

FREQUENTLY ASKED QUESTIONS, CONTINUED

7. How can I help my child at home?

Your child's teacher should communicate specific areas that need additional practice. This practice may affect your child's success, but will not be scored as part of their mastery of the standard. The habit of daily practice will be reported separately.

8. How can I better understand the Standards and Grade Level Indicators?

Information on the standards and indicators can be found at the Ohio Department of Education website – www.ode.state.oh.us.

The following website provides more information about standards-based reporting - www.greatschools.org/students/academic-skills/rethinking-report-cards. Teachers and administrators will also help parents understand grade level standards and indicators and achievement records.

9. What will parents see on their child's papers when they come home?

Feedback will be appropriate to the specific learning activity. For example: rubrics, a check or minus, descriptive feedback, or letters that appear on the Achievement Record (N, M, P), etc.

BENEFITS OF STANDARDS-BASED REPORTING

While letter grades are familiar to parents, they only give limited information about what a student has learned. Averaging traditional grades does not necessarily present an accurate picture of the learning that a student has achieved. When using letter grades, the grades are averaged and do not necessarily reflect what a student has mastered in a particular area for the "final learning."

TRADITIONAL

- ✓ Subjects are listed by name.
- ✓ Grades reflect an averaging of scores to determine a letter grade for a subject area.
- ✓ Letter grades A-F reflect an individual teacher's expectations, student effort and achievement.
- ✓ Labels a child's performance and often includes such things as extra credit, work habits, and attitude.
- ✓ Curriculum and instruction are teacher centered, textbook driven, and not consistently aligned to the state standards.

STANDARDS BASED

- ✓ Subjects are defined by standards.
- ✓ Grades reflect the level of proficiency on various standards for each subject area.
- ✓ Numerical and/or proficiency levels indicate mastery of the grade level standards. Achievement and effort are reported separately.
- ✓ Gives concrete information to assist your child, and separates academic performance from work habits and personal characteristics.
- ✓ Curriculum and instruction are aligned with state and district standards.



A PARENT'S GUIDE TO ACHIEVEMENT RECORDS KINDERGARTEN – FOURTH GRADE

Pickerington Local School District is implementing a new progress report that provides more information about what your child knows, understands, and can do. This new "Achievement Record" report will take the place of the former report card and will be available each quarter.

What is standards-based reporting?

The main goal of any reporting system is to communicate how a child is doing academically. Standards-based reporting truly reflects what a student knows and can do as outlined in the Ohio Academic Content Standards. The goal is for all students to successfully meet each standard for their grade level. We believe the new achievement record will provide more detail in regards to specific learning objectives.

IMPORTANT DATES

Achievement records for 1st – 4th grades will be sent to parents at the end of each quarter. Kindergarten achievement records will be sent twice, at mid-year and at end of year.



November 4, 2011
January 27, 2012
March 30, 2012
June 13, 2012

Achievement Records:

These will be used to provide teachers, students, and parents with a current view of student learning that reflects grade level expectations and state standards for learning.

Progress Notes:

All students in grades 1-4 will receive progress notes at the scheduled interim time. This note will reflect if the student is making satisfactory progress on grade level standards or if there are areas of concern.

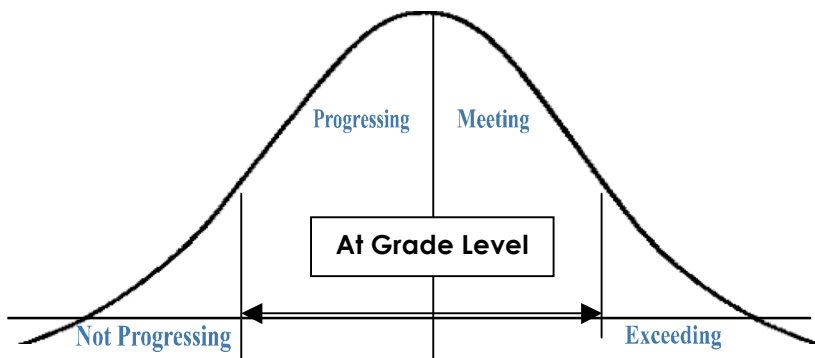
UNDERSTANDING THE “ACADEMIC KEY”

Four levels of progress are indicated on the achievement records. The levels are (N) Not Progressing, (P) Progressing, (M) Meeting, and (E) Exceeding. In the academic key the descriptors explain the level of independence as well as the learning demonstrated by the students.

Academic Key
(N) Not progressing – Not progressing toward grade level standard at expected rate of growth. Indicates a student’s progress is at an instructional level needing maximum teacher support. Application of learning is inconsistent. Typically very few students are at this level.
(P) Progressing – Making progress toward meeting the grade level standard. Indicates a student’s progress is at an instructional level needing moderate teacher support. Application of learning is progressing but may still show inconsistencies. More students will be working at this level.
(M) Meeting – Meeting the grade level standard. Indicates a student’s progress is at grade level understanding and expectations. There is little teacher support because a level of independence has been achieved. Application of learning is consistent. Again, more students will be working at this level. This is strong or excellent work at grade level. This is the expected level of student achievement.
(E) Exceeding – Consistently exceeds grade level standard. Indicates a student’s progress goes beyond mastery of grade level expectations. Application of learning is independent and consistently demonstrates higher level thinking skills. Typically very few students are at this level.

* Below is an average distribution of students in a classroom showing that the vast majority of the students will be at the Progressing and Meeting levels.

* Both Progressing and Meeting are considered “on target” in terms of grade level expectations, with varying levels of support.



FREQUENTLY ASKED QUESTIONS

1. Why is the Pickerington Local School District changing to standards-based reporting?

Standards-based reporting helps teachers plan their instruction so it is focused and the needs of all students can be met. Standards-based reporting provides a more accurate picture for parents in regard to how a child is performing related to state standards. It helps parents to know the academic areas where a student is meeting expectations, needs support, or needs to be further challenged.

2. How do teachers motivate students in a standards-based reporting system?

- ✓ Identify for students the standards they are expected to learn
- ✓ Build relevancy for why they need to learn the standards
- ✓ Have students set their own measurable goals for improvement
- ✓ Have students keep individual records of their own achievement
- ✓ Have students communicate their achievement through self-reflection and student led conferences.

3. How will my child be assessed?

Students will be assessed in multiple ways. These may include rubrics, observations, performance assessments, applications, and summative assessments. They may also include common quarterly assessments and standardized testing. A variety of assessments will help ensure that a child is given many opportunities to show mastery in a content standard.

4. Should I expect my child to get all “E”s (Exceeding)?

No, the shift in thinking from letter grades (A, B, C, D, and F) to the new reporting system is that **M** is the expectation for the grade level standards and should be celebrated as such. It is important to remember that an **M** indicates a student is **meeting** grade level expectations. It is where a competent student working independently should be. The state of Ohio has rigorous expectations for students and **meeting these expectations is an accomplishment**. An **E** indicates that a student has mastered and independently displays knowledge, understanding, and application of a standard and **consistently goes beyond grade level expectations** by demonstrating higher level thinking skills related to the standard. There are some standards where an **M** is the highest achievement level.

5. If my child is struggling with a concept during the beginning of a reporting period, but at the end of the reporting period has mastered this concept, what kind of achievement mark can I expect?

A standards-based achievement record separates product from process. The achievement record does not reflect an average of a child’s work during the reporting period. Students are not penalized for information they may have struggled with at the beginning of the learning process. The report on the achievement record reflects the learning of the child after he/she has had time to process and practice.

6. Do the achievement marks reflect missing assignments or late work?

No, the achievement marks will reflect a student’s knowledge and skill on a specific standard. However, late and missing assignments, along with other work habits are vital to academic success and will be reported through the teacher comment section and the General Development section on the Achievement Record.