



Norwood Public Schools
Elementary Standards-Based Report Card
Parent/Guardian Guide

Standards Based Report Card Overview

A standards based report card communicates student progress toward meeting end of the year learning standards. The grade-level standards are benchmarks that specify what each student should know and be able to do at each grade level by the end of the year. They serve as a basis for our curriculum, instruction, and assessments, reflecting a child’s individual achievement. Our report cards reflect the learning standards as outlined in the current [Massachusetts State Frameworks](#), and teachers assess student performance against these learning standards. Teachers do this by measuring individual student performance against the identified learning standards, rather than in relation to the performance of other students.

Learning expectations increase in rigor and depth from one marking period to the next as students move toward grade-level mastery. Greater complexity, more sophisticated reasoning, and deeper understanding is expected during the learning progression to achieve end of year mastery. The report card performance levels reflect a gradual continuum of proficiency.

From the very beginning of the school year, the standards based report card keeps teachers, parents, and students focused on the desired outcomes for year-end learning goals. The Norwood Public Schools places a strong value on home-school partnerships, and we view the report card as an important tool in furthering our shared understanding about student growth in the academic areas and in work habits, social skills and behaviors.

Attendance Habits

A new title on our report card is **“Attendance Habits”**. You will still see your child’s attendance record in each term at the end of the report card. However, *“Attendance is negatively impacting student’s academic performance,”* is a new section in the beginning of the report card to alert families that their child’s absences, tardies, or dismissals are creating gaps in their child’s learning. This section will be recorded as:

Y	Yes
NA	Not Applicable/No

Expectations For Students Work Habits, Social Skills and Behaviors

Skills indicated in the Work Habits, Social Skills and Behaviors sections of the report card are an essential foundation for life-long learning. The application of these skills helps create a positive learning environment for all students in our schools, and they are introduced, developed, and supported throughout the Norwood Public Schools. Levels are used to indicate progress in these areas as follows:

E	Excellent <i>The student is consistently and independently meeting expectations in this area.</i>
S	Satisfactory <i>The student is consistently meeting expectations in this area with minimal support.</i>
NI	Needs Improvement <i>The student is not consistently meeting and/or requires support to meet expectations in this area.</i>
U	Unsatisfactory <i>The student needs to make significant improvement to meet expectations in this area.</i>

Academic Performance Levels

The following performance levels (aligned with MCAS descriptors) are used to indicate academic performance:

4	Exceeding Expectations A student who performs at this level is exceeding expectations for meeting this standard.
3	Meeting Expectations A student who performs at this level is meeting current term expectations for this standard.
2	Partially Meeting Expectations A student who performs at this level is approaching current term expectations for this standard, often requiring additional time and/or support.
1	Not Yet Meeting Expectations A student who performs at this level is not yet meeting the current term expectations for this standard, even with additional time and support.
NA	Not Assessed

Standards Based Terminology

Assessment: The ongoing process of collecting data and providing feedback on a student's performance to identify strengths and weaknesses, enhance instruction, and track progress. Assessment methods include tests, quizzes, projects, presentations, and assignments in both oral and written forms.

Benchmark: A reachable target for student learning at various points of the year, as defined by samples of student work.

Curriculum Framework: A document that defines the standards for each content area and provides descriptive statements that indicate how the standards are applied at each grade level.

Rubric: A tool used to score or rate a student's oral or written performance. A rubric identifies specific criteria or characteristics used to determine the degree to which a standard has been met.

Standards: A statement that identifies what students should know and be able to do.

Learning Standards for each content area and grade span are identified in the Massachusetts Curriculum Frameworks. These can be viewed online at the [Massachusetts Department of Education's website](#).

If a Standard is not expected to be assessed during the grading period, then the report card will have gray shading in the term column for that standard.

Math: Geometry	T1	T2	T3
Classifies shapes by their lines and angles			
Draws and identifies lines and angles			

One area of exception to this will be the **History/Social Studies portion of the report card, as these standards are not taught in a specific order each term like Math, Reading, and Science are. You will see an "NA" in areas that were not assessed in a particular term.*

Frequently Asked Questions

What is the purpose of the report card?

The purpose of the report card is to convey student progress and achievement of learning standards in regards to academics and student responsibilities addressed during each term.

How frequently will report cards be distributed?

The report card will be distributed two times per year, for kindergarten and three times a year for grade 1-5. Student progress is reported four times per year. Parent-teacher conferences are scheduled in November and March.

How will the performance ratings of Exceeding (4), Meeting (3), Partially Meeting (2) or Not Yet Meeting (1) the standard be determined?

Students' current performance of the learning standards are determined by both their oral and written work, teacher observations, formative assessments, common assessments and rubrics.

Is a “4” performance level the same as a traditional “A” letter grade?

No, a “4” should not be equated with an “A.” When a student achieves a Level 3, they have met the expectation of the grade level standard at that time of year. To achieve a Level 4, a student must demonstrate understanding and performance beyond expected end of year proficiency and exceed the grade level standard.

Since the standards are an end-of-year expectation, how can my child achieve a Level 3 in Term 1?

A key tenant of standards based grading is understanding where each student is on the road to mastery, not just at the end of the year, but constantly throughout the year. Although many grade level's standards are targeted for mastery by end of year, it is possible for students to achieve a 3 in Term 1 or 2 by meeting current term expectations for the standard.

➤ *What This Might Look Like in Math:*

In Kindergarten, students are on track (at a performance level M) for meeting the “Count to 100 by ones and tens” end of year standard if they are able to:

- Count to 20 by ones by early November
- Count to 40 by ones by January (end of Term 1 benchmark)
- Count to 60 by ones and 100 by tens by March
- Count to 100 by ones and tens by June

In the above example, in Term 1, a student would earn a 2 if counting to 21-39 because they are making progress toward the end of Term 1 benchmark. A student would earn a 1 if counting to 20 or less because they are not yet meeting grade level standard expectations at this time of year.

➤ *What This Might Look Like in English Language Arts:*

In Grade 3, students are on track (at a performance level of 3) for meeting the “Asks and answers questions using evidence from the text to demonstrate understanding” end of the year standard if they are able to demonstrate this standard consistently throughout the completed reading units, as well as on our diagnostic reading assessment, Renaissance Star 360.

Please note that a student may meet the term grade-level learning target for a standard, but as expectations increase during the next marking period, the student may not demonstrate the same level of proficiency moving toward the end of year standard; thus a student might receive an 3 in Term 1, but then receive a 2 in Term 2.

How do teachers determine what score to give students?

Teachers use a variety of assessment data to determine a student’s level of student proficiency toward the standard. They use unit assessments that are part of our core programs (e.g. MyView, Envisions, StemScopes, Mystery Science) along with our own local assessments (quizzes, student work samples, etc).

Who can parents/families reach out to with questions about their child’s report card?

Families are encouraged to reach out to the classroom teacher and/or specialist first with questions or concerns. If their questions or concerns are not addressed, families can reach out to the school principal.