



STANDARDS BASED REPORT CARDS IN THE SANDWICH PUBLIC SCHOOLS
Overview: Grades 3 - 6

As you look at your child's report card, the first, most obvious change is the Performance Indicators

Understanding the Performance Indicators

M	Meeting	The student shows that she/he is meeting the end-of-year grade level expectations consistently and independently. The quality of student work is accurate and of high quality.
P	Progressing	The student is progressing toward meeting end-of-year grade level expectations.
N	Not Yet	The student is not YET demonstrating consistent progress toward the grade level expectations. An "N" tells parents, student, and teachers that more teaching and learning is needed for this student in the standard.
NA	Not Assessed	This standard is not assessed during this term. There is not enough evidence to assess student's progress although there is teaching to the standard. It is also possible that this standard is taught as a "Unit of Study," and was not taught during this term but will be taught during another term.

A Standards-Based Report card uses academic performance indicators that are observable and objective. Teachers from the same grade level and/or subject have worked together to create grading guidelines (rubrics.) The rubrics will help teachers determine the appropriate indicator for each student's performance in each standard. Teachers will not be averaging grades over the course of a term, instead they will consider students' progress toward meeting the standard.




Teachers evaluate student learning in a variety of ways including, but not limited to, classroom observations, class work, and both formal and informal assessments.

One way to think of this idea of *progressing toward the standards* is to imagine a GPS Map with the **Standards** as the **Destination**. The Standards Based Report Card communication lets parents and students know where each student currently is on the route toward meeting the standard. The route may not be as direct for each student, and may include a detour or even a stop along the way. Teachers are observing, checking in, teaching and re-teaching as they help and support each student to progress along the route.



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Another way to think about Progressing Toward the Standards....

	M	Meeting the Standard Congratulations! You are successfully riding a bike by yourself.
	P	Progressing toward meeting the standard You are pedaling and staying upright as long as someone is holding on and giving you a little push.
	N	Not yet demonstrating consistent progress You are riding a bike, but using training wheels.

Remember when your child learned to ride a bike? You had confidence that the training wheels would come off eventually. You also may have had one child who used the training wheels for a week, and another child who used them for a month. In the end, they are equally capable bicyclists...

Keep in mind...At the elementary level, there are three reporting periods. For the first two reporting periods, feedback is reported based on each student's progress toward the year-end standards. The feedback for each reporting period is based on a student's work *during* that period.

Students who receive "Progressing" as feedback for the first and second reporting periods are making consistent progress toward meeting the year-end mastery standards.

Because the report card is based on the work done during each term, it is possible that a student's work indicates he/she is *Progressing* toward the standards in the first term. During the second term, when the content becomes more complex, the student's work might be *Not Yet* consistently progressing at a rate that would result in meeting the standards at the end of the year.

The final reporting period reflects a student's achievement of all of the skills, strategies and concepts identified in the standards.



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“Learning is a complex process that takes place over time.”

Students do not take on knowledge or skill at the same rate, or the same way. Flexibility is important: we differentiate instruction and teach multiple ways to solve a math problem, to write a story, to set up an experiment. Teachers look for evidence of progress, knowing that some students need more experience with a skill or topic before they can show mastery.

Growth Mindset

We believe in the principles of a Growth Mindset and believe that a student’s most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning, resilience, motivation, and productivity. (<http://mindsetonline.com/whatisit/about/>)



We encourage families to view a video that clearly illustrates the importance of feedback that is focused on growth, for all students – those who learn quickly and are high achievers as well as those who take longer to learn and struggle with learning achievement.

<https://www.youtube.com/watch?v=NWv1VdDeoRY>