

Westside Elementary Schools Standards-Based Achievement Report Card Parent User Guide

At Westside, learning standards are the standards and indicators approved by the Nebraska State Board of Education.

These are rigorous curriculum standards and the goal is for all students to be proficient on all learning standards at each grade level. A standards-based report card gives parents specific information about whether a student has met those standards.

Westside uses a standards-based report card at the elementary level. Communicating specifically about each standard rather than combining everything into a single symbol helps Westside to communicate clearly about learning with students, parents and our community. Most importantly, there is worldwide consensus among experts that standards-based reporting increases the focus on learning.

A standards-based report card...

- measures a student's achievement in relation to the standards rather than by averaging grades or being compared to other students on a curve.
- gives more detailed and accurate information about a student's academic achievement.
- provides clarity and consistency for reporting achievement on learning standards within the Westside Community Schools.

The statements on the report card are Grade Level Content Standards. (GLCS) Each GLCS

The marks on the report card are determined using student assessments combined with teachers' professional judgements to represent achievement of learning standards at a given point in time.

In addition to the report card, student achievement will be shared in many ways throughout the year including:

Conferences. Communicating student achievement continues to be the focus of parent-teacher conferences. These conferences are held at the end of first and third quarters.

Informal Communication. Teachers use phone calls, notes, emails, and parent meetings to report evidence of student learning and progress towards standards.

For additional information visit our website www.westside66.org or contact your child's teacher or building principal.

Below is a sample of a Standards Based Report Card.

Westside Community Schools 2016-2017	
Westgate Elementary	
Student Name: Westside, Elementary	Teacher: Heather Weist
Grade: 0	Principal: Amanda Moon

About Standards-Based Report Cards

Standards-based report cards give information about a student's achievement of learning standards. Westside's learning standards are aligned with Nebraska's State Standards.

In standards-based reporting systems,

- a student's achievement is measured in relation to each standard, rather than by averaging grades or comparing students;
- report cards give more detailed and accurate information about a student's academic achievement; and
- report cards provide greater clarity and consistency within the Westside Community Schools.

There is worldwide consensus among experts that standards-based reporting increases the focus on learning.

Achievement Marks

- 4 The student excels in grade-level skills and concepts.
- 3 The student demonstrates proficiency in grade-level skills and concepts.
- 2 The student is developing an understanding of grade-level skills and concepts, but has yet to demonstrate proficiency.
- 1 The student shows little understanding of grade-level skills and concepts.
- Blank Not assessed this quarter
- M Student is working on modified standards either above or below grade-level and will receive a report for these standards.

Demonstrates Skills of a Successful Learner

(These learning skills are critical but not all-inclusive)

The student

- stays on task
- returns to the task after an interruption
- completes tasks according to appropriate criteria
- uses resource materials and tools effectively
- seeks help from teachers, peers, or resources
- follows procedures and routines
- uses organizational skills
- completes and returns homework
- uses time efficiently

Marks for Social Skills and Skills of a Successful Learner

- 3 Almost Always
- 2 Sometimes
- 1 Seldom

Attendance	Q1	Q2	Q3	Q4	Total
Total Days	39.0	51.0	46.0	43.0	179.0
Days Attended	39.0	51.0	46.0	43.0	179.0
Days Absent	0.0	0.0	0.0	0.0	0.0
AM tardies: 1/2 day equivalency	0	0	0	0	0
PM tardies: 1/2 day equivalency	0	0	0	0	0

	Q1	Q2	Q3	Q4
Elem Art - 1st Weist, Heather Lea ELEMENTS AND PRINCIPLES	3	3		
Demonstrates skills of a successful learner	2			

Elem Soc Stud - 6th HISTORY	Weist, Heather Lea	4			
ECONOMICS		3			
CIVICS		1			
Elem Writing - 6th Writing Process	Weist, Heather Lea	3			
Writing Modes		3			
Speaking		2			
Listening		2			
Reciprocal Communication		3			
Elem Library - 1st LIBRARY SKILLS	Weist, Heather Lea	2			
RESEARCH		3			
RESPONSIBILITY		2			
Demonstrates skills of a successful learner		3			

Grade Level Content Standard (Achievement) Marks

One of these marks will appear after each GLCS in each quarter.

- 4** The student excels in grade-level skills and concepts.
- 3** The student demonstrates proficiency in grade-level skills and concepts.
- 2** The student is developing an understanding of grade-level skills and concepts and has yet to demonstrate proficiency.
- 1** The student shows little understanding of grade-level skills and concepts.
- BLANK** Not assessed this quarter.

This mark will appear after the content area title or social skills title for each quarter, if applicable.

M- Student is working on modified standards either above or below grade level and will receive a report for these standards.

Behavior Marks

One of these Marks will appear after Social Skill statement each quarter.

Social Skills Marks

- 3** Almost Always
- 2** Sometimes
- 1** Seldom

One of these marks will appear after the Skills of a Successful Learner statement for each content area each quarter.

Marks used for skills of a successful learner

- 3** Almost Always
- 2** Sometimes
- 1** Seldom

Research-Based Grading Practices

Standards-based reporting follows these grading practices adopted by Westside Community Schools.

Grades are consistent.

- Grades are based on grade-level learning standards.
- Grades are based on quality assessments.

Grades are accurate.

- Grades for academic learning standards reflect student achievement only. Behaviors (e.g., effort, participation, adherence to class rules, attendance) are important but graded separately.
- Grades are based only on individual achievement, even if a student is involved with group work.

Grades are meaningful.

- Teachers use the most recent achievement data to determine grades.
- Zeroes are not used in place of missing or incomplete work.

Grades support learning.

- Formative assessment and practice are used to collect evidence that learning is occurring, not to determine grades.
 - Students have multiple opportunities to demonstrate their learning.
 - Students should know from the beginning how grades will be determined. The learning targets are clear and there are no surprises on assessments.
-

Report Card Questions and Answers About Standards-Based Reporting

How are marks determined in a standards-based system?

GLCS marks are based on the indicators taught and assessed each quarter. When determining marks, teachers consider a “body of evidence” using both summative assessments and professional judgment. Students have multiple opportunities to show what they can do and will continue to be assessed until proficient. Additional assessments are provided only after opportunities for relearning, as prescribed by the teacher, have occurred. These marks reflect only academic achievement, not behaviors.

What does the mark of a “4” mean?

The mark of a “4” means the student excels at grade-level skills and concepts. This mark is determined considering the standards taught and assessed each quarter. The student demonstrates either excellence in thinking, complex questioning, and/or advanced skill development on those particular skills and concepts. Just as determining other achievement marks, behaviors are not considered in determining the mark of a “4”.

Can students receive a 4 on every Content Statement?

No, because some Grade Level Standards cover foundational skills. Even though these skills take work and practice to master they cannot be performed at the level of complexity required by the mark of a “4”. For example, word recognition does not require “excellence in thinking” or “complex questioning” in the way that reading comprehension or the creation of a writing product might demand. Consistent with the determination of other achievement marks, behaviors are not considered in determining the mark of a “4”. Since earlier in the year there is a focus on foundational skills, there may be fewer opportunities to obtain a “4” in the first quarter.

Why is behavior separated from content marks?

To accurately portray student achievement, behavior is separated from achievement. For example, a student may demonstrate proficiency of a learning standard but has late/incomplete homework or off-task behavior. In the past, this child may have penalized with a lower grade due to the late/incomplete homework and/or behavior concern; this practice is not acceptable in a standards-based system. If the student has demonstrated proficiency through the required assessments then that cannot be taken away. However, typically if a student engages in these behaviors, it does impact proficiency. Students are still expected to be responsible and the behavior is addressed through other means.

Where are behaviors addressed?

Student learning behaviors are an important part of the learning process and are reported under the Social Skills section of the report card as well as within each content area (Demonstrates Skills of a Successful Learner). Teachers work with students every day on these behaviors.

Why might a GLCS be blank in a particular quarter?

There may not be a mark in every box each quarter. A blank designates that no learning standards under that GLCS were assessed that quarter. At some point in the year, all GLCS will have a mark reflecting the student's achievement.

Why would a teacher assign a higher mark in one quarter and a lower mark in a subsequent quarter?

Marks will vary because the indicators (standards) connected to the GLCS differ from one quarter to the next.

If I have questions about the marks on my child's report card, where do I go?

The best person to contact regarding your child's report card is your child's teacher. He/she will be able to provide additional details and answer any questions you may have about the report card marks.

Where can I find the indicators that are represented by the GLCS?

The indicators represented by each GLCS can be found in PowerSchool by clicking on the "Standards" tab. They can also be found on the "Parent" tab on the District website. In addition, your child's teacher can provide you with this information.

Learning Behaviors**Social Skills**

These social skills statements appear in a separate section on the report card and are marked each quarter in Grades 1-6.

- demonstrates respect
- demonstrates responsibility
- demonstrates safety

Demonstrates Skills of a Successful Learner

This statement appears at the end of each content section and is marked each quarter in Grades 1-6.

A successful learner independently demonstrates the following skills:

- stays on task
- returns to the task after an interruption
- completes tasks according to appropriate criteria
- uses resource materials and tools effectively
- seeks help from teachers, peers, or resources
- follows procedures and routines
- demonstrates organizational skills
- completes and returns homework
- uses time efficiently

These learning skills are critical, but not all inclusive. Factors considered are the developmental level of the student, the time of the school year, and the most recent behaviors.

Note: Behavior Skills for Kindergarten are somewhat different.

Parent Guide for PowerSchool

To access Power School go to Powerschool.westside66.org. If you do not have a guardian account, or can't remember your log in information, email your request to powerschool.support@westside66.net.



PowerSchool

Student and Parent Sign In

Sign In
Create Account

Username

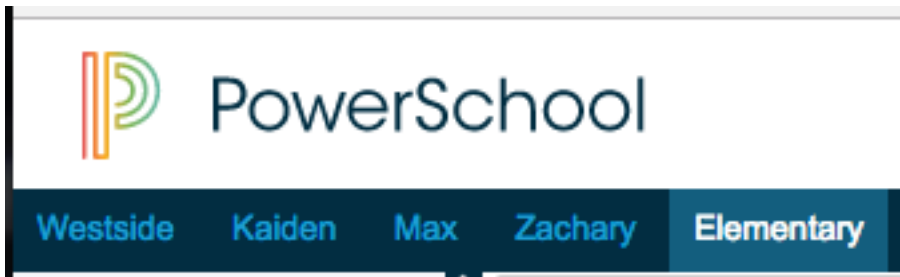
Password

Forgot Username or Password?

Sign In

Problems with PowerSchool? Email PowerSchool Support (powerschool.support@westside66.net).

Copyright © 2005-2016 PowerSchool Group LLC and/or its affiliate(s). All rights reserved.
All trademarks are either owned or licensed by PowerSchool Group LLC and/or its affiliates.



PowerSchool
Welcome, Heather Lee West | Help | Sign Out

Home Kaiden Max Zachary Elementary

Navigation Grades and Attendance Standards Grades

- Grades and Attendance
- Grade History
- Absence History
- Email Notifications
- Teacher Comments
- School Bulletin
- Class Registration
- Balance
- My Schedule
- School Information
- Account Preferences
- Annual Information Update

Grades and Attendance

Exp	Last Week					This Week					Attendance By Class		Absences	Tardies	
	M	T	W	H	F	M	T	W	H	F	Course	Q1			Q2
12(A)	-	-	-	-	-	-	-	-	-	-	Elven Art - 1st	--	11	0	0
											Email West, Heather Lee			0	0
16(A)	-	-	-	-	-	-	-	-	-	-	Elven Library - 1st	--	--	0	0
											Email West, Heather Lee			0	0
16(A)	-	-	-	-	-	-	-	-	-	-	Elven Math - 3rd	--	--	0	0
											Email West, Heather Lee			0	0
16(A)	-	-	-	-	-	-	-	-	-	-	Elven Math - 4th	--	--	0	0
											Email West, Heather Lee			0	0
16(A)	-	-	-	-	-	-	-	-	-	-	Elven PE - 5th	--	--	0	0
											Email West, Heather Lee			0	0
16(A)	-	-	-	-	-	-	-	-	-	-	Elven Reading - 6th	--	--	0	0
											Email West, Heather Lee			0	0
16(A)	-	-	-	-	-	-	-	-	-	-	Elven Science - 5th	--	--	0	0
											Email West, Heather Lee			0	0
16(A)	-	-	-	-	-	-	-	-	-	-	Elven Writing - 6th	--	--	0	0
											Email West, Heather Lee			0	0
Attendance Totals											6	0			

Current Weighted GPA: (Q2)

Standards Grades: Westside, Elementary

Year 16-17

Grades and Attendance Standards Grades

Expand All Collapse All

Current Classes

12(A) Elem Art - 1st - 16-17	Weist, Heather Lea
16(A) Elem Library - 1st - 16-17	Weist, Heather Lea
16(A) Elem Math - 3rd - 16-17	Weist, Heather Lea
16(A) Elem Music - Kdg - 16-17	Weist, Heather Lea
16(A) Elem PE - 5th - 16-17	Weist, Heather Lea
16(A) Elem Reading - 6th - 16-17	Weist, Heather Lea
16(A) Elem Science - 5th - 16-17	Weist, Heather Lea
16(A) Elem Writing - 6th - 16-17	Weist, Heather Lea

Dropped Classes

1(A) Elem Soc Stud - 6th - 16-17	Weist, Heather Lea
----------------------------------	--------------------

Standards Grades Classic View

12(A) Elem Art - 1st - 16-17		Weist, Heather Lea			
Standards	Q1	Q2	Q3	Q4	
E15.ART.01.01 Modified	--	--	--	--	
E15.ART.01.02 ELEMENTS AND PRINCIPLES	3	3	--	--	
E15.ART.01.02.01 Understands lines	2	--	--	--	
E15.ART.01.02.02 Recognizes geometric and organic	--	--	--	--	
E15.ART.01.02.03 Recognizes landscape	2	--	--	--	
E15.ART.01.02.04 Recognizes secondary color	--	3	--	--	
E15.ART.01.02.88 Evidence student excels	--	--	--	--	
E15.ART.01.99 Demonstrates skills of a successful learner	2	--	--	--	

