

August 28, 2006

Minford Elementary School is changing the way a student's quarterly progress is reported in first and second grade. This letter is to inform you why and how those changes are going to be put into practice.

Progress Reports are designed to communicate to parents how students are progressing academically. A more effective way to convey that information is through Standards-Based reporting. This type of reporting system will replace the traditional report card. Standards-Based reporting is based primarily on grade level indicators. Grade level indicators are simply the specific concepts students will learn at each grade level. This reporting system is a much more clear and accurate way to communicate to parents how students are progressing throughout the school year. Letter grades will be replaced with checkmarks (  $\checkmark$  ) and minuses ( - ). A checkmark will indicate that a student has met the criteria for achieving the grade level indicator. A minus will indicate a student has not met the criteria for achieving the grade level indicator. Reports will be similar to the reporting system that has been used in kindergarten for years.

The chart below is a general comparison between the two progress reports:

<u>Traditional Report Card</u>	<u>Standards Based Report Card</u>
Subjects are listed by name (Math, Reading, etc)	Specific grade level indicators are listed for each subject area (For example: Math: Tells time, creates patterns; Reading: determine the mean of a compound word, recognizes common sight words)
Letter grades A-F are based on an average of student scores on assignments or tests	A checkmark ( $\checkmark$ ) or a ( - ) sign will indicate the areas the child has met or not met the criteria for a particular indicator
Grades are averaged from homework, tests, etc. to get one final grade	Achievement is based on specific assignments that show whether a student has met the criteria for the grade level indicator

There are several benefits to standards based reporting. One benefit is that parents will quickly be able to identify the specific areas in which a student is having a problem. Another benefit is that teachers will continually provide instruction throughout the year to improve areas in which a student receives a minus. The teacher and the parent can work together in a more successful way to help a student work toward achieving all grade level indicators. A third benefit is that students who do not meet the criteria to receive a checkmark for an indicator the first time it is tested will receive another opportunity to achieve the criteria for that indicator the next quarter.

Parents in other districts were surveyed after implementing Standards-Based Progress Reports. They felt that they had a better understanding of the expectations for their child. They also felt that it helped them better understand what they could do to help their child succeed in school.

Our goal at Minford Local Schools is to provide the best education possible for our students. We believe this is a positive change to help work towards achieving the highest level of academic success for every student.