



Wayland-Cohocton Middle School Report Card Guide

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Wayland-Cohocton Middle School Report Card

The Wayland-Cohocton Central School District uses a standards-based report card in grades K-6. Standards-based means it is measuring your student's mastery of the essential standards for a class. The purpose of this report card is to communicate the progress each child is making towards accomplishing the New York State performance-based standards. Since we are committed to ensuring high levels of learning for all students, this report card will provide more information about what your child knows, understands, and can do.

There are four essential components of a standards-based system:

1. Describe what a student should know and be able to do at an identified point in time.
2. Ensure that classroom instruction targets these standards.
3. The use of assessments that a teacher has to measure learning.
4. Allow a teacher to report accurately a student's progress four times a year.

During a marking period, the student is assessed to see if they truly know the material using a variety of tools. These tools will include formal assessments such as traditional pencil-and-paper tests, 1:1 assessments, projects, written papers or daily work, but they may also include informal assessments such as classroom discussions or teacher observations. All of the work a student does is used to assess the student's mastery of the essential standards (mastery is expected by June).

This guide, and frequently asked questions (FAQs), is designed to assist you in our report card. All 5-6 grade students will be assessed in English Language Arts (ELA), Math, Science, Social Studies, Art, Music, Physical Education, and Responsibilities of the Learner.

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On a standards-based report card, the following developmental scale is used to describe student progress and student effort:

4 – Consistently and independently exceeds expectations.

Students who achieve a 4 are able to apply concepts learned in class and transfer that knowledge to other situations consistently on their own.

3 – Meets grade level expectations.

Students who achieve a 3 are on grade level. They demonstrate an ability to analyze and synthesize concepts learned in class.

2 – Progressing towards grade level expectations.

Students who achieve a 2 are approaching toward grade level with support and/or can apply content learned in a literal context.

1 – Not meeting grade level expectations.

Students who achieve a 1 are well below grade level. They are struggling with this standard and require intensive support.

NA – Not assessed at this time.

I - Incomplete.

No work completed to assess the standard.

Responsibility of the Learner

Behavior Expectation Scale:

- 4- Always/Independently: Exceeding expectations
- 3- Consistently: Meeting expectation
- 2- Sometimes: Making progress
- 1- Rarely: Not making progress

Classroom Conduct	Work Completion	Working With Adults	Working With Students
<u>The Student:</u> <ul style="list-style-type: none"> ● Is on time ● Is prepared ● Is participating ● Accepts responsibility for actions ● Behaves appropriately ● Respects their peers' right to learn 	<u>The Student:</u> <ul style="list-style-type: none"> ● Completes classwork as assigned ● Submits homework on time ● Uses available instructional supports ● Takes advantage of retake/redo opportunities 	<u>The Student:</u> <ul style="list-style-type: none"> ● Responds to and communicates positively ● Follows directions ● Seeks help and asks questions as needed ● Interacts cooperatively 	<u>The Student:</u> <ul style="list-style-type: none"> ● Communicates positively ● Avoids or resolves conflict ● Demonstrates tolerance of multiple perspectives ● Interacts cooperatively

★ **All bullet points are indicators for each behavior skill. Not all indicators must be met in order to receive an assigned score.**

Frequently Asked Questions (FAQs)

Q: Why a standards-based report card?

A: Standards-based report cards provide:

- In-depth skill-based assessment
- Progression of skill throughout year based on evaluations and performance
- Focused and goal-oriented feedback

Q: How is a standards-based report card different from a traditional report card?

A: In the traditional grading system, a student's grade is typically based on all of the assignments throughout the semester. This includes homework, tests, quizzes, projects, class work and occasionally participation and effort. These grades are not representative of skills or standards. When a student receives an 85%, it is unclear which skills they are mastering and which ones they are struggling with. In standards-based grading, grades are assigned to each standard/skill. This gives teachers, students and parents a better picture of what the student can do and what skills they will need support with. Non-academic factors like classroom conduct, work completion, working with adults and students will be reported in a different manner.

Q: How does this help parents?

A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking periods. In addition, they:

- Promote more detailed and meaningful information on student progress (skill based)
- Allow for careful and precise monitoring of student achievement
- Reflect grade-level standards and expectations so parents gain a complete idea of student learning
- Student's grades reflect solely on what they can do

Q: Why are there no numerical averages (percent grades)?

A: A standards-based report card's rubric approach (4, 3, 2, 1) provides information about student achievement without the need for numerical averages.

A rubric score:

- Follows a descriptive set of skill-based expectations
- Showcases a student's strengths and weaknesses
- Allows for explicit goal setting

A numerical average:

- Groups all skills into one score
- Does not account for specific strengths and weaknesses

Q: Can a student perform at a level 3 and then move to a lower level in the next marking period?

A: The expectations change from one marking period to the next as a student moves toward the end of grade-level expectations. This means:

- A student may meet the grade-level expectations during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period
- A student might receive a 3 in the first marking period and then receive a 2 in the second marking period

Q: What can your student do to raise their score on a standards-based report card?

A: The goal of a standard based classroom is to ensure that students are making progress in mastering the skill so any efforts towards additional learning will have the same goal. Your student should meet to determine which standard area needs improvement and create a plan to master the skill. The plan may include relearning the material and reassessing the standard. If the student demonstrates a higher level of mastery on the assessment, the grade for that standard will be increased and your student's score will also increase. No extra credit points will be assigned.

Q. How does this impact Honor Roll, Merit Roll and/or the end of year awards ceremonies?

A: Similar to Kindergarten-Fourth Grade, the focus in Fifth and Sixth grade will be on student growth. Given this, Honor and Merit Roll lists will not be published. Our goal is for all students to demonstrate growth from their current levels of achievement - whatever they may be. End of year awards ceremonies will still exist. Awards will be based on student effort, growth, excelling in specific aspects of course performance, etc... Because of the transition to standards based grading, awards will not be given out based on highest course average.

Q: How can I get more information about my student's progress or about standards-based report cards?

A: If you have questions or concerns about your student's progress, please contact the teacher of that class for more information. If you would like more information on standards-based report cards, please contact your building principal or your child's teacher.