What should I do if my child is not meeting the standards?

Be careful not to overreact. Talk to your child to determine what the problem might be. Once you find out, begin to create solutions with your child and communicate with your child's teacher.

How can I help my child to achieve the standards?

- Ask your child specific questions about school and listen to and comment on his/her answers.

- Monitor television, movie viewing, and use of computer/internet—balance is key.

- Ask your child to let you see graded assignments and discuss his/her performance.

- Discuss ways that your child will need to use the knowledge and skills learned in school to succeed in work.

- Keep your child well rested and offer a well balanced diet.

- Establish a schedule and routine for doing homework and studying.

- Let your child see you reading and talk often with your child about yourself as a life-long learner.

- Discuss your child's goals for after high school.

- Maintain an open and on-going dialogue with your child's teachers.

It is important to keep in mind that the report card is only one part of an effective reporting system. **The key to making the most of this report card is on-going, open dialogue between the parent and the teacher.**

Bullitt County Schools

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Bullitt County Public Schools
Elementary Level

Standards Based Report Cards – A Celebration of Growth!

"The Leader in Education Excellence"

An Informational Guide for Parents

"If we are teaching standards for mastery, then we need to assess for mastery"

Standards-Based Report Card

In 2016-2017, BCPS will implement a standards-based approach to grading and reporting in grades K – 3 in all thirteen elementary schools. *The purpose of the standards-based report card is to communicate progress toward mastery of standards.*

What is a standard?

Standards describe what students should know and be able to do in each subject area at each grade level. The standards guided used is called the Kentucky Core Academic Standards (KCAS).

What does it mean to have a standards-based reporting system?

Standards-based reporting means that student progress reflects what students know and can do specific to grade-level standards. The reporting will provide you a picture of your child's growth and achievement at that specific time period.

How is this different from a traditional reporting system?

In a traditional reporting system, students receive an overall percentage score, aligned to a letter grade, in each subject area. In standards-based grading, students will receive multiple numeric grades (4, 3, 2, or 1) because the subject will be broken down into standards. This reporting system differs from a traditional system by providing specific information to you related to specific skills of a specific subject area. Here is an example of the report card listing of standards for reading in literature and informational text:

ENGLISH/LANGUAGE ARTS	Reporting Period			
READING STANDARDS FOR LITERATURE	1	2	3	4
Retell stories, including key details				
Demonstrate understanding of the central message or lesson of a text				
Describe characters, settings, and major events in a story				
Identify who is telling the story at various points in a text				
Use illustrations and details in a story to describe its characters, settings, or events				
Compare and contrast adventures and experiences of characters in stories				
READING STANDARDS FOR INFORMATIONAL TEXT				
Identify the main topic and retell key details of a text				
Describe the connection between two individuals, events, ideas, or pieces of information in a text				
Know and use text features (e.g., headings, tables of contents, glossaries,) to locate key facts/information in text				
Use illustrations and details in a text to describe its key ideas				
Identify basic similarities in and differences between two texts on the same topic				

How will this benefit students?

Standards-based reporting shows parents and students the level of progress with specific skills and concepts within the subject area. This approach provides parents and students with more accurate, consistent and meaningful feedback to support areas of strength and growth in a student's learning. In addition, teachers will be able to provide more specific instruction based on student growth and achievement.

How Do Teachers Determine Proficiency Levels?

Teachers will examine a variety of evidence to determine a student's proficiency level each reporting period. Evidence will include work samples, presentations, tests, written work, oral discussions, projects, etc. Teachers will use most recent summative assessment scores to help determine proficiency levels. In addition, work that is sent home may include written feedback from your child's teacher along with a rubric or raw score. The work sent home will provide you with a general overview of your child's progress in related to meeting grade-level standards. Your child's teacher will constantly be teaching and assessing, through evidences, to provide your child with the instruction needed to support and/or challenge them in academic areas to determine proficiency levels.

What Do 4, 3, 2 and 1 Really Mean?

The performance levels are the numeric proficiency levels your child will receive on the standards-based report card. Read below to understand what each level means related to academic growth and achievement.

4 = Advanced

Student has moved beyond a 3 and consistently demonstrates mastery and a deep understanding of the standard/concept

3 = Proficient

Student frequently demonstrates mastery for the grading period and shows understanding of the standard/concept

2 = Basic

Student is sometimes, not consistently, demonstrating mastery but difficulty in understanding the standard/concept

1 = Below Basic

Student does not demonstrate mastery for the grading period.

- Standard Not Addressed

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