

Frequently Asked Questions

What are standards?

Standards are what students should know and be able to do at the end of each grade. It would be impossible to list every standard on the report card. The standards on the report card are a snapshot, a "collapsed" version, of the grade-level standards.

What is a standards based report card?

A standards based report card provides detailed information on how well your child is progressing towards mastery of year end standards. Teachers continually monitor student learning in conjunction with these grade level standards. Teachers use both formative and summative assessments to monitor progress of student learning and inform their instruction.

What examples of data do teachers use to assign grades?

With a standards-based approach, teachers evaluate student learning in a variety of ways using classroom observations and classwork, along with formative and summative assessments. The combination of these pieces of evidence, when reviewed with parents, provides a more detailed picture of student progress towards grade level expectations.

How do I help my child "get a 4"?

Remember, a mark of "3" indicates that a student is meeting grade-level expectations with independence and excellence. With high and challenging expectations, a "3" is exactly where a competent student should be. "Getting a 4" is not about what *more* a student does. It is what a student knows, and at what levels they apply what they know to new and higher level situations that exceeds what is explicitly taught in class.

How often will I receive a report card?

Students in grades K-5 will receive a report card in January (mid-year) and June (end of year).

There is a parent-teacher conference for all K-5 students in the fall. Teachers will provide progress updates including feedback from a variety of assessments in regard to student learning at the fall conference.

Progress Reports



Learning About the New K-5 Report Card



The Hawk Way:

Learning

Living

Leading

Shawano School District

Let's Learn Together!

For many years, the Shawano School District provided a standards based report card for students in grades K-5. We are rolling out an updated version of the standards based report card in the 2014-2015 school year. The new report card better reflects the standards and curriculum taught in the Shawano School District. Another revision to the report card is a 4 point performance descriptor scale rather than the 2 point scale we had been using. We see this work as a positive step in better communicating grade-level expectations for student learning.

A standards based report card communicates student progress toward meeting end of year learning standards. Teachers assess performance against these learning standards, which are specific and observable grade level skills articulated in our curriculum. Teachers do this by measuring individual student performance against the identified concrete learning standards, rather than in relation to the performance of other students.

The Shawano School District places a strong value on home-school partnerships, and view the report card as an important tool in furthering our shared understanding about student growth in both academic and behavior skills. The standards based report card keeps teacher, parents, and students focused on the desired outcomes for end of year learning goals.

Academic Grade Marks for Grades K-5	
4	Exceeding the grade level standard. Produces quality work consistently and independently. *Typically, few students perform at this level.
3	Meeting the grade level standard. Produces quality work independently. *This is the goal for the grade level and should be celebrated.
2	Progressing toward the grade level standard. Producing the required level work with teacher direction and assistance. *Indicates ongoing growth.
1	Does not yet meet the grade level standard. Not able to produce grade level work. *Intervention is needed from teachers and parents.
N/A	Not assessed at this time.

The Hawk Way: Behaviors that Support Learning: Grades K-5

4	Consistently demonstrates age/grade appropriate behavior; assumes leadership responsibilities in the classroom and encourages and supports other classmates.
3	Consistently demonstrates age/grade appropriate social and academic behaviors; meets the expected standard without teacher reminders.
2	Inconsistently demonstrates or needs reminders to meet expectations as communicated by the teacher.
1	These behaviors are interfering with their learning and possibly the learning of others.

The change surrounding the concept of "Exceeding (4) and "Meeting (3)" may be new for parents. "Exceeding (4) on a standards based report card is not necessarily the equivalent of an A on a traditional report card. For example, in a traditional reporting system, if a 4th grader received "A's" on every math test during the semester, he/she would probably receive an "A" on his/her report card. In a standards-based reporting system, if those assessments measured only the concepts fourth graders are expected to know, those "A's" would be the equivalent of a 3. The student is doing what he or she should be doing, but not necessarily more. In order for a student to score a 4, they must independently apply knowledge in ways that demonstrate higher level thinking skills, independently, above grade level standards.

Standards-based report cards are meant to provide more consistency between teachers than traditional report cards, because all students are evaluated on the same grade appropriate skills. Parents can see exactly which skills and knowledge their children have learned.