What is a Standards Based Report Card? A standards-based report card is designed to clearly communicate student progress on district standards and benchmarks focusing on what is most important for students to know, understand, and be able to do in each subject area and grade level.

What are standards and benchmarks? Standards and benchmarks describe the essential knowledge and skills that are taught and define what students are expected to learn. They are written for each grade level and build upon each other from grade to grade. Union #38 District curriculum standards reflect standards identified in the Massachusetts Curriculum Frameworks.

✔ Standards Based Grading: In a standards-based grading system the specific concepts, understandings, and skills that students are expected to learn in each subject are assessed. Instead of receiving a single grade for an entire subject such as mathematics, students’ proficiency on specific skills is measured and reported as follows:

- M: Meets grade level expectations
- Ap: Approaching grade level expectations
- Bg: Beginning to approach grade level expectations

The report card contains standards for the entire academic year. Not all standards are taught or assessed each term. An asterisk * indicates standards not yet assessed.

How is student achievement measured? Teachers use a variety of assessment tools and strategies, including observation of daily class work, to measure student progress and guide instruction to support learning. Following is a list of some of the assessment tools used:

📚 Reading: Student achievement in reading is measured through student performance on classroom reading assignments and through performance on a variety of assessments including:

- Fountas and Pinnell Benchmark Assessment: Individually administered reading assessment used to determine a student’s instructional reading level.
  - Reading Text Levels By Grade
  - Descriptions of text levels

Find good books your child can read. Provided by the best children’s books.org

More Books by Reading Level. Posted by Middle Country Public Library

- NWEA MAP: This is a standardized computer based reading assessment administered twice a year in grades 3 - 6. MAP provides a comparison of a student’s reading level to peers at a national level.
  - What is MAP testing?

✍️ Writing: Student progress in writing is assessed on classroom based written assignments. In addition, students in K - 6 participate in a more formal assessment of writing at the beginning and end of each writing unit of study.

- On Demand Assessments: Students demonstrate their writing development through responding to a specific writing prompt at the beginning and end of each writing unit. Teachers assess students’ writing and growth using grade and genre specific rubrics developed by Teachers’ College Reading and Writing Project. Sample Rubric For Scoring Writing

Students are taught to evaluate their own writing using checklists: Sample Student Writing Checklist

PK - 6 Continuum of writing skills. Specific writing skills in various genres are on a continuum from PK - 6

✍️ Progression of Writing Skills PK - 6 by Grade Level and Genre:

- Narrative Writing
- Informational Writing
- Opinion/Argument Writing

🔍 Spelling: Student spelling is evaluated based on students’ demonstration of spelling skills in written class assignments. In addition, teachers use a standardized measure called the Words Their Way Spelling Inventory a brief but accurate assessment of students’ knowledge of letter sound relationships. Word are ordered by difficulty to sample features of print.

- Five Stages of Spelling Development: The stages of spelling development are; Emergent, Letter Name-Alphabetic Spelling, Within Word Pattern, Syllables and Affixes, and Derivational Relations. These stages describe students’ spelling behavior as they move from one level of word knowledge to the next.

Spelling stages by Grade

Explanation of Stages of Spelling Development
Many learning standards cannot be exceeded.

Consistency and Clarity:

- problem-solving strategies, or other skills the student is expected to show during a particular marking period.

Meeting expectations is like hitting a bulls-eye on a target. An M means that the student has achieved the learning goal. A student who earns a mark of M has demonstrated conceptual understanding, problem-solving strategies, or other skills the student is expected to show during a particular marking period.

**Consistency and Clarity:** A clear definition of the competencies required for a student to meet grade level expectation for each standard provides a consistent measure for all teachers and students.

**Many learning standards cannot be exceeded.** Here are some examples:

- Solves subtraction problems within 100. (Subtracting numbers larger than 100 is a different standard.)
- Uses punctuation and capitalization accurately. (Capitalization and punctuation are either accurate or not accurate.)
- Identifies and compares the values of all U.S. coins. (A quarter is 25 cents and is therefore worth more than a dime, which is 10 cents. The student either knows the value of coins and understands how to compare their value or has not yet met this standard.)
- Identifies upper and lower case letters. (There is no way to identify more letters than 26 upper and 26 lower case letters.).
- Demonstrates understanding of the relationship between absolute and relative location. (The absolute location of St. Louis is 38°43’ North 90°14’ West. Its relative location is in eastern...
Missouri, on the west bank of the Mississippi River. This is a concept that a student either understands or has not yet learned.

- Uses classroom materials and tools as expected. (A student who uses pencils to write, rulers to measure, and computers to complete an assigned task meets the standard. There is no way to exceed this expectation)

**Why can’t M+ be used to show depth of thinking?**

Depth of thinking skills are their own standards in our curriculum and all students are expected to achieve them. Here are two examples from our curriculum:

- Constructs viable arguments and evaluates the reasoning of others
- Applies critical thinking skills when solving problems

**Will students lose motivation without an “exceeds the standard” type of grade?**

A central goal in our district is to develop students’ intrinsic motivation for learning. Eliminating M+ focuses teachers and students on the learning rather than on the grade.