

# Parents Guide to the Standards Based Report Card

## ***What is a Standards Based report card?***

A standards based report card is one that provides a clear and accurate description of (1) each child's progress related to the Pennsylvania Common Core Standards established by the PA Department of Education, (2) academic performance relative to Kiski Area School District's curricular benchmarks, and (3) a student's demonstration of the characteristics of a successful learner.

## ***What are Standards?***

The PA Department of Education (PDE) has mandated a standards based educational system. Standards are specific learning goals applied to all students which contain consistent targets for students to meet. Standards provide a focus for aligning curriculum, instruction and assessment. They are the general categories that organize knowledge within a content area. Both the PA Core Standards and the district curriculum are reflected on the report cards.

## ***What indicators are used and what do they mean?***

For the skills assessed under "*Characteristics of a Successful Learner*" and for the skills assessed under "*Language Arts and Mathematics*" the following indicators will appear:

## Achievement & Growth Indicators

**EE = Exceeding Expectations:** Student can *perform* and *apply* this skill independently on or above grade level expectations.

**ME = Meeting Expectations:** Student can perform this skill independently at grade level with minimal mistakes.

**AE = Approaching Expectations:** Student can perform this skill with teacher guidance at grade level.

**BE = Below Expectations:** Student can perform this skill only with significant teacher guidance and support.

### ***What information does the report card contain?***

The report card will have specific learning targets within academic content areas for each grading period. These statements will describe what students should know and be able to do at their grade level during the particular grading period. The report card will also contain information regarding attendance and progress that a child makes towards developing the characteristics of successful learners.

### ***What is the section called "Characteristics of a Successful Learner"?***

In order to be a successful learner, students must develop the skills and behaviors that help them succeed within the classroom. Teachers model and reinforce these skills daily emphasizing the importance of acquiring these behaviors in order for students to become a successful learner. Teachers evaluate those skills on the report card with the qualifiers **EE** (Exceeding Expectations), **ME** (Meeting Expectations), **AE** (Approaching Expectations), or **BE** (Below Expectations). Along with content knowledge and skill, this is an important area for parents and children to discuss at home as students work to develop these skills to become a successful learner.

### ***How does a teacher evaluate a child's performance?***

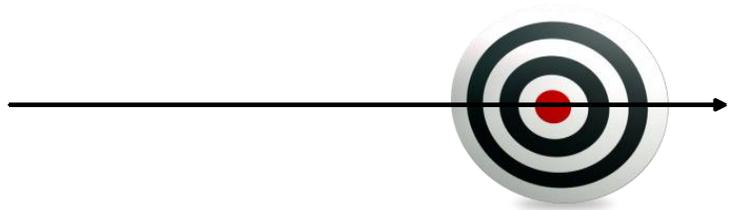
In a standards based classroom, the focus is on a student's performance over multiple opportunities, not simply the grading and averaging of tests and quizzes. Each grading period provides students multiple opportunities to rehearse, attain, and meet grade level expectations for the Kiski Area School District grade level benchmarks. Through the identification of clear targets, a student's knowledge and skills are measured on a continual basis, stretching students to perform at their highest level of potential. Teachers collect evidence of a child's achievement through careful observations, the examination of the student's work, discussions, projects, performance tasks, quizzes, and tests. Teachers record information about each child's progress on a frequent basis, analyze and compile that information, and finally use the data to evaluate each child's progress toward their learning targets.

### ***Why are letter grades not used on our report card?***

In a standards based learning environment, the emphasis is on learning and continual progress. In order for each child to develop a clear sense of what they currently know and what they still need to know, the child needs to be aware of how he or she is doing in specific areas within the curriculum. A letter or percentage grade merely tells the student and parent how he or she performed on average in a broad area such as reading or math, but typically does not provide the sort of feedback that fosters mastery learning or the intrinsic motivation to learn and to grow in the specific skill area. A performance level qualifier (EE, ME, AE, BE) following each skill will best provide specific information about how well the student has mastered that particular skill during the specific grading period.

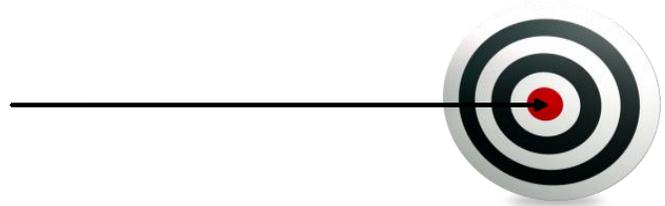
### **Exceeding Expectations (EE)**

Student can perform and apply this skill independently on or above grade level expectations.



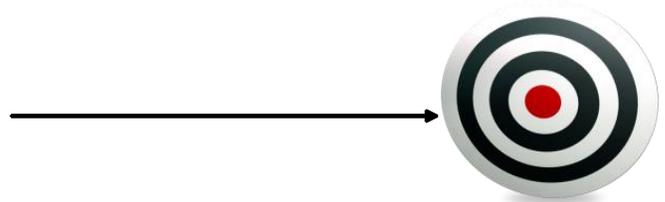
### **Meeting Expectations (ME)**

Student can perform this skill independently at grade level with minimal mistakes.



### **Approaching Expectations (AE)**

Student can perform this skill with teacher guidance at grade level.



### **Below Expectations (BE)**

Student can perform this skill only with significant teacher guidance and support.

