



K-5 Standards-Based Report Cards

A Parent's Guide

This year, the David Douglas School District will implement standards based report cards in our elementary schools. These report cards will provide information on a student's progress in achieving learning standards in each subject.

It is our hope that standards-based report cards, together with teacher conferences, will provide more detailed information for you to understand and support your child's learning. The report card and parent/teacher conferences will answer the question, "What does your child need to do to make the most of his or her strengths and to further develop those areas requiring attention?"

To view a copy of the new report card visit the David Douglas School District Website. Grade level report cards are located under Parent Resources in the Teaching and Learning Section.



Q. Why are we moving toward a standards-based report card?

- The state of Oregon establishes concepts and skills (standards) that all students must learn and master.
- A standards based report card will help students and parents better understand the curriculum, instruction and assessment of student learning.
- Each grade level (K-5) has specific standards for mastery. This new report card will give you a more detailed picture of your child's growth and progress toward reaching the standards.
- A standards based report card holds every student in the district accountable to the same concepts and skills regardless of which school they attend in the David Douglas School District.



Q. What is different about a standards-based report card?

2 major differences:

- **What is measured:** Instead of just “Reading” you will see the specific skills and concepts for meeting grade level standards for Reading.
- **How progress is reported:** Instead of letter grades (A, B, C), students are scored on a scale of 1-5. This score is called a *proficiency level*.



Q. How do I discuss standards based report card grades with my student?

- At your parent/teacher conference, you, your child, and your child’s teacher may identify goals based on the standards for your child to work on next.
- Talk with your student about specific tasks and practice of skills to reach Proficient or Exemplary as these levels show great understanding of concepts and skills.
- At home discuss the progress your child has already accomplished and what steps your child can take to achieve the new goals.



Q. What if my child is falling behind or has already mastered the standards?

- Teachers will show you examples of your child’s work to define their progress toward the state standards for each subject.
- Teachers will show you what your child needs to work on to increase his/her strengths and improve areas in which he/she is not making progress toward the grade level standard.
- Setting goals based on skills mastered and skills needing improvement is the purpose of standards based scoring.



Q. How will teachers determine every child's progress level?

- Proficiency levels are based on student performance on specific tasks and assessments, which are tied to the learning standards.



Q. How are students scored on the standards?

5: Exemplary: Consistently demonstrates mastery of the grade level standards. With relative ease, the student grasps, applies, and extends processes and skills for the grade level. Above grade level standards/expectations

4: Proficient: Demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts; meeting grade level standards/expectations

3: Approaching Proficiency: Beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors. Is approaching achievement of the grade level standards/expectations.

2: Not Yet Proficient: The student is not meeting grade level standards and is working one or more years below grade level. Limited achievement of the grade level standards/expectations.

1: No Evidence Toward Standard: Proficiency cannot be determined due to missing assignments and/or length of time in school.

X: Not Applicable: Standard not addressed this term. You should expect to see some X's used in the first term. This is because the entire curriculum cannot be taught at once. While some learning standards will be addressed throughout the entire year, others will be phased in as the school year progresses.



Q. Is a 4 on a standards-based report equivalent to an A- or is a 3 considered a low grade?

- No.
- Grades and proficiency levels do not correlate with each other.
- Scoring a “3” in a skill or content area in the **beginning** or **middle of the year**, indicates that your child is on target to meet grade level standards by the end of the year.
- However, if your child scores a “3” at the **end of the year**, this indicates that he/she has not yet met the standard in that area for his/her grade level. A score of 4 would demonstrate proficiency in meeting the grade level standard.
- Instead of knowing that your child has an A in math, parents will know that their child is consistently adding 2 digit numbers correctly, inconsistently identifying fractions correctly, working above grade level when dealing with shapes and spatial concepts, etc.

Glossary of Terms

Assessment: How students show their understanding of what they know/understand and teachers evaluate student needs for further instruction. May include: projects, performances, tests, assignments, responses, portfolios, observation etc.

Concepts: The big ideas

Curriculum: What is taught

Instruction: How the curriculum is taught

Proficiency Level: Score based on a scale of 1-5 indicating how close students are to reaching the standard

Skills: What students are able to do

Standard: A general statement that describes what and/or how well students are expected to understand or perform

Subjects: Reading, Writing, Math, Science, Social Studies, Health, Art, PE, Music, ESL (if applicable)