

MARLBOROUGH PUBLIC SCHOOLS

K-4 Standards-Based Report Card (SBRC)

Pilot Implementation 2012-2013

Information Guide for Parents/Guardians

We are excited to introduce the implementation of our new pilot K-4 Standards-Based Report Cards. They were created by a committee of teachers and administrators representing kindergarten through grade 4. The district's systems administrator, Elaine Braun-Keller, provided technology support and vision throughout the process. All teachers and administrators had the opportunity to review the reporting tool and provide feedback. Feedback will continue to be sought throughout the year from teachers, administrators, and parents in order to determine any necessary revisions.

What are some benefits of this new reporting tool?

- Teachers will clearly communicate each student's progress toward meeting end-of-year learning standards in the new Massachusetts Curriculum Framework and Common Core State Standards (CCSS) using grade-level benchmark assessments (tests administered throughout the school year that give immediate feedback on each student's progress with standards).
- Parents/guardians will be provided with a more detailed outline of the expectations in each academic and behavioral area and how they can help their child be successful.
- Students will better understand what is expected of them.

What are the components of standards-based education?

- **Standards:** Content standards outlined by the CCSS are included. These standards define what students should know and be able to do at each grade level.
- **Curriculum:** The curriculum is what is being taught, and the instruction is how the curriculum is taught. Curriculum maps aligned with the CCSS guide teachers in ensuring that their instruction targets the specific standards.
- **Assessments:** The assessments measure an individual student's specific and observable grade-level skills (what the student is able to do). They show whether or not a student is on target to meeting the end-of-year standard.
- **Report Card:** A reporting tool accurately communicates a student's progress toward meeting the standards during the school year.

The rubrics below define specific criteria for determining progress toward mastery of the standard.

The academic standards on the report card define what students should understand and be able to do by the end of each grade.

Academic Rubric:

4	3	2	1
Student demonstrates a thorough understanding of the standard by consistently and independently applying skills with accuracy and quality.	Student demonstrates an understanding of the standard by accurately applying skills with minimal support.	Student demonstrates a basic understanding of the standard by applying skills with moderate support.	Student demonstrates a beginning understanding and application of the standard through continuous support.

The behaviors and skills on the report card support lifelong learning and include following rules and routines, demonstrating good work habits, contributing to a positive learning environment, and focusing on learning.

Behaviors & Skills Rubric:

4	3	2	1
Student independently and consistently demonstrates the skills that meet grade level expectations.	Student benefits from occasional reminders in order to meet grade level expectations.	Student benefits from frequent reminders and support in order to meet grade level expectations.	Student requires continuous teacher support to demonstrate the skills in order to meet grade level expectations.

Please note...

- Multiple modes of demonstration are used to determine learning and progress toward mastery of the standards.
- A student’s performance is not measured in relation to the performance of other students.
- N/A will be used if a standard is not addressed during a specific term.
- Advanced competencies will be addressed in the comment areas.
- Areas of focus or concern will be addressed in the comment areas.
- For the most part, the standards build upon each other at each grade level.
- If a student meets the grade-level standard before the end of the year, the teacher will provide instruction that involves more complex problems, challenging application, and critical thinking within the standard.
- If a student does not meet the grade-level expectation by the end of the year, the teacher at the next grade level will provide instruction that meets the needs of that student.

How frequently will report cards be distributed?

- February 6 and last day of school in June – Kindergarten
- December 12, March 27, and last day of school in June – Grades 1-4

Further explanation of key features and terms will be sent home with the report cards.