

## Chautauqua Elementary K-5 Standards-Based Report Card Overview

**Chautauqua Elementary School** is proud to introduce the pilot implementation of our newly revised report card. Over the course of 2016-2017, teachers, curriculum leaders, and administrators have worked diligently to develop our knowledge and skills in creating a tool that effectively communicates with you regarding your child's progress towards achieving standards.

Several key features we wish to highlight are as follows:

- A standards based approach to reporting student progress, offers students clear learning targets and guides teachers with proficiency levels for student performance expectations. Scores (4, 3, 2, 1) are earned on assignments, assessments and class work to show where students are in relation to the standard and/or expectation.
- Students receive marks that show progress towards **end-of-year expectations**. If your child is meeting the expectations outlined in these standards, he or she will be well-prepared for the next grade.
- Mastery of each expectation is a score of 3 or higher.
- There will continue to be three marking periods for the standards-based report card.
- Designated family engagement time at curriculum night, fall and spring conferences, and tri-semester reports on student progress, with the June report card serving as the summative (final) report on student progress towards meeting grade level standards.

Curriculum Night	Fall Conferences	End of Fall Student Progress Report	End of Winter Student Progress Report	Spring Conference	End of Spring (Final) Summative Report Card
Sept 27	Oct. 26/27	Dec. 4	March 19	March 22/23	June 26

### Understanding Standards Based Grading

What exactly is a standards-based report card?

A standards-based report card is designed to assess student performance against a specific and observable set of grade level skills. Most importantly, a standards-based system measures each student against the identified, concrete standard, instead of measuring how the student performs compared to other students. This type of reporting instrument keeps teachers, parents, and students themselves focused on the desired outcomes for "year end" learning goals from the very beginning of the year. Our aim in moving to a standards-based report card is to be clearer and more specific about what all students need to know and be able to do at each grade level, in both the academic and pro-social, life skill expectations and standards.

Washington State adopted new K-12 State Learning Standards for **English Language Arts** and **Mathematics** in 2011 (Common Core State Standards); and for **Science** in 2013 (Next Generation Science Standards). These frameworks were used to create our report card across the content areas. The Chautauqua Elementary School Report Card aims to best reflect what students need to know, understand, and be able to do by the end of a given academic year.

Why do all three marking periods focus on end-of-year-standards?

Focusing on end of year standards lets parents know what skills students are working on during the school year, and how they are progressing during the year. By selecting end of year benchmarks, teachers can develop scales and assessments that clarify what students will be learning during the year. **Students may receive a 1 or 2 in the fall report card** and be at grade level by the end of the year. Some standards will be the focus of only one marking period, while others will span the entire school year. Kindergarten has been using end-of-year standards for several years, as had some teachers in other grades. We are seeking consistency in grading practices across the school.

Proficiency Key Level Indicators for Content Standards		
4	Exceeds end-of-year standard:	Student <b>applies standard in ways that are in-depth and extend</b> what was taught. Student focuses on complex problems within the standard, utilizing critical thinking and applying their learning in a variety of ways.
3	Meets end-of-year standard:	Student consistently demonstrates mastery of/proficiency in the grade level standard. Students who receive a 3 are completing the expected learning in that end-of-year grade level standard. Meeting the standard does not mean that teaching and learning end; rather, it indicates that the <b>student has reached a level of performance expected of grade level students</b> for that standard with consistency, accuracy, independence and quality. Instruction will focus on more complex problems within the standard, will offer more levels of challenge for the learner in applying that standard, and will provide more in-depth and critical thinking in the area of that standard.
2	Approaching end-of-year standard:	Indicates that the student is progressing appropriately toward consistent and independent mastery of/proficiency in the grade level standard. Students who are progressing toward the standard are demonstrating a level of understanding that is <b>typically/appropriately expected</b> during the course of the academic year.
1	Beginning to approach end-of-year standard:	Indicates that the student is beginning to progress toward the grade level standard with additional time and support. Students who are beginning to progress toward a standard <b>may require regular support, monitoring, and/or assistance</b> from an adult for clarification in order to progress. <b>It is typical for students to have a one or two the first trimester.</b>
N	Not yet approaching end-of-year standard:	Indicates that a student is not yet demonstrating progress toward the grade level standard. Students receiving an N are <b>still acquiring pre-requisite skills</b> in order to understand the content of the grade level standard. Students need additional adult assistance, increased time, smaller chunks of learning, and/or alternative strategies for gaining foundational standards that will lead to the grade level standards.
*	Standard not addressed at this time.	When an asterix (*) appears next to a standard, it indicates that the standard was not addressed during the months leading up to the report card.
X	Receives Academic Service	Indicates that a student participates in Special Education, or a different academic program, so that particular standard may not be assessed.