

The Wissahickon Elementary Report Card

The PA Core and Academic Standards are specific learning goals designed to provide year-end targets for all students. The Wissahickon School District follows a rigorous standards-based curriculum, and both our current Language Arts program, Wonders, and Mathematics program, Everyday Math, are aligned to the PA Core Standards. To that end, we use a K-5 Standards-Based reporting system that clearly defines the progression of learning for students.

One of the main purposes of a Standards-Based reporting system is to provide specific, consistent, detailed information to parents and guardians regarding the progress that their child is making toward a year-end defined learning standard as set forth by specific grade level content and skills. Indicators of progress on a standards-based report card do not reflect an averaging of grades, and rather than providing one letter grade for each subject area, a Standards-Based Progress Report utilizes indicators which communicates how well a student is progressing toward the end of the year grade level benchmarks delineated by the PA Core and Academic Standards.

To determine the performance level, teachers collect evidence of student learning through daily work, observation, as well as summative and formative assessments. This evidence is used to determine whether the student has fully mastered the skill or needs additional time and re-teaching.

Q: What is “Standards-Based grading”?

A: The purpose of the Standards-Based progress report is to provide feedback that is more detailed to parents regarding the progress their children are making regarding clearly defined learning targets. This also allows parents to understand more clearly the progression toward the proficiency of standards. With this understanding, parents will be better able to guide and support their child helping him/her to be successful in a rigorous academic program.

Q: How does the Standards-Based reporting differ from the traditional letter grade system?

A: Letter or numerical grades are often calculated by combining how well the student met a teacher’s expectations, how the student performed on assignments and tests, how much effort the teacher believes the student demonstrated and how the student is doing in comparison to other classmates. Letter or numerical grades do not tell parents which skills their child has mastered or whether he or she is performing within grade level expectations. The Standards-Based progress report measures how well an individual student is doing in relation to the grade level standards, not the work of other students. This will give parents a clear understanding of what students should be able to do and know based on the Standards.

Q: How can a child meet a learning standard?

A: The way we teach today allows for teachers to use this information to meet the students where they are at in their learning continuum and move them along accordingly with a goal of achieving proficiency and beyond.

ACADEMIC ACHIEVEMENT INDICATORS

The elementary progress report will use the following academic achievement indicators:

EXCEEDING EXPECTATIONS: The student independently and consistently demonstrates a thorough understanding beyond the expectations for the grade level year-end Pennsylvania Core and Academic Standards. Student performance requires little to no teacher support and guidance.

MEETING EXPECTATIONS: The student demonstrates a satisfactory understanding of the expectations for the grade level year-end Pennsylvania Core and Academic Standards. Student performance requires minimal teacher support and guidance.

APPROACHING EXPECTATIONS: The student demonstrates a partial understanding of the expectations for the grade level year-end Pennsylvania Core and Academic Standards. Student performance requires teacher support and guidance.

BEGINNING EXPECTATIONS: The student demonstrates a limited understanding of the expectations for the grade level year-end Pennsylvania Core and Academic Standards. Student performance is often inconsistent even with teacher support and guidance.



QUALITIES OF A LEARNER

Another section of the progress report, *Qualities of a Learner*, outlines the behaviors that directly impact a student's ability to learn: becoming a self-directed learner, a productive learner, a collaborative worker, and a respectful citizen. These are important life skills we want all students to develop, and the children are assessed on a three-level continuum as follows:

M: MEETING EXPECTATIONS: The student consistently and independently demonstrates grade level expectations for learning behaviors.

A: APPROACHING EXPECTATIONS: The student sometimes demonstrates grade level expectations for learning behaviors.

B: BEGINNING EXPECTATIONS: The student is not yet performing at grade level expectations for learning behaviors.

Although the progress reports are important, they are only one part of a larger reporting system. Should you ever have any questions regarding your child's performance, please do not hesitate to contact your child's teacher for more information. We look forward to your continued partnership as it pertains to your child's progress.

Sincerely,



Matthew W. Walsh
Director of Elementary Teaching and Learning

*"We do not learn from experience,
but rather we learn from reflecting
on experience."*

-John Dewey

MISSION STATEMENT

The mission of the Wissahickon School District, a community rich in diversity and committed to educational excellence, is to empower each student to excel to their fullest potential and contribute in full measure to the health, safety, welfare, and prosperity of our community.

To learn more about the PA Core Standards and the specific content and skills for each grade level, you are encouraged to visit the PDE interactive website at:
www.pdesas.org/Standard/PACore

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The Wissahickon Standards-Based Elementary Progress Report

