

WHAT PARENTS CAN EXPECT

This year, your child will receive a standards-based report card that uses a 3,2,1 rubric reporting system that monitors student progress through:

- Informal assessments
- Written responses
- Multiple choice questions
- Other performance activities

This is to help you understand what your child is learning this year. It also helps communicate to parents, students and staff the progress each student is making toward accomplishing performance-based standards.

If you have any questions or concerns, please contact your child's teacher.

Q: *Why are all Ohio Performance Standards not listed on the report card?*

A: The Standards-Based Report Card Committee reviewed expert research and similar reporting systems in place throughout the state and across the educational community. Finally, the committee developed a reporting system to address standards deemed most significant to our students' successful learning both in the students' present grade level and as a prerequisite for future learning.

Q: *Can a student perform at a level 3 and then move to a lower performance level the next quarter?*

A: Yes. Each quarter has defined expectations toward achievement of the standards. A student may perform at a "3" one quarter, but not make sufficient progress to make the same mark the next, as defined by the quarterly rubrics (continuum of learning).

Q: *How will the reading level be noted?*

A: Performance levels are indicated in the Testing Record section of the report card.

WOOSTER CITY SCHOOLS **STANDARDS-BASED** REPORTING SYSTEM





HOW WILL THE RATINGS BE DETERMINED?

WHAT ARE STANDARDS-BASED CLASSROOMS?

While Wooster's standards-based report cards will be implemented for grades K-6 to provide parents and students with easy-to-understand reports of a student's academic progress, this tool is one part of a standards-based classroom. Standards-based classrooms allow teachers to plan instruction and interventions, including acceleration, based on specific data gathered around learning goals and targets from the State Standards and Grade Level Indicators. Standards-based classrooms focus on three critical questions:

What are the expectations of the standards?

How will the teachers know the student has met those expectations?

How will the teacher remediate or accelerate a student's instruction to meet his/her needs?

Academic Achievement

These standards are considered critical for student success, and specific standard statements help to more clearly define expectations. When reporting academic achievement, teachers will use the following ratings:

3 MEETS THE STANDARDS
consistently and independently

2 PROGRESSING
toward meeting the standards

1 LIMITED
or does not meet the standards

Learning Skills and Behavior

Often thought of as work and study habits, these skills are also important for success in school. Teachers will use the following ratings:

3 CONSISTENTLY
Student displays appropriate learner skills and behaviors

2 SOMETIMES
Student is progressing; applies appropriate learning skills and behavior some of the time

1 SELDOM OR NEVER
Student does not apply learning skills and behaviors that lead to success

