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MILLIS MIDDLE SCHOOL
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Dear 5th grade Middle School Families,

Our Standards-Based Report Card for 5th grade students was developed to communicate the specific content, skills, and strategies your children are learning and how they are progressing toward mastery in these specific areas. Rather than reporting out one overall average grade for each subject area, this standards-based reporting method is based on your child's individual performance on a variety of tasks related to specific grade-level standards in each subject area.

Following in the footsteps of Clyde Brown staff, we spent a year identifying important learning standards, creating guidelines and a framework for measuring proficiency, and finalizing electronic formatting in our Powerschool program to develop an effective reporting system.

Our 5th grade Standards-Based Report Card includes several components:

Content Learning Areas: These are the specific subject areas in which students are assessed, including English Language Arts, Mathematics, Science, Social Studies and Spanish Immersion.

Learning Standards: Each content area lists important standards, from the Massachusetts State Frameworks, which children in grade 5 are expected to master by the end of the school year. Some standards are specific to a certain trimester, while others are year-long. Students are assigned a rating, which represents what they know and can do at this point in time.

Learner Expectations: These are the traits expected of a successful 5th grade student. They are taught, observed, and monitored during the school year. The rating a student receives in these areas represent an average of a his/her performance in all core classes.

Unified Arts: Students receive an overall rating in Unified Arts based on their demonstration of important skills and understanding of content in each particular class.

Teacher Comments: Teachers will provide individual feedback about observed behaviors, skill development, and progress. In addition to report cards, teachers communicate more informally on an individual basis through emails, phone calls, and team meetings. Feel free to contact a teacher for more information about your child's performance in a specific class.

Progress Descriptors: Teachers use classroom assignments, assessments, projects, and observation of your child's daily classroom performance to determine how close he or she is to mastering the end of the year standards. The ratings represent the level of proficiency demonstrated at the time of reporting at the end of each of three trimester reporting periods in December, March and June.

4 - Exceeding the Grade Level Standard at this time: The student is demonstrating comprehensive, in-depth understanding of extended skills and concepts. The student applies skills, without prompting, with consistent accuracy, independence, and a high level of sophistication.

3 - Meeting the Grade Level Standard at this time: The student is demonstrating proficiency of the skills learned and applies the skills independently in an efficient, effective, and consistent manner. The goal is for all students to receive this rating by the end of the year.

2 - Progressing Toward the Grade Level Standard at this time: The student is progressing and beginning to demonstrate proficiency of end of year concepts and skills, but still requires support and guidance for independent application of skills. This rating may be appropriate for an “on-level” student in the fall and winter for many of the standards because many skills are developed over time. A rating of 2 can indicate that a child is on track to Meet or Exceed the standard by the end of the school year.

1 - Not Achieving the Grade Level Standard at this time: The student shows limited understanding of end of the year concepts and/or skills and does not yet demonstrate progress toward proficiency. The student needs considerable support and guidance to apply skills and is not yet able to work independently in these areas.

Not Addressed at This Time: Shaded boxes represent standards that were not addressed during this trimester. If there is a blank box on a student’s card, a notation will appear in the comment section.

It is important to note that learning occurs on a continuum and not all children progress at the same rate along this continuum. Reporting may vary during each trimester due to many factors. **It is also important to note that a rating of 3 (Meeting Grade Level Standard) is the goal for all students and that a 3 does not equal a B in a traditional grading system where points are averaged.**

Reporting learning progress to you is an important aspect of our home-school partnership. We view this Standards-Based Report Card as a tool that helps us put greater focus on exactly what skills and concepts students are learning and where they are on the continuum. If you would like more information, please feel free to contact us.

Sincerely,

Maureen Knowlton
Principal

Joan Lynn
Dir. of Curriculum, Instruction & Assessment

Grade 5 Teachers
Michelle Adams, April Hodge, Kevin Laux, Julie Muldoon, Michelle Panciocco, Christina Rooney

Please sign and return this portion to indicate you have received your child’s report card for T1.

Student’s name_____

Parent signature_____

Date_____