



Bristol Township School District

Elementary Report Cards

Update for Parents Fall 2022

Descriptors of Performance Indicators

Four indicators of progress are noted on the new report cards using a numeric marking system (4, 3, 2, and 1). Descriptors for each indicator are provided below:

4: Mastered

The student's performance consistently meets the grade level standard. The student applies key concepts, processes, and skills at a complex level.

3: Meeting

The student's performance consistently meets the grade level standard. The student grasps key concepts, processes, and skills.

2: Approaching

The student's performance is approaching the grade level standard. The student is developing an understanding of key concepts, processes, and skills.

1: Emerging

The student's performance does not meet the grade level standard. The student demonstrates a limited understanding of key concepts, processes, and skills.

Scoring

On a standards-based report card, an indicator of "3" is the expected goal for students, which conveys that the student is meeting the requirements of the academic standards for the student's grade level. Indicators of "3" and "2" both show that a student is working within the expectations of the grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The expectation is that most students will achieve a "3" by the end of the year for each grade-level standard. District curriculum supervisors continue to work with teachers to identify the skills taught and assessed as well as the expected student evidence of learning for each marking period. Evidence of learning informs future instruction and assessment. Learners are assessed based on the evidence of their progress toward mastery of those expectations established for each trimester period.

4 – An indicator of "4" conveys that the student's progress consistently meets standards because the student has demonstrated mastery in terms of knowledge and applies that knowledge in ways that go beyond meeting the standard. Instruction is differentiated through enrichment and extension for this student because the student has demonstrated mastery of the grade level expectation at this time.

3 – An indicator of "3" conveys that progress towards end-of-the-year standards meets the district's expectations at this time. For example, even if a student scores a 30% on a math unit pre-test and then proceeds to score well, even as high as a 100%, on the post-test, the student clearly demonstrated a positive response to instruction and warrants a score of "3". This student has met the expectation independently and requires little to no adult support to demonstrate proficiency after instruction has been delivered.

2 – An indicator of "2" conveys that the progression of skills and information is in the expected range, but the student still requires support and assistance to meet the requirements of the academic standard for the student's grade level at this time.

1 – An indicator of "1" conveys that the requirements of the grade-level standard are not met at this time. The student's instructional level is characterized as requiring significant teacher support and

differentiation/accommodations or even modifications. It is expected that teachers have communicated with parents prior to the distribution of the report card for any student receiving a “1” for any standard.

FREQUENTLY ASKED QUESTIONS

What exactly do you mean when referencing “standards?”

Standards are determined by the Pennsylvania Department of Education and determine what students should know and be able to do at the end of each grade. It would be overwhelming to list and report on every standard on each report card. The standards on the BTSD report card are a snapshot of the Pennsylvania Common Core State Standards that have been deemed most essential. You can find more information about the PA Common Core State Standards at [PA Core Standards Parent Fact Sheet](#)

What examples of data do teachers collect to determine progress reported?

With a skills or standards-based approach, teachers gather evidence of and evaluate student learning in a variety of ways using classroom observations, classwork, and assessments. The combination of these pieces of evidence, when reviewed with parents or guardians, provides a more detailed and comprehensive picture of student progress toward grade-level expectations.

How do I help my child “get a 4?”

Remember, an indicator of “3” conveys that a student is meeting grade-level expectations with independence and excellence. With high and challenging expectations, a “3” is indicative of where a student should be. “Getting a 4” is not about what more a student does. It is what a student knows, and at what level the student applies knowledge to new and higher-level situations that exceeds what is explicitly taught in class.

How does standards-based reporting differ for students with IEP’s?

Students with Individualized Education Programs (IEP) must be provided with the same opportunity to receive grades in relation to expectations for grade-level standards; this is a civil right. Since special education students are a heterogeneous group with various disabilities that impact learning, some may not achieve certain grade-level standards without special services and supports. For students with accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of a standard may be adjusted. Modifications, on the other hand, can mean changing the standard itself, identifying standards that are fundamentally related but also developmentally appropriate. The IEP Team makes decisions regarding what content areas, if any, require modifications of the grade level standards. For all students with an IEP, a supplemental progress report is provided that identifies how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP.

How are English Language Learners (ELL) 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-based report card. During parent conferences, teachers will discuss with parents and guardians the student’s current level of English proficiency as well as the student’s opportunity to learn the content and/or ability to demonstrate progress toward the appropriate grade-level standards.

“By comparing one child’s performance to a clear standard, parents, students, and teachers all know precisely what is expected. Every time a student attempts a task, the performance is compared to the standard, not the other students’ performances. The most important advantages for students and families are fairness, clarity, and improved learning.”

- Douglas B. Reeves, 101 Questions and Answers about Standards, Assessment and Accountability