

Kindergarten – Grade 5

**Standards-Based
Progress Report**

PARENT GUIDE



Kaukauna Area School District

Tanner Early Learning Center

Electa Quinney Elementary School

Victor Haen Elementary School

River View Middle School

Kaukauna, WI

**How does the standards-based progress report
compare to traditional/letter grade progress reports?**

<u>Standards-based reporting</u>	<u>Traditional reporting</u>
<ul style="list-style-type: none"> • Based on the learning targets/curriculum standards 	<ul style="list-style-type: none"> • Based on averages
<ul style="list-style-type: none"> • Based on consistent standards by grade level 	<ul style="list-style-type: none"> • Based on percentages
<ul style="list-style-type: none"> • Easy to determine what is expected for the end goal 	<ul style="list-style-type: none"> • Difficult to understand what was expected as an end of the year goal
<ul style="list-style-type: none"> • Reports growth over time 	<ul style="list-style-type: none"> • Reports effort/work completion
<ul style="list-style-type: none"> • New grading key: 4, 3, 2, 1 	<ul style="list-style-type: none"> • Traditional grading: A,B,C,D,F

Why use a Standard-Based Progress Report?

While letter grades seem “understandable” to parents, they give only limited information about what the students have learned or can do, are dependent on teacher and parent interpretation, and can be focused only on surface knowledge rather than understanding and application. Considering an “average” to determine the final marking or grade may not be reflective of the final learning. A standards based approach allows teachers to use information from a variety of assessments to evaluate student learning. The information, when shared with parents, gives a more detailed picture of what a child can do.

How does the teacher evaluate student performance?

In standards-based classrooms, the focus is on student performance over multiple opportunities, not simply the grading and averaging of tests and quizzes. Each quarter provides the students with multiple opportunities to practice, attain, and demonstrate proficiency on the Common Core State Standards. Through the identification of clear benchmarks, a student’s knowledge and skills are measured on a continual basis, stretching the student to perform at their highest potential. Teachers collect evidence of student achievement through careful observations, anecdotal notes, performance tasks, quizzes and tests. Teachers record information about student progress frequently and analyze the information to evaluate student progress.

What Does 4, 3, 2, 1 Mean?

It is very important that you do not correlate the 4, 3, 2, 1 as letter grades. Please use the numbers to help you understand what your child knows and is able to do in regards to the learning standards at this time in the year. Not all standards will receive a number score at each quarter. Please note that the standards are year end goals and the intent is based on standards growing in complexity throughout a school year so students and parents should **expect to receive a 2 or 1 early in the year** with the goal to have the number grade earned increase to a 3 by/at the END of the school year.

4-EXCEEDS the end of the year EXPECTATIONS – the student demonstrates superior performance. The student met the end of the year target and shows in-depth understanding of complex concepts and skills and is able to apply their knowledge and skills to develop new understanding and solutions.

3- MEETS the end of the year EXPECTATIONS - the student consistently meets grade-level expectations on standards and shows independent understanding and application of grade-level concepts.

2- INCONSISTLY MEETS (Developing) - the student partially meets grade-level expectations on standards and shows basic understanding and application of the skills and is approaching but has not yet mastered the concept.

1- DOESN'T MEET EXPECTATIONS - the student minimally meets grade-level expectations on standards but continues to need additional supports or explanation to understand the concepts and skills.

NA - NOT ASSESSED AT THIS TIME – indicates that the standard has not been addressed during the reporting period.

This reporting key will be used for Reading, Writing, Language, Speaking and Listening, Math, Social Studies, and Science.

Academic Performance Level for Elementary - 4 Point

Name	Exceeds Expectations	Meets Expectations	Inconsistently Meets	Doesn't meet Expectations	Not assessed at this time
Score	4	3	2	1	NA

Academic Performance Level for Character Development

Name	Strength	Meets Expectations	Needs Improvement
Score	!	+	-

This reporting key will be used for effort in Social Studies, Science, and Character Development.

QUESTIONS FREQUENTLY ASKED BY PARENTS ABOUT STANDARD-BASED PROGRESS REPORTS

Q. What is a Standard-Based progress report?

A. A standard-based progress report lists the most important skills students should learn in each subject at a particular grade level. Instead of overall letter grades, students receive marks that show how well they have mastered the skills and the progress they have made in mastering the skill. The marks will show whether the student exceed expectations (4), meets expectations (3), inconsistently meets expectations/developing (2), or does not meet expectations (1) for each standard assessed.

Q. What are grade level standards?

A. Grade level standards describe what students should know and be able to do in each subject area at each grade level. They help shape the curriculum from one grade to the next.

Q. How is a grade level standard assessed over time?

A. Students are assessed on the grade level standards at each point in time individually. At quarter, the grade reflects the students' proficiency level for that point in time.

Q. How will the needs of Exceptional Students be met with a standards-based progress report?

A. **Your child's IEP is the most accurate representation of your child's learning.** If the student is involved full-time in the general curriculum (with and without accommodations), the student should receive a grade based on the grade level standards. This includes students who are involved in the same grade curricular standards but are expected to achieve different levels of depth. Accommodations do not change what is taught.

Q. What will this do for my child?

A. Your child knows what is expected in his/her learning. Teachers across the grade level have a common understanding of what each child should know and be able to do at each grade level. You can see the expectations and provide support at home.

Q. Will this progress report be reviewed at the end of the first year? How do I provide feedback?

A. Yes, feedback from parents, teachers, and administrators is a very important part of this process. Adjustments may be made after this first year. Please share any concerns or issues in writing with the building principal. Your input is welcome and appreciated.

Q. Some think it is impossible to earn a Level 4? Is it possible to achieve a Level 4?

A. Yes it is. However, a level 4 indicates performance that is **consistently** above performance expected for that point in the school year. Level 4 work shows depth application, connection, and extension, or acceleration beyond the targeted goals.