



Radnor Township School District

135 South Wayne Avenue, Wayne, PA 19087
610-688-8100 Fax: 610-971-6249
www.rtsd.org

Kim G. Maguire, Ed.D.

Assistant Superintendent for Curriculum, Instruction & Assessment

November 17, 2011

Dear Parent(s)/Guardian(s):

This letter will provide you with information on our new Grade Level Standards-Based Progress Report. The journey toward this new progress report began in the winter of 2010. At that time, the Board of School Directors tasked the administration "to develop/update the elementary report card so that it aligns with the curriculum, accurately informs parents of their student's progress, and is offered in an electronic format." The result of this effort is our new Grade Level Standards-Based Progress Report.

The Grade Level Standards-Based Progress Report gives parents more accurate information on students' progress toward meeting grade-level content and performance standards instead of comparing students to one another. Performance will be based on teacher evidence of student progress against year-end standards. Evidence will usually come from a combination of tasks scored using rubrics, graded classroom assessments, teacher observations, and other criteria.

Benchmarks are used to determine if the student is making progress toward meeting the standards. In keeping with the district's Core Values, some of our students have diverse learning needs that require either below or above grade level standards-based instruction. These students may be provided supplemental documentation more explicitly explaining their progress. Although not all standards listed in the state standards are itemized on the report card, the main accomplishments are listed as a way to focus classroom instruction on the important accomplishments needed at each grade level.

Radnor Township School District is committed to our Board-approved curriculum and to reporting the strengths and needs of students relative to grade-level standards. Please understand that our journey toward a Grade Level Standards-Based Progress Report is a process. This progress report is our first step on this course.

Sincerely,

Dr. Kim G. Maguire,
Assistant Superintendent

Kevin T. Kane,
Director of Student Services and Special Education

The mission of Radnor Township School District is to inspire in all students the love of learning and creating, and to empower them to discover and pursue their individual passions with knowledge, confidence, and caring to shape the future.

Comparisons Between a Traditional Report Card and a Grade Level Standards-Based Progress Report

	Traditional Report Card	Grade Level Standards-Based Progress Report
How are the report cards different?	Grades are given for each subject area, such as reading, composition and math.	Subject areas are sub-divided into a list of skills and knowledge that students need to learn or master. Each item on the list is scored.
How are grades determined?	<p>Grades reflect an averaging of scores to determine a letter grade for a subject area.</p> <p>Students' scores are derived from combining practice assignments, teacher observations and tests.</p> <p>Grades from one term may be separate from another term. You can't change them if the child's performance improves.</p>	<p>Grades reflect the level of proficiency on various standards for each subject area.</p> <p>Students' scores are derived from teacher observations and tests.</p> <p>Grades focus on the end of the year goals for each grade level. As performance goes up, the grades are changed to reflect the new level of mastery.</p>
How do the grades on this report card reflect Pennsylvania State Standards?	<p>Grades reflect teacher's expectations.</p> <p>If the classroom teacher chooses assignments that match the State Standards, the grades summarize the work completed by the student about the standard.</p> <p>If the teacher does not choose assignments that match the State Standards, then the grades do not summarize the student's progress toward meeting state standards.</p>	<p>Grades reflect progress toward mastery of each standard.</p> <p>Teachers evaluate students relative to each standard and report mastery levels attained on those standards to parents.</p> <p>Some of our students have diverse learning needs that require either below or above grade level standards-based instruction. These students may be provided supplemental documentation more explicitly explaining their progress.</p>
What is the advantage to each type of grading system?	<p>Most adults understand this type of grading system from their experiences as students.</p> <p>Grades can be raised by doing "extra credit".</p>	<p>Grades are based on the level of achievement the student attained at the end of the teaching cycle for each standard.</p> <p>Parents can see which standards students have mastered and which ones they need more work on in larger content areas such as reading, composition or math.</p> <p>Creates more consistent curriculum between teachers on the same grade level.</p> <p>Work habits and effort are reported separately.</p>

	Traditional Report Card	Grade Level Standards-Based Progress Report
What are the disadvantages to that type of grading system?	The grade summarizing a content area such as reading or math doesn't tell the parent which standards the child knows or doesn't know.	Change takes time to build understanding in everyone involved.
What grades will I see on the report card?	Previous Progress Summary: + = Demonstrates to a high degree √ = Demonstrates to a Satisfactory Level N = Demonstrates Need for Improvement NA = Not Applicable I = Incomplete	Academic Rating Scale: 4 = Exceptional Performance 3 = Satisfactory Performance 2 = More time and help needed 1 = Not meeting standards N/A = Not Assessed this report period * = See Supplemental Information

Adapted from <http://alpineschools.org>