

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" on a project, this means that he or she has not met the standard **yet** for this assignment.

Standards: 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 report card will be distributed three times a year. There will be two parent conferences on the scheduled Early Release Dismissal days in October and March.

How will the performance ratings of 1-4 or C, O, S, R be determined? Student's ability to meet the learning standards will be determined by both their oral and written work. For each standard, common assessments and rubrics have been developed to help teachers identify a child's progress towards meeting the standard.

Are there different standards for students on Individualized Education Plans? The standards for all students are the same; however, accommodations or modifications that enable students to meet the standards may be part of an Individual Education Plan and will be addressed in the IEP Progress Reports.

Parent/Guardian Guide

Elementary Standards-Based



Report Card

Walpole Public Schools

135 School Street

Walpole, Massachusetts 02081

Standards- Based Report Card Overview

A standards- based report card communicates student progress toward meeting end of the year learning standards. Teachers assess student performance against these learning standards, which are specific and observable grade-level skills articulated in the Walpole 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 Walpole 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 Standards Indicators

A standards-based report card uses academic performance indicators that are observable and objective. The standards themselves are grade level, end of the 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. At the beginning of the year, it is expected that students would earn "1" or "2" on many standards as they are initially working on these standards.

The following rubric is used to indicate academic performance:

4: The student consistently applies and extends key concepts and processes.

3: The student consistently demonstrates proficiency in the grade level standard.

2: The student **is progressing toward** meeting the grade level standard.

1: The student is beginning to meet the grade level standard with assistance.

* Indicates that 3 is the highest achievable level

N/A Introduced but not assessed in this term

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 environment for all students in our schools, and they are introduced, developed, and supported throughout the Walpole Public Schools Curriculum. Letters are used to indicate progress in these areas as follows:

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 objectives.

R- Rarely: Student rarely meets objectives