



Today's report cards in Kindergarten through the Fifth Grade may look nothing like the one you received as a student. Linking report cards to state standards is a very helpful way to inform our parents about their child's progress in the early years of formal schooling.

Standards-based report cards provide more consistency between teachers than traditional report cards because all students are evaluated on the same grade-appropriate skills. A standards-based report card uses grading practices that support student learning.

For more information, please go to www.silverhillcharterschool.org. In the Menu search Standards-Based Report Cards.

Frequently Asked Questions

Q: What is a standards-based report card?

A: A standards-based report card lists the most important skills/concepts students should learn in each subject at a particular grade level.

Q: What is a standard?

A: A standard tells us what students should know and be able to do. Under the new accountability system there will be two types of standards; readiness standards and supporting standards. Readiness standards are critical because they are the skills that must be mastered to ensure a student is ready for rigor of instruction at the next grade level.

Observations Work Samples
Group Discussions Quizzes and Tests
Anecdotal Records Performances
Interviews Graphic Organizers
Journals Performance Tasks
Reports Projects

Q: How will student achievement on each standard be assessed?

A: Student achievement can be assessed in a variety of formal and informational methods:

Q: How will student achievement be reported?

A: A standards-based report card clearly communicates student progress toward mastery of each standard using a score of 4=95-100% **of the time**-The student is consistently above grade level standards.

The student consistently and independently demonstrates mastery of understanding of basic concepts and skills. Performance is characterized by ability to apply the skills with accuracy, quality, independence, and consistency. 3= 80-95% **of the time**- The student is meeting grade level standards.

The student demonstrates thorough understanding of basic ability to apply the skills with accuracy, quality, and independence.

2= 70-79% **of the time** – The student is making progress towards grade level standards.

The student is progressing towards an understanding of basic concepts and skills. Performance is characterized by the ability to apply skills with increasing success.

1= 69% **of the time** or less- The student is making minimum progress towards grade level standards.

Q: How does the standards-based report card compare to the traditional report card?

A: Traditional report cards use grades, which can reflect student effort and teacher expectations. The standards-based report card indicates mastery of the grade level standards as set forth by the Massachusetts Curriculum Frameworks incorporating the Common Core. Social behaviors are reported separately. The curriculum (what we teach), the instruction (how we teach), and the assessment are all aligned to the standards.

Q: Will the standards-based scoring be comparable to the traditional report card?

A: Grades on the traditional report cards and proficiency levels on standards-based report cards are not comparable. Standards-based report cards are based on content standards.

Q: Why are we using a standards-based report card?

A: The traditional system may be based somewhat upon what a student actually knows, but can also be mixed with behavior, work habits, attitude, punctuality, and other factors. A standards-based report card gives specific information concerning a student's level of proficiency on a given standard.

Q: Are progress reports used along with standards-based report cards?

A: No. Students receive proficiency level indicators that report student progress toward meeting content and performance standards three times a year. Benchmarks for each of the trimester marking periods are used to determine if the student is progressing toward the end-of-year standards.