

Jonathan Alder Local Schools Elementary Report Card Update 2016-2017

The Kindergarten through Fourth Grade report cards will have a new look in the 2016-2017 school year. The Standards-Based Report Card's purpose is to communicate to parents and guardians the achievement status of their child. Reporting student progress is an essential part of the communication and partnership process between home and school. The new report card will communicate specific expectations of students' learning on Ohio's Learning Standards.

The new report card will use a scale that communicates specifically what a student has learned, achieved, and to what degree. This is similar to the past Kindergarten through Second Grade report cards. The new scale will communicate if the student is Meeting, Progressing, Exceeding, or *not* meeting the Ohio Learning Standards. Teachers and administrators from both Plain City and Monroe Elementary schools collaborated to determine the essential standards by grade level and how to best communicate students' learning.

Frequently Asked Questions about Standards Based Report Cards

1. What is Standards-Based grade reporting?

Standards-based grading is designed to inform parents about their child's progress towards achieving specific learning standards. Ohio's Learning Standards establish high and challenging performance expectations for all students. They describe what a student should know and be able to do and serve as the basis for Jonathan Alder's curriculum, instruction, and assessment model.

2. Why are we changing the report card?

The report card was changed at the urging of teachers in order to provide more information to parents. On a traditional report card, students receive one grade for reading, math, science, etc. On the new report card each of the subject areas will be expanded with a list of skills and knowledge students are responsible for learning. Students receive a separate mark for each standard.

3. How does the Standards-Based report card compare to the traditional letter grade system?

Standards-based reporting is different than traditional letter grade reporting. Letter or numerical grades are often calculated by combining how well the student met a teacher's expectations, how the student performed on assignments and tests, how much effort the teacher believes the student put in and how the student is doing in comparison to classmates. Letter or numeral grades do not tell parents which skills their child has mastered or where he or she is working at grade level. The Standards-Based report card measures how well an individual student is doing in relation to the grade level standards, not the work of other students. This will give parents a better understanding of their child's strengths and weakness and encourage all students to do their best.





4. Why not have a Standards-Based as an additional reporting component to the traditional report card?

Traditional grading for elementary students does not communicate to parents what the teachers want them to know about their child's strengths and weaknesses. Elementary school is based on a development model where learning is valued as a process. Traditional letter and numerical grades and Standards-Based rubrics do not assess in the same way and therefore are not compatible to one another.

5. Will there be a scale for the new report card?

There is not a scale but the following language will be used on the report card:

M = Meets Standard: Student consistently meets the standard and demonstrates a level of understanding typically expected. It indicates the student has reached a level performance expected of grade level students for that standard with consistency, accuracy, independence, and quality.

P = Progressing: Student performance is progressing toward the grade level standard and may require support, monitoring, and/or assistance.

N = Not Meeting Standard: Student is still acquiring pre-requisite skills in order to understand the content and/or apply the skills of the grade level standard. Student needs additional adult assistance, increased time, smaller chunks of learning, and/or alternative strategies for gaining foundational standards that will lead to the grade level standards.

E = Exceeds Standard: Student consistently demonstrates and understands above grade level skills and concepts. If a student earns an E, instruction will offer more levels of challenge for the student to apply the standard and will provide more in-depth and critical thinking in the area of that standard.

6. My child has an IEP. How will he or she be assessed?

There are modifications and accommodations in your child's IEP to support his or her progress on grade level standards as assessed on the new report card.

7. Does this new report card place more emphasis on daily interactions between the teacher and the student as opposed to standardized scores?

Neither traditional nor standards-based report cards rely solely on standardized test scores. A major characteristic of elementary assessments has always been the daily interaction throughout the process of learning. The new report cards provide an opportunity for better communication on the continuum of learning.

8. How do parents explain the marks to their children?

It is important that parents and teachers have honest conversations with students. Some concepts and skills are more difficult to grasp than others, but given time and motivation, students can strive to challenge themselves. Attitudes are contagious and it is important that the adults involved convey to the child that learning is a process that needs to be respected. A progressing score while learning a new skill or concept is appropriate. Meeting the standard is to be celebrated. A mark of exceeding the standard indicates a strength and the child is receiving above grade level instruction.