

The Cranston Public Schools is implementing a new report card at the elementary level. Our vision is to create a student-friendly report card with clearly defined learning targets (standards) aligned to high-quality instruction and balanced assessments. The standards-based report card seeks to provide meaningful feedback so parents can track student progress toward proficiency of key academic concepts, reflect upon strengths and areas for improvement. Below are some frequently asked questions about standards-based grading.

Q: Why is the elementary report card changing?

A: Our goal was two-fold: we want the report card to reflect the learning targets we are teaching at each grade level, as well as provide parents with detailed information about their child as a learner.

Over the last few years our learning targets, instruction and assessments have changed to reflect what is happening in the classroom on a daily basis. The new report card reflects the classroom expectations.

Q: What is a standards-based report card?

A: Standards-based grading informs how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows or is able to do. A standards-based report card lists the most important skills students should learn in a subject matter at a particular grade level. Instead of receiving a letter grade, students will be

provided with a number from 1-4, which defines their proficiency of the content skill.

Q: How does the standards based report card differ from traditional grading?

A: Unlike traditional grading systems, a standards-based grading system measures a student's proficiency on grade-level learning targets using the most recent, consistent level of performance. A student who may have struggled at the beginning of the trimester when first learning new material, may still be able to demonstrate proficiency of key content/concepts by the end of the trimester.

In a traditional grading system, a student's performance for an entire quarter is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the trimester, resulting in a lower overall grade than current performance indicates. Letter grades did not provide parents with an opportunity to understand which skills their child has mastered and whether they were working at grade level.

Q: How is proficiency recorded on the new report card?

A: A child's learning is scored on a 4-point scale.

- 4 – Exceeding – Student work exceeds standards and shows in-depth understanding that goes beyond what is expected.
- 3 – Meeting – Student work at this level meets end of year grade level expectations.
- 2 – Progressing – Student work is progressing toward grade level expectations.

- 1 – Emerging – Student work is beginning to show progress and understanding.
- N – Not Assessed – This learning target is not taught during a particular trimester.
- * - More detailed information will be provided in the comment section.

Q: How will I know if my child needs help or is struggling?

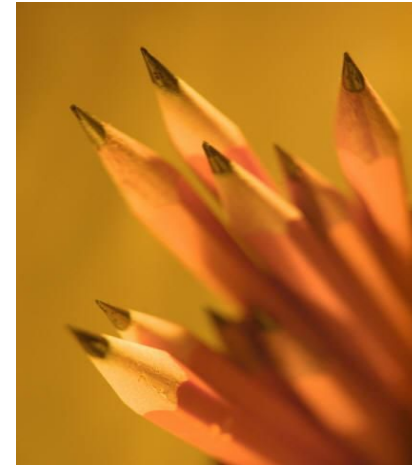
A: Receiving a score of a 1 or 2 may be a sign that your child may need some extra help in a particular area. It may also indicate that he/she needs more time to practice this skill. It does not mean the child will stay a 1 or 2 over the course of the year.

Q: When will report cards be distributed?

A: We are now reporting on a trimester basis. It allows more time for instruction and development of proficiency towards these learning targets. The trimester ends after 60 days.

- Trimester I – September - December
- Trimester II – December - March
- Trimester III – March - Last day of school

Cranston Public Schools Elementary Report Card Pamphlet Trimester System



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