards identified for this assignment and has **not** produced grade level work.

**Standard:** A statement that identifies what students should know and be able to do. Learning Standards for each content area subject and grade span are identified in the Massachusetts Curriculum Frameworks. These can be viewed online at the Massachusetts Department of Education's website:

<http://www.doe.mass.edu/frameworks/>

## Frequently Asked Questions

### ***What is the purpose of the new report card?***

The purpose of the report card is to convey student achievement of district learning standards in regards to academics and student responsibilities addressed during each term. It is intended to communicate success and identify areas in need of improvement.

### ***How frequently will report cards be distributed?***

The new report card will be distributed three times a year. There will be two parent conferences on the scheduled Early Dismissal days in November and April.

### ***How will the performance ratings of 1-3 or M/P/N be determined?***

Student's ability to meet the learning standards will be determined by both their oral and written work. For each standard, rubrics have been written to help teachers identify a child's progress toward meeting the standard.

During the first trimester, we expect students to develop and progress toward the learning standard. As the year progresses, students will begin to meet and may even exceed the standard.

### ***Are there different standards for students on Individual Education Plans?***

The standards for *all* students are the same; however, accommodations or modifications that enable a student to meet the standards may be a part of an individual IEP.

## Parent/Guardian Guide

### September 2013

## Elementary Standards-Based Report Card



## Norton Public Schools Norton, Massachusetts

*The Norton Public School System does not discriminate on the basis of age, race, color, sex, gender identity, religion, national origin, sexual orientation or disability.*

## Standards-Based Report Card Overview

A standards-based report card communicates student progress toward meeting end of year learning standards. Teachers assess student performance against these learning standards, which are specific and observable grade-level skills articulated in the Norton Public Schools elementary curriculum. Teachers do this by measuring individual student performance against the identified concrete learning standards, rather than in relation to the performance of other students.

Our report cards reflect the learning standards as outlined in the Massachusetts State Frameworks, and the national Common Core Curriculum Standards. From the very beginning of the school year, the standards-based report card keeps teachers, parents, and students focused on the desired outcomes for year-end learning goals.

The Norton Public Schools place a strong value on home-school partnerships, and we view the updated report card as an important tool in furthering our shared understanding about student growth in both the academic areas and student responsibility skills, including each child's unique approach to learning.

## Academic Performance Skills Indicators

A standards-based report card uses academic performance indicators that are observable and objective. The standards themselves are actually grade-level, end-of-year benchmarks that specify what each student should know and be able to do at each grade level. They serve as a basis for our curriculum, instruction, and assessments, based upon a child's individual achievement. The following will be used to indicate student performance:

### Grades 1-3: M, P, P/R, N

**M** indicates that the student consistently and independently demonstrates mastery of/proficiency in the grade level standard.

**P** indicates that the student is progressing toward consistent and independent mastery of/proficiency in the grade-level-standard.

**P/R** indicates that a student is beginning to progress toward the grade-level standard, with additional time and support.

**N** indicates that a student is not yet demonstrating progress toward the grade-level standard.

### Grades 4-5: 3, 2, 1

**3** indicates that the student is meeting the grade level standard and independently producing quality work.

**2** indicates that the student is progressing toward the standard and/or producing required grade level work with assistance

**1** indicates that a student is not meeting the standard and not yet able to produce required grade level work

Additionally, in grades 4 and 5 teachers will use "+" or "-" to indicate that the student's performance is either at the higher or lower range of the standard.

## Student Responsibility Skills Indicators

Student responsibility skills provide an essential foundation for life-long learning. The use of these skills helps to create a positive learning climate for all students in our schools, and they are addressed, developed, and supported throughout the Norton Public Schools Curriculum. Letters are used to indicate progress in these areas as follows:

### Grades 1-3

**C - Consistently:** Student consistently meets objective without reminders.

**O – Often:** Student often meets objective with minimal additional assistance.

**S – Sometimes:** Student frequently needs reminders to meet objective.

**R – Rarely:** Student rarely meets objective.

### Grades 4 and 5

**C – Consistently:** Student consistently meets objective without reminders.

**O–Often:** Student often meets objective with minimal additional assistance.

**R - Rarely:** Student rarely meets objective.