

# THE ELEMENTARY STANDARDS-BASED REPORT CARD

Palm Beach County, Florida

## FREQUENTLY ASKED QUESTIONS

### 1. What are Standards?

Standards are what students should know and be able to do at the end of each grade. Florida adopted the Next Generation Sunshine State Standards (NGSS) and Next Generation Sunshine State Standards Access Points in 2008 and Florida's Standards (MAFS and LAFS) and Florida Standards Access Points (MAFS and LAFS) in 2014 to set expectations for student learning and provide for greater accountability for student achievement.

### 2. What is a standards-based report card?

A standards-based report card provides detailed information on how well your child is progressing toward mastery of year-end standards in each subject area. For Kindergarten through 5<sup>th</sup> grade, the report card reflects Florida's Standards and Florida Standards Access Points for Reading, Writing, and Mathematics and Next Generation Sunshine State Standards and Next Generation Sunshine State Standards Access Points for all other subject areas.

A standards-based report card differs from a traditional report card in two ways:

- what it measures
- how it reports progress

The standards-based report card lists year-end standards for each content area and shows student progress. At the end of each grading period, the teacher will indicate your child's performance level in meeting the year-end standards.

### 3. What does the standards-based report card tell parents?

The standards-based report card:

- identifies the learning standards to be met at the end of each grade level.
- provides specific information about your child's progress in meeting the year-end standard.
- shows areas for continued growth.

### 4. Why is the School District of Palm Beach County using a standards-based report card?

Palm Beach County teachers ~~currently~~ are teaching a standards-based curriculum and assessing students on the standards the students are learning. The move toward a standards-based reporting system is happening through the United States and aligns the information provided to parents on the report card with how we are currently teaching and assessing students.

The purpose of the standards-based report card is to provide parents, teachers, and students with more accurate information about students' progress toward meeting content standards. By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are being exposed to the same curriculum and mastering the skills necessary in each grade level.

This system helps close the gap in achievement among students. Additionally, parents will be more aware of what their children should know and be able to do by the end of each grade level.

### 5. Which Palm Beach County schools are using the standards-based report cards?

All elementary schools are using the standards-based report cards in kindergarten through 5<sup>th</sup> grade.

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### 6. How does the standards-based report card compare with traditional grades?

The School District of Palm Beach County standards-based report card uses Performance Codes and Standard Codes. The Performance Codes show the overall progress of the student toward meeting the grade-level standards. The Standard Codes measure the student progress for each standard.

These Performance Codes and Standard Codes replace traditional grades and indicate the student's progress toward meeting the year-end standard. These codes are not averages of work completed.

PERFORMANCE CODES	
Based on progress toward meeting the grade standards.	
<b>EX</b>	Demonstrates broad in-depth skill/concept development that most often exceeds grade level standards.
<b>PR</b>	Demonstrates skill/concept development that meets grade level standards.
<b>AP</b>	Demonstrates skill/concept development that is beginning to meet grade level standards.
<b>ND</b>	Demonstrates skill/concept development that is significantly below grade level standards.

  

STANDARD CODES	
<b>X</b>	Student meeting standards
<b>#</b>	Area of concern
<b>0</b>	Not assessed

On many traditional report cards, students receive one grade for reading, one for mathematics, one for science, and so on. On a standards-based report card, each of these subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mark for each standard.

The achievement marks indicate a child's progress toward meeting specific grade-level standards. The student's proficiency is reported separately from his or her effort.

With the standards-based reporting system, students are evaluated more objectively according to consistent grade-level standards. The letter grades used in traditional report cards are a more subjective reflection of individual teachers' expectations for student effort and achievement.

### 7. Do I need to be concerned if my child receives an AP or an ND Performance Code?

If your child receives an AP or an ND, you should work with the teacher to see where support at home can assist. The report card provides multiple standards in a subject area, thereby giving an overall performance of a student's progress. This reporting provides information on areas of strengths and areas where a student needs more support. If a student receives an AP, it means the student is beginning to meet some of the grade-level standards. If a student receives an ND, it means the student is not yet meeting grade-level standards.

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**8. What if my child receives a PR Performance Code?**

The PR indicates that your child is making appropriate progress at this time of year toward overall mastery of the year-end grade-level standards for that subject area.

**9. What if my child is falling behind the standard?**

If your child is not making adequate progress toward grade-level standards, a plan will be created to best meet your child's individual needs. A Progress Monitoring Plan (PMP) may be written with teacher and parent input to develop strategies and interventions for students who are working below grade-level standards. A Response to Intervention (RtI) approach may also be implemented which includes additional instruction at the student's instructional level to support the student's progress toward mastery of the grade-level standards.

**10. How will honor roll and student success celebration be handled?**

Celebrating student success is a school-based decision. Many schools already have a way to honor student success.

**11. How do I discuss the standards based report card with my child?**

Parents and teachers should set goals with the child and together work on skills that support mastery of identified learning standards. Student-led conferences provide an opportunity to have these conversations.

**12. How will elementary schools outside of the school district know what the Performance Codes and Standard Codes mean?**

The standards-based report cards contain a legend with a definition for each code.

**13. What happens when students go to middle school?**

The transcript of the standards-based report cards will be sent to middle schools when students move from elementary to middle.

**14. Has the standards-based report card been piloted?**

The standards-based report card was piloted in 13 elementary schools for grades kindergarten through grade 5 during the 2010-11 school year. In the 2011-12 school year, the original 13 elementary schools plus an additional 7 seven elementary schools participated for a total of 20 schools piloting the standards-based report card in the district. In 2012-13, the standards-based report card was implemented district-wide for kindergarten and first grade. In 2013-2014 the standards-based report card was implemented district-wide in kindergarten through second grade. In 2014-2015, the standards-based report card was implemented district-wide in all elementary grades, kindergarten through fifth grade.

**15. What resources are available to help parents understand the standards-based report card?**

A video presentation is available in English, Spanish and Creole for parents to view. Kindergarten, grade 1, and grades 2-5 parent brochures in English, Spanish, and Creole explain the standards-based report card for parents at: <http://www.palmbeachschools.org/parents/ElemReportCard.asp>

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**16. What are Florida Standards Access Points?**

The Florida Standards Access Points reflect the key concepts of the Florida Standards with reduced levels of complexity. They are written to ensure the core intent of the standards, for students with significant cognitive disabilities, which apply to all students in the same grade level.

**17. What is the purpose of Access Points?**

Access points are designed to frame the instruction and assessment of students with significant cognitive disabilities.

**18. Who determines if a student is working on Access Points?**

The IEP team conducts a comprehensive review of all student information to determine if Access Points are the appropriate standards to utilize.

**19. How does a teacher determine the performance codes and standard codes for Access Points?**

The Performance Codes show the overall progress of the student toward meeting the grade-level Access Point standards. The Standard Codes measure the student progress for each Access Point standard.

**20. Where are Florida Standards Access Points located?**

The Florida Standard Access Points for all grade levels can be located at [www.cpalms.org](http://www.cpalms.org)

**21. How are English Language Learners who are still acquiring English language speaking and literacy skills graded?**

Students are assessed at their current grade level using the appropriate grade-level standards. Teachers consider the effect on student performance and will discuss with parents the following: the child's current level of English proficiency; the child's opportunity to learn the content and/or the child's ability to demonstrate the appropriate grade-level standards.