

East Providence School District

September 2015

Dear Parents and Guardians:

RE: STANDARDS-BASED REPORT CARDS

The East Providence School District is proud to introduce Standards-Based report cards for Grades K-5 this school year 2015-2016. The change to a Standards-Based report card comes from the belief that our previous report card did not fully communicate what students are expected to know and be able to do as set forth in the state standards, the Common Core State Standards. This new report card will benefit students, teachers and parents/guardians.

It will allow students to be more aware of what is expected of them. It will provide parents with a more detailed outline of the expectations in each of the major academic areas. We believe that your understanding of what is expected of your child and how well he or she is progressing towards the goals at his or her grade level is very important. We look forward to working together to provide your child with the knowledge and tools to be successful and to reach his or her fullest potential.

1. What is Standards-Based grade reporting? A Standards-Based grade reporting system is designed to inform parents about their child's progress towards achieving specific learning standards. The state standards establish high and challenging performance expectations for all students. They describe what students should know and be able to do, and serve as the basis for the East Providence curriculum, instruction and assessment systems.

2. Why was the report card changed to the Standards-Based report card? The report card was changed to provide more information to parents about student progress on the new state standards. New standards mean we need a new report card. On a traditional report card, students receive one grade for reading, one for math, one for science and so on. In this report card, students receive a separate score for each indicator in a Standards-based system.

3. What is the purpose of the Standards-Based report card? The purpose of the Standards-Based report card is to provide feedback that is more detailed to parents regarding the progress their children are making towards specific indicators at each grade level. This report card allows parents and students to understand more clearly what is expected at each grade level. With this understanding, parents will be better able to guide and support their child helping him/her to be successful.

4. How does the Standards-Based report card compare to the traditional letter grade system? 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. This will give parents a better understanding of their child's strengths and weaknesses and encourage all students to do their best.

5. How can your child Exceed the Standards? Another change for students is understanding the concept of Exceeding the Standard. Exceeding is not the equivalent of an A on a traditional report card, instead it shows proficiency at the next grade level. Performance is characterized by the ability to apply above grade level skills with accuracy, independence, and a high level of quality consistent with the next grade level's standards.

6. Won't the entire grade level receive the same grades, mostly Approaching the Standard and Meets the Standard? Learning is a process and it should be expected that repeated exposure and experience are necessary to gain ownership of new skills and strategies. An assessment score of Approaching the Standard indicates the student is progressing toward the standard. Once a student demonstrates thorough understanding of concepts and skills with a

performance characterized by the ability to apply skills with accuracy and quality, he or she would receive a Meets the Standard. This move toward proficiency is student specific and can occur at any time. *Marks will be given in accordance with the scope and sequence of the taught curriculum. As standards are taught, they will be assessed and reported on.*

7. 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 a Standards-Based report card. In addition to the report card, which provides how your child is progressing toward grade level standard, you will also receive progress reports, which explain how your child is progressing toward their IEP goal.

8. How will English language learners (ELLs) be graded with the new report card?

Students who are in the process of acquiring the English language will also need to have their progress in meeting the standards documented and communicated to the families. Therefore ELLs will also be graded same as all other students. However, in addition, ELLs will also receive an ELL progress report which will show their level of English language development. In this way parents will be able to compare their child’s level of English Language development (ranging in levels 1-6) to their performance on meeting the standards. For example if a student is at a lower level of English language proficiency (levels 1 and 2) it would not be unlikely that he or she would also be below in achieving the standards since that student is in the process of acquiring language. However, if a student is at an intermediate (levels 3-4) or high (4-5) and still receiving below in achieving the standard, that would be reason for concern. In this way we can monitor when a student is not achieving the standard due to a lack of English language proficiency and when the student has enough language to be able to achieve the standards.

9. What are Mathematical Practices? Mathematical practices reflect the most advanced and innovative thinking on how all students should interact with mathematics content to master essential skills and concepts. Indicators will be given a check (x) if there is need for improvement in that area.

Mathematical Practices (As stated in the CCSS and Report Card)	Mathematical Practices (Student Friendly Language)
Makes sense of problems and perseveres in solving them	I solve problems without giving up
Reasons abstractly and quantitatively	I know how to think about words and numbers to solve problems
Constructs viable arguments and critiques the reasoning of others	I explain my thinking and ask questions to understand other people’s thinking
Models with mathematics	I use math models (diagram, graph, table etc.)to show my work and solve problems in many ways
Uses appropriate tools strategically	I choose the correct math tools and explain why I used them
Attends to precision	I am careful about what I write and say so my ideas about math are clear
Looks for and makes use of structure	I use what I know to solve new problems
Looks for and expresses regularity in repeated reasoning	I look for rules and patterns to help me solve problems

Sincerely, **District Report Card Committee**