

What does a standard look like ?

**In writing, all students are expected to...
“Write with a clear focus, coherent organization, and sufficient detail.”**

A third grade student who meets this standard could say:

- I can write well-organized paragraphs that include a topic sentence, 3-4 details with supporting sentences, and a concluding sentence.
- I can write 2-3 related paragraphs in various modes.

A sixth grade student who meets this standard could say:

- I can write well-constructed paragraphs with strong topic sentences, sufficient supporting sentences, and transitional devices.
- I can write a multi-paragraph, focused narrative in a chronological, detailed manner.

A ninth grade student who meets this standard could say:

- I can write a multi-paragraph composition with a clear focus that develops a main idea or thesis, provides adequate supporting detail, and has a clear, logical conclusion.

Dear Parents and Guardians,

Our school district is committed to preparing each student to realize his or her full potential. In order for us to do this well, we have to be communicating to the students, parents and guardians in a way that gives them clear information about the progress they are making toward standards. The language we use to explain the status toward meeting standards is clear: you either are meeting them or you are not. While it may appear blunt, it is more meaningful and we believe more beneficial for students, parents, and teachers so that instruction, remediation or acceleration may be planned to maximize our time on learning.

In the next few years we will be phasing in new documents that report on your student’s progress toward meeting standards. This phase in period will mean all of us will need to learn, understand and use a new lexicon of terms to describe performance toward the standard. While it is easy to remember meet or not met, we will also be clearer as to what measurement standards are met in each content area and in each grade. We will be beginning to use the same rubric across the district in every school and while it may be modified based on the project, content, or grade; it will be rooted in the same language across the district. This is to ensure that when students reach our high school they will have the same depth of understanding of our standards taught.

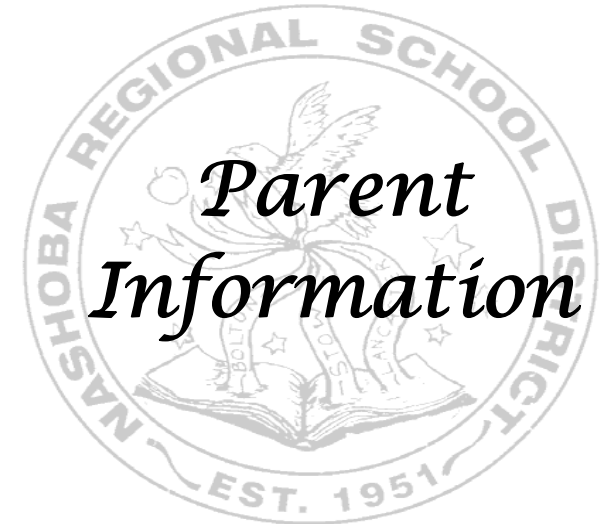
It is a very exciting time in NASHOBA. We have done a lot of preparatory work to get on the same page regarding curriculum, instruction and assessment and over the course of the next few years we need your input to guide how we move toward the vision of informing all parents, students and teachers of what students know, understand and are able to do.

Informational meetings will be occurring throughout the next school year. Teachers will be talking with you at parent-student-teacher conferences and through your school council. Materials will be posted on our website with notes on your school website that will tell you that the file has been updated.



Superintendent of Schools
Nashoba Regional School District

Comprehensive Reporting System



Department of Teaching and Learning
Nashoba Regional School District

Rating Scale

4.0 The student demonstrates in-depth understanding and extended application of essential skills and concepts consistently, accurately, and with high quality. (Exceeds the standard)

--->3.0 (Mastery) The student demonstrates proficiency in essential skills and concepts with consistent and independent application. (Meeting the standard)

2.5 The student demonstrates some skill and understanding of the essential skills and concepts independently, but is not consistent in demonstration. (Closer to the standard)

2.0 The student demonstrates progress towards an understanding of the essential skills and concepts, but is unable to demonstrate them with any independence or consistency. (Progressing toward the standard)

1.5 With minimal help, the student demonstrates progress towards a partial understanding of some of the essential skills and understandings, but is unable to demonstrate them with any independence or consistency. (Limited guided progression toward the standard.)

1.0 With significant help, the student demonstrates progress towards a partial understanding of some of the essential skills and understandings, but is unable to demonstrate them with any independence or consistency. (Guided progression toward the standard)

0.0 Even with significant help, the student demonstrates no understanding or skill at this time. (No progression toward the standard at this time)

SBC agreed upon scale, District comment draft

What is Standards-Based Reporting?

Standards are statements about learning expectations for students.

Content Standards define what students need to know and be able to do in nine content areas:

- Language Arts
- Mathematics
- Science
- Social Studies
- Technology & Engineering
- Fine Arts
- Health
- Physical Education
- World Languages

Benchmarks give specific grade level and course targets.

Learner goals are essential for all students at all grade levels. These will be a factor in whether the student is reaching his/her full potential.

- Self-Directed Learner: Ability to be responsible for one's own learning.
- Community Contributor: Ability to work together.
- Complex Thinker: Ability to demonstrate critical thinking and problem-solving strategies.
- Quality Producer: Ability to recognize and produce quality performances and products
- Effective Communicator: Ability to communicate effectively in multiple mediums
- Effective and Ethical User of Technology: Ability to use a variety of technologies effectively and ethically.

**adapted from Art Costa*

Standards, Benchmarks, and General Learner Outcomes give clear targets for learning.

Curriculum, Assessment and Instruction are based on Standards

Standards-Based Curriculum consists of lessons and activities

- **Curriculum** includes resources (time, funds, instructional materials, educational programs and services) and strategies that match learning targets and increase student learning.

Standards-Based Assessments and Rubrics describe how well students are learning.

- Assessments give evidence of learning through student work.
 - Rubrics describe the quality of the student work.



Standards-Based Instruction provides many varied opportunities for students to learn and demonstrate learning.

- Instruction involves students as critical partners in their learning.
- Teachers believe that all students can learn to meet the challenging expectations.

Performance Standards

- Examples of good work are posted (Exemplars)
- Comments explain why the work represents quality, mentions areas for improvement, or encouragement