

How is my child graded?

Teachers use regular performance assessments such as tests, quizzes, written responses, projects, and observations to evaluate progress and rate mastery level of a standard.

What proficiency level should we be expecting?

Students who achieve a rating of 3 (Meeting Grade Level Standard) have clearly shown they know, understand and have met the requirements of the standard. A rating of 3 is the goal for all students. It is important to note that a 3 does not equal a B in a traditional grading system where points are averaged.

What if my child is earning ratings below a 3?

Don't panic - it means they have not shown mastery YET. Most students will make progress from a beginning rating of 1 or 2 as time goes on, given the chance to relearn and practice. Talk with your child about what he/she is learning in class. Look at the work he/she brings home and talk about ways to review the material. Encourage your child to ask questions and ask for help and feedback.. Contact the teacher with any concerns.

What do I see on PowerSchool?

When you set up an account in PowerSchool, you can see a notation that lets you know if assignments have been completed on time. You can also see an average of ratings for standards that have been assessed up to that date. Use the online portal, rather than the mobile app.

What are MA Curriculum Frameworks?

The Department of Elementary and Secondary Education sets curriculum frameworks and learning standards in content areas at each grade level. These frameworks identify what students should know and be able to do by the end of the school year.

See: <http://www.doe.mass.edu/frameworks/>

What are Millis Power Standards?

Millis teachers examine the MA Curriculum Frameworks and establish Power Standards in each content area that represent the key standards for learning and assessment.

Contact us for more information

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Parents' Guide to Standards-Based Reporting

Grade 7 2018 - 19



Our Vision

The Millis Public Schools are respected for high academic standards, committed to social responsibility, and dedicated to educating and inspiring every student to achieve personal excellence.

How does Standards - Based Reporting support the vision?

The Millis Public School system has adopted Standards-Based Reporting to better 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 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 outlined in the MA Curriculum Frameworks in each subject area.

Why did we change?

Standards guide our teaching. In order to more accurately support student learning we needed a reporting system that is meaningful, accurate and consistent. Standards-Based Report Cards reflect academic progress separate from other factors such as behavior, organization, and effort.

Progress Descriptors

- 4 - Exceeding grade level standard at this time
- 3 - Achieving grade level standard at this time
- 2 - Progressing toward grade level standard at this time
- 1 - Not achieving grade level standard at this time

Blank - Not assessed at this time

Learner Expectations

Self Management

Independently prepares for classes
Focuses on learning

Accountability

Takes necessary actions to maximize learning
Completes assignments on time

Perseverance

Persists to complete academic tasks
Strives to reach personal goals

Collaboration

Participates and works cooperatively toward group goals

Citizenship

Is respectful toward school community and property
Is thoughtful and considerate in words and actions

Ratings: Usually, Sometimes, Rarely

Key Terms

Progress Descriptors - used to evaluate what students know and can do related to standards and to represent the level of proficiency at the end of each of three trimester reporting periods in December, March and June.

Rubric - a tool used to score or rate an assignment or task based on a clear set of criteria

Standards - what students are expected to know and be able to do in content areas by the end of the school year

Learner Expectations - ratings are an average of behaviors and characteristics that are not included in the academic assessment

Unified Arts - elective classes, in which students receive an overall rating based on their demonstration of important skills and understanding of content in each particular class

Teacher Comments - 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 grade level team meetings.

Feel free to contact a teacher for more information about your child's performance in a specific class.

