

A Guide to Your Child's Standards-Based Report Card

Quarter 3

Welcome to your child's first standards-based report card. We hope that you will find the level of detail and specificity this report provides about your child's learning informative and helpful.

Our standards-based report cards are designed to identify the most important concepts and skills students need to learn, and then ensure that students actually learn those things.

The reports have been generated in JumpRope, which is a web-based gradebook that allows teachers to align their assessments directly to students' ongoing learning goals.

Your child's report includes an overall score for each subject area, followed by a narrative comment about his or her progress. Below this narrative comment, you will find a detailed breakdown of essential learning targets (called priority standards). These scores create a personalized learning profile for each discipline. Teachers have already reviewed the new report card format with the children; over the next few weeks, they will meet with individual students to set new goals for Semester Two.

Please see below an example of a portion from the report card for an academic subject area:

1. Language Arts - Ms. Leanne 1.8

Comment: This quarter, we have read a range of non-fiction texts about ocean ecology, as well as the fiction of Mac Barnett. We have practiced two important reading strategies: stopping to summarize key sections, and asking questions about our reading. We have also written informational articles in support of our "Save the Oceans" project-based learning experience, with an emphasis on adding details to support and extend our ideas. TEST STUDENT is making progress towards this learning goal, and is also beginning to use paragraphs to organize his writing. Another goal will be to include a wider range of precise vocabulary to ensure his ideas are clear.

ELA.2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	3.0
ELA.2.RFS.4 Read with sufficient accuracy and fluency to support comprehension.	1.0
ELA.2.RIT.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.0
ELA.2.RIT.8 Describe how reasons support specific points the author makes in a text.	2.0
ELA.2.RIT.9 Compare and contrast the most important points presented by two texts on the same topic.	1.0

Annotations:

- Overall subject score (1.8)
- Narrative comments about your child's learning
- Scores on individual priority learning standards addressed during the quarter
- Priority standards
- Internal organizational codes

HOW ARE MY CHILD'S SCORES CALCULATED?

The scores you see are not an average of scores on tests, tasks and activities. Instead, our grading platform (called JumpRope) has been set to calculate scores using a mathematical function called the Decaying Average. A decaying-average formula gives more weight to students' most recent assessment scores. It is based on the assumption that with more instruction, support, and practice, students will progressively increase their understanding and skill, while decreasing the frequency of errors and overcoming misconceptions. The formula produces scores that more accurately reflect learning progress by emphasizing where students end up, rather than where they started out.

WHAT EVIDENCE OF LEARNING IS CONSIDERED?

As always, teachers design tasks and activities of varying forms that are intended to help students acquire and demonstrate specific knowledge and skills. Teachers will align these learning experiences with the one or more priority learning standard, and then report your child's level of proficiency for each goal separately. The combination of these pieces of evidence provides a more detailed picture of student progress towards grade level expectations. Along the way, teachers will talk with your child about how his or her learning is going, and together, they will set goals for next steps. Some of these goals were shared with you during Quarter One Teacher-Parent Conferences. Additional goals and reflections will be captured in your child's portfolio, which your child will present to you during Student-Led Conferences in Quarter Three.

Character and Competency Learning

This report also provides information about your child’s Character Learning (things like perseverance, habits of work and interpersonal skills) and Competency Learning (a range of important “success skills” such as collaboration and communication). For the sake of clarity, these skills are reported separately from academic achievement. That part of the report card looks like this:

Character Learning U

Comment: One goal Rory has set himself this quarter is to maintain a calm and positive disposition when completing difficult tasks. He has explored three different routines for keeping himself calm, and has selected one to practice: breaking down complex work into smaller, actionable steps. He is working to focus on one step at a time, reflecting on the quality of his learning at each stage as he works.

The Perceptions and Skills from Positive Discipline in the Classroom (growth mindset, sense of purpose, responsibility, intrapersonal skills, reflection, interpersonal skills, systemic skills and judgment skills) are dispositions and values that students are working to develop.

Competency Learning U

Comment: This quarter, Rory has been thinking carefully about how learning improves when we share ideas with others. One important insight has been the importance of making sure that all group members understand one another’s thinking. He has been practicing two specific strategies to do this, and can now effectively use the skills of paraphrasing and summarizing to bring clarity.

The competency learning practices (critical thinking, problem-solving, collaboration, communication, innovation, creativity and global citizenship) are adaptive skills that students are working to develop.

“U “ means “unscored.” Teachers do not assign scores for Character or Competency Learning.

Personalized narrative comment

Information about skills being developed in the classroom

Small blue bar indicating an “unscored” element of our standards-based report card

Character and Competency Learning are not scored – they are “noticed, named and nurtured” in your child.

How do teachers use the new indicators to assess my child’s work?

The Common Core Standards articulate what students should know and be able to do by the end of each grade level. Teachers use the indicators for academic performance to define students’ progress toward the Standards. Each indicator is represented on the report card by a number, as described in the chart below.

Needs Support (1)	Making Progress (2)	Meets Expectations (3)
Students performing at this level are below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices associated with the standard. At this time, their progress is considered insufficient for the expectations at this grade-level. Students performing at this level will need extra support to meet expectations.	Students performing at this level are partially proficient in standards for their grade. They demonstrate basic knowledge, skills, and practices but are not consistently or independently demonstrating understanding. Students performing at this level are considered on track to meet expectations for this grade-level but are not yet proficient.	Students performing at this level meet expectations in standards for their grade level. They consistently demonstrate knowledge, skills, and practices associated with the standard. Students performing at this level are demonstrating sufficient understanding of the skill and are meeting expectations for the grade-level.

Indicators of Academic Performance (Needs Support, Making Progress, Meets Expectations)

Numerical Code

Overview of each indicator

**If your child is exceeding end-of-year grade-level standards or is not progressing as expected by this point in the academic year, his or her teacher will note differentiation strategies and/or next steps in the narrative comments. There may also be comments and tips from supporting faculty members who have worked with your child, such as Reading or Learning Support Teachers. If your child is benefitting from an Individualized Education Plan, this will be noted on the report card.*

Thank you very much for your ongoing support of learning at Cayman International School.

Like you, we care very much about your child’s progress. Making the change from a traditional grading system to a standards-based system is a lengthy, complex and iterative process, but one we firmly believe will lead to better learning for our students. Please know that we will continue to improve and refine our reporting system next year as we build on the full range of rich supporting features available in JumpRope’s reporting and assessment platform.