

# F. A. Q.s

Frequently Asked Questions

## What are state standards?

Every state has adopted its own list of the skills that students should learn at each grade level from kindergarten through high school. These lists are the state content and learning standards. Teachers are responsible for teaching the skills for their students' grade level, although standards do not say how teachers should teach. For more information about curriculum frameworks, you may wish to visit the Massachusetts' Department of Elementary and Secondary Education at <http://www.doe.mass.edu>

## What is a standards-based report card?

A standards-based report card lists the most important skills students should learn in each subject at a particular grade level. For example, in writing, a second-grade report card might list these skills:

- Writes in complete sentences
- Uses capital letters, periods, question marks and quotation marks correctly
- Uses the writing process (prewriting, first draft, revision, and final draft)
- Writes a friendly letter with a greeting, body and conclusion
- Knows the purpose and use of a dictionary, thesaurus and atlas

## How is my child graded?

Instead of letter grades, students receive marks that show how well they have mastered the skills. The marks might show whether the student exceeds, meets, is working towards, or below for each standard. The numbers also reflect what is being taught in class. Students usually get separate marks for effort and work habits, which are important for parents to keep tabs on even if these characteristics aren't included in the assessment of the student's academic skills.

### REPORT CARD GRADING RUBRIC

- 4 EXCEEDS STANDARD
- 3 MEETS STANDARD
- 2 WORKING TOWARDS STANDARD
- 1. BELOW STANDARD

## Is the 4 the same as an A?

No. The numbers cannot and should not be matched to letter grades. The number grade gives a more detailed description of how your child is moving towards meeting a standard set for all students at a particular grade. The numbers will also indicate that the teaching and learning of the standard is ongoing.

An example: A child is expected, by the end of grade 1 to "name, write and use numerals to 200." However, a child as only been taught to 100 and is doing well working at this skill at the time the report card is issued, then a 2 would be issued. This example illustrates that a child is on track for succeeding at mastering the standard by the end of the school year.

## What if my child receives all 2's, does this mean he/she is failing

No. Standards based report cards are not about failing and passing. The 2's show that a child is working towards mastery. Teachers will be providing a combination of instruction in the core curriculum, individualized, and differentiated support to facilitate a child's progress towards mastery.

BROCKTON PUBLIC SCHOOLS



Brockton Public Schools

Matthew H. Malone, Ph.D., Superintendent of Schools

## BROCKTON PUBLIC SCHOOLS INTRODUCES STANDARDS BASED REPORT CARDS

**.ANNOUNCING!**

The Brockton Public Schools is proud to announce standards based report cards for kindergarten – grade 5! The new report card will be used for the first time at the upcoming November parent/teacher conferences. The report cards reflect what children are expected to learn and how they are progressing towards those learning goals (standards). For the first time, the Brockton Public Schools have report cards that are specific to each grade and each grade's standards.

The development of the report cards took several years and went through numerous drafts before the final draft was created. The process began in 2006 when a committee was established to examine the current grading and reporting practices.

The questions that were asked:

- \*Does the report card reflect our expectations for student learning?
- \*Does the report card reflect what is being taught?
- \*Is the report card specific to grade level standards?

The committee agreed that the report card did not answer the questions and needed updating and revision. A working draft was completed by September 2008 and presented to the school committee for comment and review. The school committee agreed that the report card should be introduced as a pilot during the 2008-2009 school year and suggested that parents, teachers and students give their input. The final draft reflects the comments and suggestions made by parents, teachers and students!

If you have any questions about your child's report card your child's teacher or the building principal is your best source for information and explanation. Should you have further questions or wish to comment on the topic of standards based report cards, please visit (after November 23) [bpsma.org](http://bpsma.org) and click on the report card link. Reports cards will be reviewed yearly to reflect revisions to the state frameworks or changes in district curricula.

## Why Do We Need A New Report Card?

One of the most frequently asked questions when changing from a traditional grading system to a standards/performance based reporting system is: Why do we need a new report card?

- \*The new report card will be aligned to state standards.
- \*The new report card has been designed to reflect student performance and what a child knows and is able to do.

- \*The new report card provides results based on learning with an emphasis on the growth of your child.
- \*The new report card is unique to the grade and standards of that grade.
- \*The new report card addresses developmental knowledge and skills over time.

# Previous Report Card

Progress reports are issued quarterly: at parent-teacher conferences in November and April and by reports sent home in January and June. Progress indicated takes into consideration achievement, demonstrated ability, and current program placement.					LETTER GRADE KEY		PROGRESS INDICATORS				
					A = SUPERIOR PROGRESS				++ STRENGTH		
					B = VERY GOOD PROGRESS				✓ SATISFACTORY		
					C = SATISFACTORY PROGRESS				-- WEAKNESS		
					D = MINIMALLY ACCEPTABLE						
					F = UNSATISFACTORY						
		Quarter					Quarter				
		1	2	3	4			1	2	3	4
<b>READING</b>	Level	<b>GRADE</b>				<b>MATHEMATICS</b>	Level	<b>GRADE</b>			
	Effort						Effort				
	Uses word attack skills .....						Uses numbers, symbols & terms correctly				
	Retains learned vocabulary .....						Understands concepts .....				
	Comprehends what is read .....						Knows number facts .....				
	Reads during free time .....						Computes accurately .....				
	Completes assigned work .....						Solves word problems .....				
							Knows & uses units of measure				
							Completes assigned work .....				
<b>LANGUAGE</b>		<b>GRADE</b>				<b>SCIENCE</b>		<b>GRADE</b>			
	Effort						Effort				
	Expresses self orally .....					<b>SOCIAL STUDIES</b>		<b>GRADE</b>			
	Uses language skills in written work ...						Effort				
	Expresses self in written form .....					<b>HEALTH EDUCATION</b>		<b>GRADE</b>			
	Completes assigned work .....						Effort				
<b>SPELLING</b>	Level	<b>GRADE</b>				<b>ART</b>		<b>GRADE</b>			
	Effort						Effort				
	Learns assigned spelling words .....					<b>MUSIC</b>		<b>GRADE</b>			
	Spells correctly in written work .....						Effort				
<b>HANDWRITING</b>		<b>GRADE</b>				<b>PHYSICAL EDUCATION</b>		<b>GRADE</b>			
	Effort						Effort				
	Writes correctly in directed lessons ....										
	Applies skills in daily work .....										

This side by side comparison illustrates how the standards-based report card gives you more detailed information about how your child is doing in each subject.

You can use this information to help your child. Choose a skill you're concerned about and ask the teacher how you can help your child with it at home.

You can also ask the teacher what he can do to help your child at school.

Teacher:	English/Language Arts			
<b>Phonics</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Applies understanding of letter sound patterns to decode new words				
Reads multi-syllabic words				
Reads compound words, contractions, possessives, inflectional endings (ed, es, ing)				
<b>Comprehension</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Identifies plot				
Identifies setting				
Identifies characters				
Accurately answers questions about main character, setting & events				
Accurately answers what-if, why & how questions				
Makes & confirms predictions based on information from the story				
Distinguishes main idea from details				
Distinguishes fact from opinion				
Distinguishes cause from effect				
Uses text features to aid understanding (title, headings, captions, table of contents)				
Retells story in correct sequence				
Identifies common forms of literature (poetry, prose, fiction, non-fiction)				
<b>Vocabulary</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Identifies and correctly uses words with multiple meanings				
Learns and uses unfamiliar words that are introduced in stories & text				
Understands & explains common synonyms & antonyms				
<b>Fluency</b>				
Reads accurately with appropriate phrasing				
Reads with expression				
Read high frequency words quickly & accurately				
<b>Writing</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Uses correct sentence structure and grammar				
Applies capitalization and punctuation correctly				
Organizes ideas appropriately in paragraph form				
Learns, retains & uses assigned spelling words				
Uses correct letter formation and spacing				

This is an example of a grade 2 report card.

Student Progress Indicators  
 4 EXCEEDS STANDARD  
 Shows and in-depth knowledge and understanding of concepts and skills. Applies skills with consistent accuracy, quality and independence. :  
 3 MEETS STANDARD  
 . Shows sufficient knowledge and understanding of concepts and skills. Applies skills with consistent accuracy with occasional support. -  
 2 WORKING TOWARDS STANDARD  
 Shows some knowledge and understanding of concepts and skills..Making progress towards standards with support and guidance--  
 1. BELOW STANDARD  
 Shows little knowledge and understanding of concepts and skills.  
 Required considerable support and guidance to access standards.  
 N/A STANDARD NOT EVALUATED ,

Teacher:	Math			
<b>Math facts &amp; Computation</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Knows & uses addition & subtraction facts 0-20				
Accurately & efficiently adds 3-digit numbers				
Accurately & efficiently subtracts 3-digit numbers				
<b>Number Sense</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Names & writes numbers and identifies place values of ones, tens, and hundreds up to 1000				
Identifies the value of coins and bills				
Finds the value of a group of coins and writes that amount				
Knows & uses common fractions (1/2, 1/3, 1/4)				
Solves addition & subtraction problems using pictures, numbers, words & number sentences				
<b>Patterns &amp; Algebra</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Identifies different patterns using numbers, shapes, sizes, letters & visuals.				
Skip counts by 2's, 5's, & 10's with different starting numbers				
<b>Geometry</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Identifies, draws & describes two-dimensional shapes				
Recognizes congruent shapes				
<b>Measurement</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Identifies dates on a calendar				
Tells time to the nearest quarter-hour using an analog & digital clock				
Measures & compares objects using standard units of measure				
<b>Data Analysis</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
Creates & interprets tallies, charts, tables, bar graphs & pictographs				

## Standards/Performance Based Report Cards

Visit the Brockton Public Schools website at [bpsma.org](http://bpsma.org) and click on the report card link to review the report cards.