

WHAT ARE CHARACTERISTICS OF SUCCESSFUL LEARNERS ?

- Placed on the top of achievement record to stress the importance of these characteristics in the learning process
- Separates achievement from effort, attitude, and behavior
- Two areas of reporting:
 - Work Habits**
 - Personal & Social Growth**
- Shows *progress towards* demonstrating a behavior or skill.

Keys for Successful Learners:

3	Meets grade level expectations
2	Inconsistently meets grade level expectations
1	Support needed to meet grade level expectations

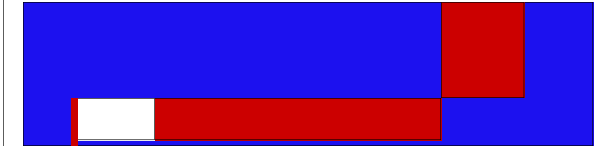
Defined by the Experts Thomas Guskey and Robert Marzano

“The primary goal of grading and reporting is communication. Grading and reporting are integral parts of the instructional process. When done well, they provide vital information to students, parents, and other interested persons that can be used to enhance both teaching and learning . . .Grading and reporting certify attainment of learning goals, identify where additional work is needed and provide a basis for improvement efforts.”

WHAT CAN I DO TO HELP MY CHILD?

- Create a home environment that encourages learning:
 - Help your child find a quiet space to work at home.
 - Agree on and reserve a regular time to study every day.
 - Try to limit distractors during study time.
 - Turn off the T.V.
 - Turn the radio down or off.
- Read with your child daily.
- Talk with your child daily about school, activities, projects, and their performance:
 - *Tell me three things you used in math class today.*
 - *Tell me about your reading project.*
 - *Try to avoid asking “yes” or “no” questions, where they don’t have to explain things to you.*
 - *Ask questions to learn more about your child’s thinking: How do you know? What do you notice? Why did you solve the problem in this way?*
- Praise your child for hard work at school. Take time to read and talk about papers and projects your child brings home from school. Ask what your child is most proud of doing.
- Ask what our child is learning in school. What subjects are most interesting? What subjects seem hard?
- Consult with your child’s teacher on a regular basis:
 - If you have a question, or something is not clear, ask the teacher.
 - Don’t wait until the scheduled conference time if there is problem.
- Access PowerSchool’s Parent Portal on a regular basis to obtain your child’s current academic progress.

<https://ps7-wvil.treca.org/public/home.html>



Westerville City Schools

A Parent’s Guide to the Elementary Standards-Based Achievement Record

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Information about the Standards-Based Achievement Record

WHAT ARE STANDARDS?

Standards are statements about what students should know and be able to do within each content area, at each grade level.

The Westerville City School curriculum has been aligned to Ohio's New Learning Standards which were adopted by the Ohio Department of Education in 2010.

WHAT IS A STANDARDS-BASED REPORTING SYSTEM?

The purpose of a standards-based achievement record is to provide accurate information about student performance on the standards to parents, teachers, and students. The goal is to communicate student achievement progress.

Attendance, effort, and work habits are very important areas, but are reported separately from this achievement information in the Characteristics of Successful Learners section.

WHY DON'T WE USE GRADES?

Children and their learning are too complex to be reduced to a simple letter grade. Our reporting system is not a grade card in the traditional sense. The achievement marks indicate a child's *progress* towards achieving specific grade level standards as identified by the Ohio Department of Education.

Traditional Report Cards (A,B,C,D,F)	Standards-based Reporting System
Subjects by name	Major subjects defined by content standards and grade level indicators.
Letter grades reflect an individual teacher's expectations on student effort and achievement.	Reporting levels indicate the degree of achievement of the grade level standards. Achievement and effort are reported separately.
Curriculum and instruction are teacher centered, textbook driven, and may not be aligned to the standards.	Curriculum and instruction are student centered and aligned to standards.
Students are compared to one another by the teacher's criteria.	Student performance is compared to the standards and measured by performance levels.

KEY FOR GRADE LEVEL ACHIEVEMENT

3	Achieving End-of-the-Year Standards
2	Progressing toward End-of-Year Standards
1	Additional Support and Interventions to Achieve End-of-the-Year Standards
Blank	Not evaluated this grading period

3 = Achieving End-of-the-Year Standards

With the increased depth of knowledge required by the new standards, end-of-the-year standards mastery is not expected for most concepts until later in the school year. Don't be surprised if your student does not earn 3's until the end of the year.

2 = Progressing toward End-of-Year Standards

A student earning a 2 is progressing appropriately ("on-track") through the school year. For concepts which are introduced early, but continue to develop throughout the year, a 2 would be expected initially with students progressing to a 3 by the end of the year.

1 = Additional Support and Interventions to Achieve End-of-the-Year Standards

A student earning a 1 is in need of additional support to be able to meet the standards by the end of the year. Your child's teacher can help to identify the supports and interventions to best help.