
Frequently Asked Questions

What is the purpose of the new reporting form for K-2 mathematics?

Ideally a report card is an ongoing conversation between teacher, students, and parents about what is expected of students and how to help them be successful in a rigorous academic program. The purpose of the new reporting form for K-2 mathematics is to provide more detailed feedback to parents regarding the progress their child is making towards meeting standards for key critical concepts in mathematics.

Will I understand and be comfortable with this new reporting form for K-2 mathematics?

We will make every effort to help you understand the new form of reporting. Standards-based report cards will require all of us to change the way we view the report card. Marks on the standards-based report card provide summary information on how well the student is meeting grade level standards. These marks are based on teacher evidence of student performance against the year-end standards. The marks may come from a combination of tasks that are scored using rubrics, graded classroom assessments, teacher observations, or other criteria. Teachers and staff will discuss this report card in a more detailed and personal fashion during parent-teacher conferences.

How does the standards-based reporting format compare to the letter grade system?

Letter grades measure how well students do in comparison to their classmates. The standards-based reporting format measures how an individual student is doing in relation to the grade level standards/skills, not the work of other students. This format will give parents a better understanding of their child's strengths and weaknesses throughout the year.

How is the proficiency level determined?

Students' progress toward each learning standard will be determined through ongoing assessments of oral and written work. For each standard, rubrics (which outline specific characteristics of performance) will be used to help teachers identify the child's proficiency level of understanding. It is crucial to note that standards are set for a student's achievement through the **end** of the year and not according to a single nine weeks. Some standards take all year to achieve, while others may be completed within a single grading period. Parents will now be able to know exactly how their child is doing in relation to the necessary skills and requirements to be successful at the next grade level. Ongoing assessment of these standards enables teachers and parents to prescribe the appropriate learning activities and experiences to match the individual needs of each child **BEFORE** the end of the year.



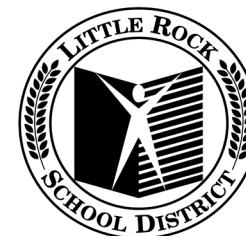
Visit the Little Rock School
District Web site
www.lrsd.org
for more information
(beginning in Nov. 2010)

Elementary Standards-Based K-2 Math Report Card

Parent/Guardian Guide



Little Rock School District
“Academic Achievement For All”



Introduction

We are pleased to announce the Little Rock School District is piloting a new standards-based K-2 Math Report Card during the 2009-2010 school year. This report card is an exciting step for our district as we work towards making sure ALL students are successful at meeting grade-level standards in mathematics.

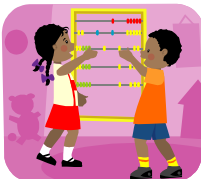
Standards describe what students should know and be able to do at each grade level by the end of the school year. This report card is designed to give you more and better information about how your child is progressing.

The 13-15 standards listed on the mathematics section of the revised K-2 report cards are only a portion of the 50-60 standards listed in the Arkansas Frameworks for each grade level. Be assured all standards will be taught. As we cannot list all of these standards, we have selected the ones most critical for preparing your child for higher level mathematics.

Through the use of the standards-based report card, there will be more consistency of expectations from teacher to teacher. It will also help teachers and students focus on the standards from the very beginning of the school year, giving students the opportunity to get help earlier if they are not making adequate progress.

Finally, and perhaps most importantly, you, as parents, will know exactly how your child is doing based on the standards. You will learn which big ideas and concepts your child has learned and also what work still needs to be done to make sure your child is ready for the next grade level.

Standards-based report cards are now being used nation-wide.



The Revised Look

The K-2 elementary report card has a new look this year. Like literacy, the mathematics section now lists very specific skills and concepts your child should attain by the end of the school year. Instead of letter grades, three numbers will be used to reflect your child's progress toward meeting each standard. The numbers are as follows:

- 3** = **Meets or exceeds** the grade level standard
- 2** = **Approaching** the grade level standard
- 1** = **Beginning** to develop the standard, but not yet able to produce grade level work

N/A = Standard not assessed this nine weeks

Little Rock School District teachers have developed rubrics specific to each of the standards listed (K-2) to ensure consistency throughout the district. These rubrics can be viewed on the Little Rock School District Web site at <http://www.lrsd.org> beginning November 2010.

IMPORTANT: Most students will be working most of the year toward attaining a “3” for each standard. The criteria for achieving a “3” is intentionally rigorous and challenging. This is to ensure each and every child has deep understanding of important key mathematical concepts critical for success in higher level mathematics. In other words, it is quite likely that for much of the year your child will receive a score of “2” for many of the standards. This is the expected grade level understanding at that point during the year. If your child receives a “1” on any particular standard, it is recommended the parent and teacher work together to prescribe intensive support in the form of games and activities that will help the child increase proficiency in the identified areas. If a child is receiving scores of “3” on many of the standards, again the parent and teacher work together to support the student with learning activities that meet the child's needs.

Standards-Based Grading

KEY TERMS

Standard - A statement that identifies what students should know and be able to do. Grade level frameworks (standards and benchmarks) for each subject area, as identified by the Arkansas Department of Education, can be viewed online at: <http://arkansased.org/educators/curriculum/frameworks.html>

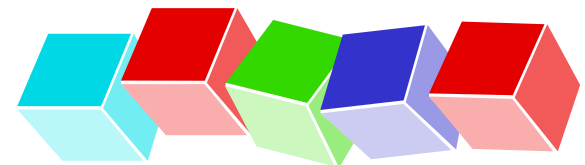
Rubric - A set of observable characteristics and guidelines used to determine a student's progress towards attaining a goal.

Assessment - The ongoing process of gathering data in order to determine a student's strengths and weaknesses, improve instruction, and document student progress.

Proficiency Levels - The numbers 1-3 will be used on the Standards-Based Report Card to indicate a student's level of understanding.

Benchmark - A reachable target for student learning at various points of the year.

Curriculum Map - A document that identifies and sequences the content, standards, assessments, and resources to be used during instruction of curriculum.



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