



WCS UPDATE

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The WCS Primary Standards-Based Report Card

Why Do This?

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Our Williamson County primary report cards will have a new look! Instead of letter grades in reading or math, primary schoolchildren now get report cards filled with numbers indicating how they are progressing on dozens of specific skills, like “*using phonics*” and “*counting to 50.*” By using this method of reporting, we hope to keep our families informed about the many strengths and areas of need for individual students as they work through **standards** during their school year.

The learning statements that are included on the report card are based on the skills that our students should master by the end of their school year. These skills are called **standards** and reflect what all Tennessee students need to know and be able to do by the end of their grade level.

Using a standards-based card sends the following statement: we want students to completely master their grade appropriate standards before they move on. In fact, if they do, they have built the bridge to the next grade level and beyond. If they don't, we will be able to see gaps as they progress---and some of those gaps are critical and wide reaching.

As we all know, primary students (Grades K, 1, and 2) come to our schools with varying experiences. Some students have been to pre-school where they learned a set of defined skills; others have been at home where their skills took a different direction; and some have had little exposure to formal learning prior to public school. Comparing students to one another when they have such wide differences in experience is very difficult. *And, isn't it more useful to know what students need to know/do in order to move them forward?*

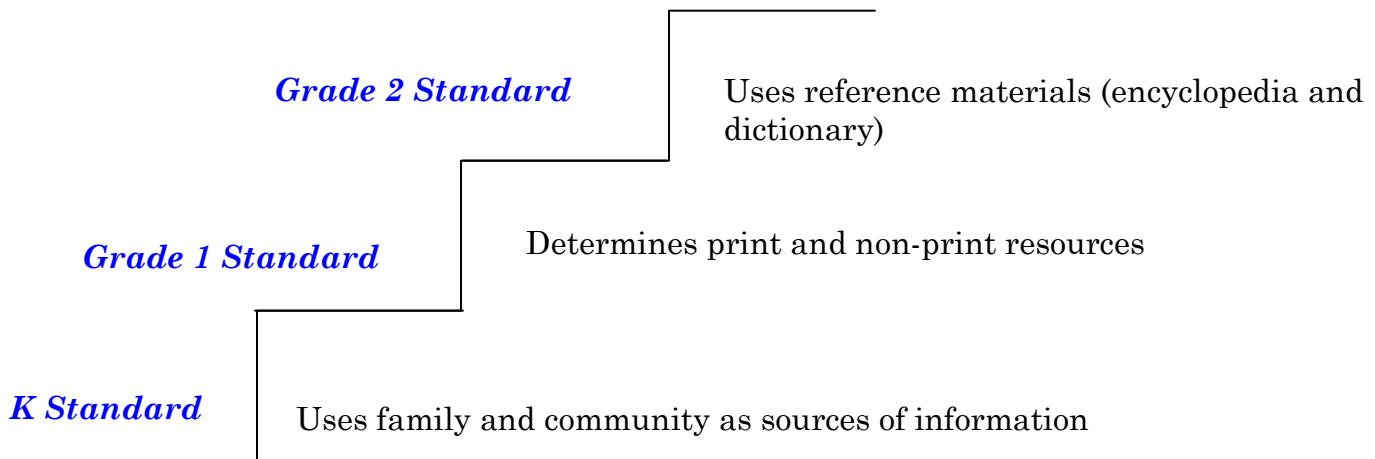
Our hope was to find a system of reporting that did just that: take the standards they are expected to master and inform both students and their families how they are progressing towards mastery. The solution was to initiate a **Standards-based Report Card**, where growth on the set of standards is recorded.

What exactly are standards?

Standards are statements of what children should know and be able to do. Standards are written at each grade level and are developed in a way so that one grade level leads to another forming a foundation for future learning. They are the “stairs” for students as they learn and grow in an area.

The most important thing we can do at each grade level is help students master the standards for their grade level so that they can continue up the steps.

In the new Tennessee Literacy Standard: Research



How will students move up the steps?

Our report cards come out four times a year. Each reporting period, families will get an accounting of how students are progressing toward mastery. Some students will master a set of standards early on (grade reporting period #2) and others will get there but in grade reporting period #4. With a standards-based report card, families get to see the progress, see what’s missing, and identify where they can help.

When are students taught and tested on the Standards?

Since we agree that students mature and grasp information at different times, they have one year to master the standards for their grade level. Assessments (*with information on what constitutes mastery*) are being developed and will be shared with teachers at the beginning of the year. The WCS curriculum outlines the sequence in which these standards should be taught as well.

A Look at Standards across the Grade Levels

The example below illustrates how standards are “built” from grade level to grade level.

Sample Standards in Math:

Kindergarten	Grade One	Grade Two
<i>Numbers/Operations</i>	<i>Numbers/Operations</i>	<i>Numbers/Operations</i>
Counts to 25 Matches and orders quantities to 25 with words and numbers	Reads and writes numerals up to 100 Writes numbers up to 10 in words	Reads and writes numerals up to 1,000 Reads number words up to 100
<i>Algebraic Concepts</i>	<i>Algebraic Concepts</i>	<i>Algebraic Concepts</i>
Names, creates, copies, and extends patterns into rules.	Finds, creates, and completes repeating number patterns	Describes and extends arithmetic and geometric patterns
<i>Data, Probability & Statistics</i>	<i>Data, Probability & Statistics</i>	<i>Data, Probability & Statistics</i>
Collects and counts data	Uses data to create and interpret graphs	Uses data to create, read, interpret, and analyze graphs

Sample Standards in Science:

Kindergarten	Grade One	Grade Two
<i>Life Science</i>	<i>Life Science</i>	<i>Life Science</i>
Compares and contrasts plants and animals	Demonstrates how plants and animals can be categorized by their habitat	Compares and contrasts habitats of local plants and animals
<i>Earth & Space Science</i>	<i>Earth & Space Science</i>	<i>Earth & Space Science</i>
Observes and gathers weather data daily	Observes, predicts, gathers, and interprets weather data daily	Identifies temperature patterns with seasonal changes

The Grading Scales

Core Academics

The new report card uses a grading scale that is informative in terms of how well students are doing in mastering the learning. You will see the following information on the card for the standards under each **content** area: Literacy, Mathematics, Science, and Social Studies. An overall content area grade will not be given.

The “4” designation will be used only for the **components** (*shaded areas*) under each of the content areas.

STANDARDS RATING KEY

5	The student has mastered grade level standards for this component and is engaged in deeper study .	Used at component level only when all standards within component are mastered.
4	The student has mastered the standard.	
3	The student has been introduced to the standard and is making expected progress toward mastery .	Not used 4 th nine weeks.
2	The student has been introduced to the standard and is not making expected progress toward mastery .	Not used 4 th nine weeks. <i>Parent Communication required</i>
1	The student has not mastered the standard.	Used 4 th nine weeks only.
	The standard has not been introduced and/or assessed .	

* A “5” is used for components only after all standards for that component are mastered.

** A “2” is used to indicate that the student is not making the expected progress. Your child’s teacher will contact you to describe your child’s progress.

The “1” will only be used at the **end of the last grading period to indicate that after one year of instruction, the student has not mastered this standard--allowing for further work the following school year.

Specialty Areas

The new report card uses a grading scale that is different for the specialty areas (**Art, Music, and Physical Education**) and for **Work Skills and Habits** (*self control, skilled worker, effort, follows directions, etc.*) They are:

(For K, 1, and 2)

S Satisfactory: Has met the expected outcomes

P In Progress: Working towards the expected outcomes

(For grades 1 and 2 only)

U Unsatisfactory: Not working towards expected outcomes