



Nashoba Regional School District

Standards-Based Report Card
Parent Guide

First Grade

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About this Handbook

This handbook is intended to provide additional information regarding the standards-based grading process in the Nashoba Regional School District.

Our report cards are the result of collaboration between teachers, administrators and families. The primary goal of these report cards is to provide information regarding students' progress throughout the year with respect to both content standards and habits of learning. Teachers use multiple measures to assess children's performance in each area. The hope is that, by the end of the year, every family has a comprehensive picture of a child's learning and growth over the course of the year.

Introduction to Standardized Reporting

What are standards?

Standards are written benchmarks for students that explicitly state what the students need to have accomplished by the end of the year. There are standards for all academic content areas.

Example: (Mathematics/ Measurement and Data section) Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

This particular math standard is what needs to be accomplished by the end of second grade (trimester 3).

What are the benefits of standardized reporting?

On a traditional report card, the students may only receive one grade for reading, writing, math, and so on. However on a standards-based report card, the specific skills are listed under each content area. This allows a parent to pinpoint exactly what skills the student mastered and which skills need more time for mastery.

The Standards-Based Reporting System



Standards are outlined by the Massachusetts State Standards.

Curriculum is developed to ensure that all standards are being taught.

Instruction is guided by standards-based curriculum and informed by ongoing assessment data.

Formative & Summative Assessments are used to accurately measure students' progression toward the standards.

Reporting Tools enable teachers to show student growth toward:

- End-of-the-year standards
- Trimester benchmarks
- Social Behavior and Work Habit

Standard Scale

The standard scale shows a student's progress toward mastery of the end-of-year standards.

4 Exceeds the Standard	The student demonstrates in-depth understanding of essential skills and concepts. Performance is characterized by the ability to apply and make connections beyond the standard.
3 Masters the Standard	The student demonstrates proficiency in essential skills and concepts. Independent performance is characterized by an ability to apply the skills with consistent accuracy and quality.
2.5	The student demonstrates skill and understanding of the essential skills and concepts independently, but may or may not be consistent in application.
2 Progression toward the Standard	The student demonstrates progress toward an understanding of the essential skills and concepts. Independent performance is characterized by inconsistent application and accuracy.
1.5	With help, the student demonstrates limited progress toward an understanding of the essential skills and concepts.
1 Guided Progression toward the Standard	With significant help, the student demonstrates limited progress toward an understanding of the essentials skills and concepts. Performance is characterized by inconsistent demonstration of the essential skills.
NY Not Yet Progressing toward the Standard	Student does not yet demonstrate understanding or skill at this time.
NA Not Assessed	Not assessed this trimester.

The goal is for the student to achieve mastery of the standard by the end of the year. As instruction is guided by the end of the year expectations, the majority of students will not earn a standard scale score of 3 or 4 in trimester 1 and trimester 2.

A student may also receive a NA (not assessed) on a particular standard in a given trimester. Some of the standards are not addressed in a particular trimester; therefore, the students are not formally assessed in these areas. This is particularly true of science and social studies, as teachers share supplies and may teach the standards at different times throughout the year.

*As a result of the increasing complexity of skills, student performance may fluctuate throughout the school year.

Progress Scale

The progress scale indicates whether or not a student has met the trimester benchmark for that standard. The progress scale includes:

- + **Student has met trimester benchmark**
- **Student has not met trimester benchmark**

The progress scale is a very important tool to reference when looking at the specific standards on the report cards. For each standard, the parent will see their child's standard scale score (NA, NY, 1, 1.5, 2, 2.5, 3, 4), with an accompanying progress scale (+ or -). This progress scale allows them to see if a student is on or is not on target to receive a score of 3 or 4 by the end of trimester 3.

Social Behavior and Work Habit Scale

This scale utilizes three point descriptors, which are represented by M, I, and S.

- M Meets expectations**
- I Inconsistently meets expectations**
- S Seldom meets expectations**

This scale applies to the sections of the report card listed below:

Strives for Quality- Assesses the effort of the student in the following academic content areas:

- Speech, Listening, and Language
- Reading
- Writing
- Mathematics
- Science, Technology, and Engineering
- History and Social Sciences

Social Behavior/ Work Habits- Assesses the social behavior and work habits of the student throughout the school day.

Specialist Reporting- Assesses student's demonstration of respectful behavior and appropriate level of effort in each specialist discipline

*See Social Behavior and Work Habits section of this handbook for more information.

Additional Information

This section applies when a student is on an IEP or 504 plan.

*** Student receives accommodations to access the standards.**

A single asterisk will be used to indicate each subject area where a student receives accommodations as documented on an IEP or 504 plan. When a student receives only accommodations that enable the student with a disability to learn and demonstrate what the student knows, it should be understood that the student's progress is measured on grade-level standards.

**** Student progress is based on modified grade-level standards.**

A double asterisk will be used to indicate each subject area where a student receives modified course content as documented on the student's IEP. When a student receives modifications, it should be understood that the student's progress is measured on the related IEP goal(s) and objective(s). Additional information about the student's progress will be documented on his or her Special Education Progress Report.

Content Areas Reporting Standards

Listed below are the general content areas with the specific standards listed underneath. As a reminder, these standards are to be mastered by the student at the end of term 3. Progression towards mastery would be shown in trimester 1 and trimester 2 with a (+), using the progress scale, indicating that the student has met the corresponding trimester benchmark.

English/ Language Arts

By the end of term 3, a proficient student is able to:

Speech, Listening, and Language:

Participate in collaborative conversations

- Follow rules for discussions
- Ask questions to gather information
- Ask and answer questions about what a speaker says

Describe people, places, things, and events with relevant details

- Speak in a clear and loud voice

Demonstrate command of the conventions of standard English grammar and usage when speaking.

Reading:

Retell and describe stories

- Include details, characters, settings, and events.
- Use illustrations and details to describe the story
- Understand the lesson of the story.

Understand and find key details in informational text

- Ask and answer questions about key details
- Identify facts in a text by using pictures, words.
- Identify the main topic and key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Demonstrate phonetic understanding of spoken words, syllables, and sounds.

Read grade-level text with sufficient accuracy and fluency.

Read grade-level text with purpose and understanding.

Writing:

Demonstrate command of the conventions of capitalization and punctuation when writing

- Capitalize dates and names
- Inserting end marks
- Use commas in dates and to separate words in a series

Demonstrate command of the conventions of spelling when writing

- Use learned spelling patterns
- Use phonetic spelling in untaught words.

Write opinion pieces

- Include the topic, opinion, a reason, and a sense of closure.

Write informative/explanatory texts

- Name a topic, supply some facts about the topic and provide a sense of closure.

Write narratives

- Recount two or more sequenced events, including some details, temporal words and a sense of closure.

Mathematics

By the end of term 3, a proficient student is able to:

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

- Use addition and subtraction within 20 to solve word problems.
- Solve word problems that call for addition of three whole numbers.

Add within 20.

- Add within 20, demonstrating fluency for addition within 10.
- Understand the meaning of the equal sign.
- Determine the unknown whole number in an addition equation.

Subtract within 20.

- Subtract within 20, demonstrating fluency for subtraction within 10.
- Understand the meaning of the equal sign.
- Determine the unknown whole number in a subtraction equation.

Number and Operation in Base Ten:

Extend the counting sequence.

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Compare two two-digit numbers based on meanings of the tens and ones digits.
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reason used.
- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.
- Subtract multiples of 10 from multiples of 10 in the range 10-90.

Measurement and Data:

Measure lengths.

- Order three objects by length; compare the lengths of two objects.
- Express the length of an object as a whole number of length units.

Demonstrate an understanding of time.

- Tell and write time in hours and half-hours using analog and **digital** clocks.

Demonstrate an understanding of money.

- Identify and compare the values of the U.S. coins pennies, nickels, dimes and quarters.
- Use appropriate notation (e.g., cent symbol after coin amount).
- Use the values of coins in the solutions of problems.

Represent and interpret data.

- Interpret, represent, and organize data; ask and answer questions about the data.

Geometry:

Use and demonstrate knowledge of shapes.

- Distinguish between defining attributes and non-defining attributes; build and draw shapes to possess defining attributes.
- Partition circles and rectangles into two and four equal shares, describe the shares.

Science, Technology & Engineering

By the end of term 3, a proficient student is able to:

Earth and Space Science Strand:

Observe, describe and analyze patterns of change on Earth.

- Use observations of the Sun, Moon, and stars to describe that each appears to rise in one part of the sky, appears to move across the sky, and appears to set.
- Analyze provided data to identify relationships among seasonal patterns of change.

Life Science Strand:

Demonstrate an understanding that animals and plants are living things.

- All living things need food, air, and water.
- All living things grow and reproduce.

Identify the way an organism's habitat provides for its basic needs.

- Every living organism has a habitat that provides for the basic needs.

Physical Science Strand:

Investigate sound and light.

- Demonstrate that vibrating materials can make sound and that sound can make materials vibrate.
- Conduct an investigation to determine the effect of placing materials in the path of a beam of light.

History and Social Science

By the end of term 3, a proficient student is able to:

United States Leaders, Symbols, Events, and Holidays:

Identify and explain the meanings of American national symbols.

- Identify and explain the meanings of the American flag, the bald eagle, the White House, and the Statue of Liberty.
- Give reasons for celebrating the events or people commemorated in national and Massachusetts holidays: Labor Day, Constitution Day, Columbus Day, Veteran’s Day, Thanksgiving, Martin Luther King Jr. Day, President’s Day, Patriot’s Day, Memorial Day, Flag Day, and Independence Day are important national and Massachusetts holidays and are celebrated for certain reasons.
- Identify the current president and has a basic understanding of the role of the presidency: The president gets their authority from a vote by the people.

Individuals, Families, and Communities Now and Long Ago:

Understand the basic concept of time and chronology.

- Days, weeks, months, and years are temporal sequences.

Describe celebrations or customs held by members of the class, his/ her family, and the community.

- Our country is home to many different Americans and their traditions.

Identify the difference between needs and wants.

- People make choices about how to spend their money based on needs and wants.

My Neighborhood/ Study of Geography

Identify cardinal directions on a map (N, E, S, W).

- Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.

Recognize geographic physical features (continents, mountains, rivers, lakes, and oceans).

- Geographic physical features on maps are represented with various landform symbols.

Social Behavior and Work Habits

The Social Behavior and Work Habits section of the report card stems directly from the *Responsive Classroom* core values: **cooperation, assertion, responsibility, empathy, and self-control**. These core values encompass all of the social and work behaviors that are exhibited by the students in the classroom. The students will receive an M (meets expectations); an I (inconsistently meets expectations) or an S (seldom meets expectations) per core value descriptor. If more information regarding social behavior needs to be addressed beyond just an (M), (I), or (S), the teacher may provide this information in the comment section of the report card.

Comments

The comment section of the report card allows the teachers to address any section of the report card more specifically.

Example: A child earns an (I) in the “Works collaboratively with others” section of social behavior for showing great cooperation in the classroom during the first ten weeks of school. Just in the last week, however, has been challenged with being cooperative, so the teacher makes note of the recent behavior change in the Comments Section.

The comments also will give the teacher a chance to comment on a more “personal” level regarding a particular student, sharing any other pertinent information that may have not been addressed on the report card.

Additional Information

If you have any additional questions or concerns regarding the standard-based report card or the Parent Guide, please direct those questions to your child’s teacher. Thank you and enjoy the standards-based reporting tool.