

Elementary
Standards-Based
Report Card
PARENT GUIDE

Bremerton Schools
Our HOPE for the Future



For more information
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**Bremerton
School District**

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Bremerton School District
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*What is a
Standards-Based Report
Card?*

The Bremerton School District is proud to introduce the *Standards-Based Report Card* for elementary students. Over the last two years, teachers and administrators have worked diligently to create this new report card. The report card includes more specific items relating to the knowledge and skills your child should attain by the end of the year. Instead of letter grades, it uses four Academic Descriptors to reflect your child's progress toward meeting the standard in each academic area, as well as communicating on your child's behavior and effort.

*Why a Standards-Based
Report Card?*

The change to a *Standards-Based Report Card* comes from our desire to communicate what students are expected to know and be able to do as set forth in the Washington State Essential Academic Learning Requirements (EALRs). This new report card format allows us to define standards for each grade and determine how well students are progressing to meet these standards.

A report card is a communication tool schools use to maintain an on-going conversation among teachers, students, and parents about how well students are progressing toward meeting academic expectations/standards at their grade level. The purpose of this pamphlet is to help you understand and interpret the new *Standards-Based Report Card*.

Bremerton School District elementary teachers will report formally to parents three times each year using a *Standards-Based Report Card*.

Washington State Essential Learning Requirements and Grade Level Expectations (GLEs): This is a clear set of academic standards and expectations which describe what students in public schools should know and be able to do in each of the major academic areas: Reading, Writing, Mathematics, and Science. Parents can view these requirements at www.k12.wa.us.

How is the report card scored?

Academic Achievement

The *Standards-Based Report Card* communicates achievement in academic areas according to a four-point key.

<i>Academic Descriptors (Grade Level Standards) Key</i>		
4	Exceptional	The student demonstrates thorough, in-depth knowledge of basic and extended concepts and skills; works independently.
3	Proficient	Demonstrates consistent performance of grade-level standards at this time.
2	Approaching Standard	Demonstrates skills and performance below standard at this time. Performance varies in consistency with regard to accuracy, quality, and level of teacher support.
1	Not meeting the Standard	The student does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and teacher support.
*	Not enough information at this time	Examples: students new to school, students with too many absences, subject area not yet taught, or insufficient data.

The traditional A-F grading system does not match the goals of the *Standards-Based Report Card*. In the past, grades were based on average scores. The new report card represents one thing: How well a student is doing in relation to the state standard at the time of reporting. We believe this information will be meaningful to students and families.

The standards in each subject are reachable targets for student learning at various points in the school year. The four-point key represents how well students understand and perform on these standards.

It is important to understand that your student's academic achievement marks do not reflect how hard they worked, how they compared with classmates, or how well they behaved. This is outlined in the section on behavior.

Behavior

Bremerton School District recognizes that parents desire communication about their child's behaviors in the classroom. The *Standards-Based Report Card* will provide this information separately from the academic mark. The key for behaviors will use a symbol system different from the academic grading key.

Behavior Key	
Excels	+
Satisfactory	✓
Below Expectations	—

Effort

The effort key explains how children are actively and appropriately involved in their

learning in order to achieve their growth potential. This information is important because students need to know that putting forth effort toward their academics will help them succeed.

Effort Key	
Excels	+
Satisfactory	✓
Below Expectations	—

100 Yard Dash

One can think of the standards-based system as a 100-yard dash. All of the students left the starting line at the beginning of the year. At the first reporting period:

- They should be 1/3 of the way to the finish line. Some students are right there at the 1/3 mark. These students are proficient or performing at the "3" level.
- Other students have sprinted ahead and are 2/3 of the way or closer to the finish line. These students are exceptional or at level "4."
- Students who are at the 15-yard mark would be approaching standard or at level "2".

The first reporting period tells us where your child is in the race in regard to meeting the standard. Over the course of the year, some students will sprint ahead, while others may fall behind. Each reporting period will provide an update with the final report card telling us how individual students performed at the end of the race.

BREMERTON SCHOOL DISTRICT PERFORMANCE RUBRIC

Your student's scores are based on a 1-4 grading rubric (scale). Each academic strand (e.g., Vocabulary is a strand of Reading) will be scored according to your student's performance at the time of grading.

▶ A score of 3 or 4 indicates your student meets or exceeds the standard.

▶ A score of 1 or 2 indicates your student has not yet met the standard.

The goal is for all students to be proficient in the standards for their grade level.



What should parents do to support their child's educational journey?

- ▶ Visit the website of the Office of the Superintendent of Public Instruction (OSPI) at www.k12.wa.us.
- ▶ Familiarize yourself with the content your child is learning in school.
- ▶ Communicate with your child.
- ▶ Visit your child's school/classroom.
- ▶ Volunteer for activities or tutoring at the school.

READING

- ▶ Read to your child as often as possible.
- ▶ Take regular trips to the public library.
- ▶ Select various styles of books to read.
- ▶ Discuss the characters, the setting, the problem, and the solution in literacy texts.
- ▶ Play word games (e.g., Scrabble™, Boggle™).

WRITING

- ▶ Review upper and lower case letters to assist your child in the formation of letters.
- ▶ Share many kinds of writing such as songs, letters, greeting cards, and textbooks.
- ▶ Encourage your child to write letters to relatives, businesses, and friends.
- ▶ Help your child create a journal to express his or her ideas and thoughts.

MATH

- ▶ Practice flashcards of basic facts.
- ▶ Encourage your child to count pieces of fruit, cans of vegetables, stair steps, or kitchen utensils.
- ▶ Look for situations where sets of equal amounts are combinations. For example: if you buy two or three packages of hot dog buns, ask how many buns there are altogether. Other questions you might ask include: How many fruit snacks are there in three (or more) boxes? How much television will you watch in a week if you watched 30 minutes each day?
- ▶ Help your child create a time line of his/her life. The time line could include important events, special memories, and future goals.