

Marple Newtown School District

Parent Handbook for the Elementary Report Card



2007-2008 School Year

Dear Parent or Guardian,

This handbook will serve to explain the elementary Standards-Based Report Card. The purpose of the report card is to provide an on-going conversation among teachers, students, and parents about what is expected of students and how to help them achieve success in a rigorous academic program. This report was designed to provide a clear description of your child's learning in three areas.

1. It indicates a student's academic performance relative to **standards** established by the PA Department of Education (See Academic Performance Key).
2. It shows a student's growth in terms of **grade-level** expectations (See Progress Key).
3. It communicates a student's learning qualities and the extent to which a student invests **effort** in the learning process (See Learning Qualities/Effort Key).

The report card will be issued four times per year in grades 1-5 and twice per year in kindergarten. **Letter grades will begin the second marking period of third grade.** Additional information will be provided during two parent/teacher conferences as listed below.

Conference Dates

November 16, 19, 20 2007

April 16, 17, 18 2008

Report Card Dates

November 15, 2007 Grades 1-5 *

January 25, 2008 Grade K

February 1, 2008 Grades 1-5

April 15, 2008 Grades 1-5*

June 13, 2008 Grades K-5



Explaining Standards:

In January 1999, Pennsylvania's Academic Standards became law in the Commonwealth. These academic standards define what students should know and be able to do at specific grade levels. Standards have been adopted for all subject areas reported on the Marple Newtown School District's Elementary Report Card.

- Standards are specified learning goals applied to all students, and they provide consistent targets for students to meet.
- They are the general categories that organize knowledge within a discipline.
- Standards provide clear benchmarks against which a student's knowledge and skills can be measured throughout his or her education.
- In standards-based classrooms, the focus is on student performance, not simply on test and quiz results.
- Standards provide a focus for aligning curriculum, instruction, and assessment.
- By defining students' academic responsibilities, standards define the teaching responsibilities of the school and the learning goals for the student.
- Finally, standards invite a common understanding among the district, school, teacher, parent and child about academic expectations.

This report is based on grade-level standards established for each subject area.

Product Descriptors Key
Grades K-5

The accomplishment of the standard by the end of the year:

4 Advanced

Beyond expected level of mastery; excellent performance

3 Proficient

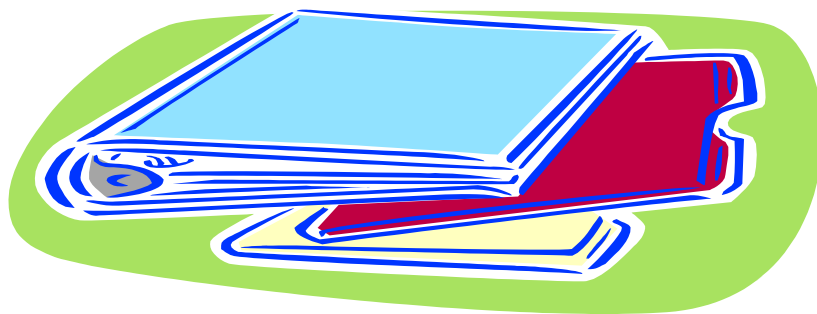
Demonstrated mastery of knowledge and skills;
solid, consistent performance

2 Approaching

Partial mastery of knowledge and skills;
basic performance

1 Beginning

Limited mastery of knowledge and skills;
below basic performance



Academic Performance Key

Grades 3 - 5

Letter grades indicate a student's summative performance during the current marking period. In grade 3, letter grades will be given during the second, third and fourth marking periods only.

A

Outstanding Progress

- All skills and concepts are fully or consistently met.
- Assignments are accurate, of high quality, and well organized.
- Daily performance indicates a high level of understanding of concepts and skills at this time.

B

Good Progress

- Most of the skills and concepts are fully or consistently met.
- Assignments are generally accurate, thorough, and organized.
- Daily performance indicates a solid grasp of concepts and skills at this time.

C

Satisfactory Progress

- Over half of the skills and concepts are fully or consistently met.
- Assignments are generally accurate, but quality, thoroughness, and organization vary.
- Daily performance indicates satisfactory acquisition of concepts and skills at this time.

D

Unsatisfactory Progress

- Only a few of the skills and concepts are fully or consistently met.
- Assignments need improvement in quality, thoroughness, and organization.
- Daily performance indicates weak acquisition of concepts and skills at this time.

F

Failing

Progress Descriptors Key

These marks indicate the degree of learner growth evident during the current marking period.

- + The student demonstrates **mastery** of the expected competencies and performs this indicated skill consistently and independently.

- √ + The student demonstrates **steady progress** and frequently performs the skill independently.

- √ The student demonstrates **adequate progress** and requires some assistance to perform the task.

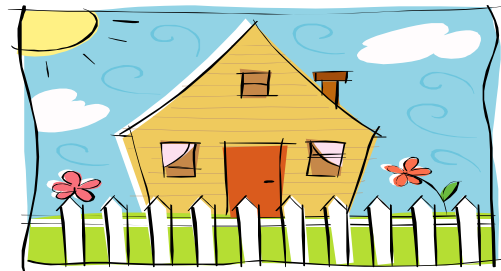
NYD The student needs frequent assistance, because the skill is **not yet demonstrated**.

IP Inconsistent Performance

NA Not assessed at this time

▲ Not Yet Introduced

SPR See Progress Report



Learning Qualities

Effort Key

These marks evaluate the learning qualities and effort evident during the current marking period.

VG Very Good

S Satisfactory

N Needs Improvement

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Program Modified

Program Modified indicates that appropriate changes are being made in a particular content area to meet individual needs. An (SPR) will be placed in the box if modifications are made. A progress report will be attached. The information coded directly on the report card will reflect the child's instructional level as stated in the progress report.

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Standards-based Reporting

The Marple Newtown School District is striving for our students to receive a "3" (Proficient) by the end of the school year, which means that our students have met the grade level standard. Please note that teachers are required to teach all the standards and use multiple assessments throughout the year to measure student performance. Since the PSSA is only one assessment administered in the spring to students in grades three through five at the elementary level, and only measures select skills, a direct comparison of your child's scores on the PSSA with his/her ranking on the report card cannot be made.

In Summary

The standards-based report card identifies our expectation of what students should know and be able to do at each grade level.

The revised report card:

- Indicates how a student is currently performing relative to the PA academic standards
- Reflects a student's growth in terms of grade level expectations
- Indicates a student's investment of effort in the learning process

This reporting process:

- Offers a shared language for communicating about a student's learning
- Clarifies expectations for each grade level
- Provides parents with a more comprehensive view of each child as a student

