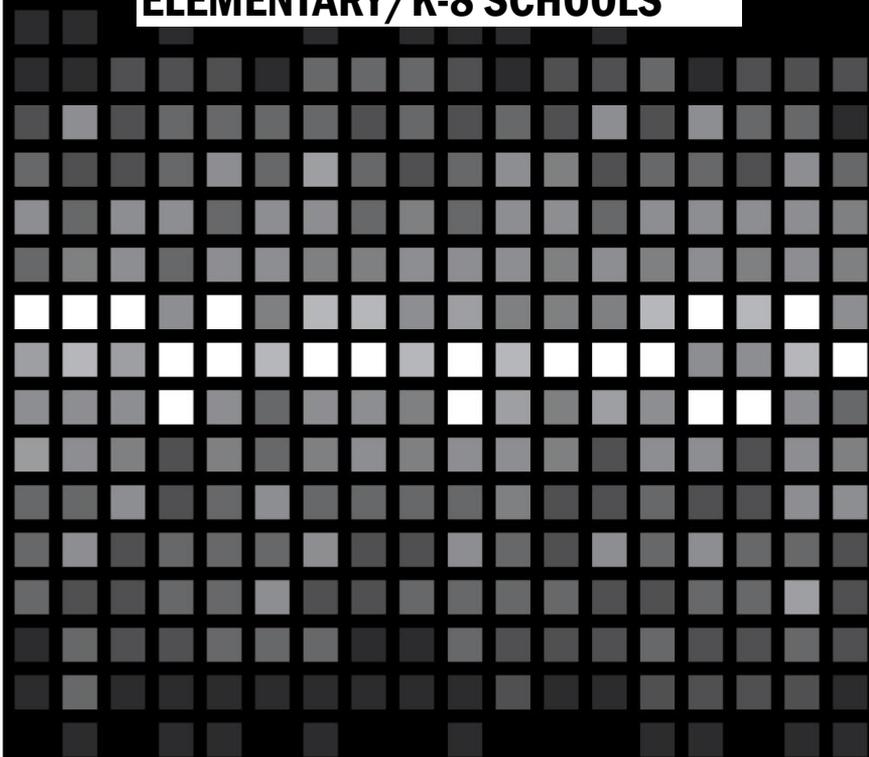




**MILWAUKEE
PUBLIC SCHOOLS**

A Parent Guide to the Standards-based Report Card

ELEMENTARY/K-8 SCHOOLS



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Introduction

Dear Parents/Guardians,

As Milwaukee Public Schools (MPS) continues to improve teaching and learning for all students, we know that parents and families are our most valuable partners.

This is especially true as the district continues to implement more rigorous standards for what every child should know and be able to do in each subject area and grade level. The Common Core State Standards, to which MPS' Comprehensive Literacy Plan and Comprehensive Math/Science Plan are aligned, set high expectations. Achieving these career- and college-ready standards requires continuous monitoring of progress and additional support targeted to those who need it.

Like teachers, parents need accurate and meaningful information about student strengths, challenges and performance to better understand and support student learning.

To that end, MPS has developed this report card that is directly connected to the Common Core State Standards. The Standards-based Report Card, which MPS began implementing in 2010–11, has been viewed by parents, families and teachers as a positive step in better communicating what students are expected to learn at each grade level – and in providing information about their child's work habits, behavior and effort. Parents may also view guides to the Parent Portal at mpsmke.com/reportcards.

All schools participate in the use of the Standards-based Report Card. This report card is different from report cards you might be used to. Students in grades K–8 do not receive a letter grade for each subject.

The Standards-based Report Card:

- Clarifies and reinforces consistent high expectations for students and schools.

- Helps teachers, students and families focus on standards throughout the year.
- Provides specific feedback on progress to the standards so students, families and teachers can work together to set meaningful goals for improvement.

Based on the information in the Standards-based Report Card, additional support at home and school can reinforce the concepts and knowledge that students learn. This document is designed to help you better understand your child's report card. Please make good use of this document and bring it to parent-teacher conferences. It will be especially helpful come report card time. Please contact your child's school if you have additional questions.

Dr. Keith P. Posley
Superintendent

Components of a Standards-based System

There are four essential components of a standards-based teaching, learning, assessment and reporting system:

- **Content Standards** – describe what a student should know and be able to do at a given grade level.
- Standards-based **Curriculum** – the teaching plan to ensure that **Instruction** targets the content standards.
- **Assessments** – measurements to see if students have met the content standards for their grade level.
- **Standards-based Report Card** – allows teachers to communicate a student's progress on content standards at specific points in the year.

The Standards-based Report Card does not give a traditional letter grade (A, B, C, D, U). Instead, proficiency levels are given for each standard taught and assessed during that marking period.

Definitions of Proficiency Levels

Elementary students have three standards-based reporting periods. For the first two reporting periods, students are evaluated based on expected progress at that particular point in the school year. Students who receive a “PR” or “Proficient” are performing at the level expected for their grade level at this point in the school year. Students receiving “BA” or “Basic” are performing below the level expected for their grade level at this point in the school year.

The grading scale aligns with proficiency levels used on the Wisconsin Forward Exam. Proficiency levels are defined as:

- **Advanced (AD):** The student consistently exceeds grade-level expectations on standards as demonstrated by a body of evidence that shows depth of understanding and flexible application of grade-level concepts.
- **Proficient (PR):** The student consistently meets grade-level expectations on standards as demonstrated by a body of evidence that shows independent understanding and application of grade-level concepts.
- **Basic (BA):** The student performs just below grade-level expectations on standards as demonstrated by a body of evidence that shows incomplete/inconsistent understanding and application of grade-level concepts.
- **Minimal (MI):** The student performs far below grade-level expectations on standards as demonstrated by a body of evidence that shows limited understanding and application of grade-level concepts.

Special Student Populations

Students with Special Needs

All students must be graded according to grade-level standards, in line with their peers, on the grade-level report card. Proficiency levels given on the Standards-based Report Card must be based on expectations for that grade level. This means any student performing below grade level cannot receive a PR-Proficient or AD-Advanced in any content area, including reading. For students with special needs, the IEP Progress Report informs parents about their child's progress toward IEP goals and is included with the mailing of every report card. Students whose IEP includes modified standards will receive an alternate report card based on alternate standards. See the specific handbook that accompanies the alternate report card.

Early Childhood Scale and Explanation

Students in grades K3 and K4 are assessed based on the Wisconsin Model Early Learning Standards (WMELS). Students are evaluated based on expected developmentally appropriate progress at that particular point in the school year. The performance scale summarizes, at that point in time, the frequency of behavioral and academic benchmarks.

Students in the Bilingual Dual Language Program

The goals of the MPS Bilingual Dual Language Program are high levels of **bilingualism** (understanding and speaking two languages), **biliteracy** (the ability to read and write in two languages), and **academic achievement**. In addition to understanding, speaking, reading and writing in two languages, our students will develop their **sociocultural competence** by establishing positive attitudes about their culture and identity as well as appreciating that of others. Because one of our main goals is biliteracy, students are taught literacy and academic content in both languages. The MPS Content and Language Allocation Plan (CLAP) outlines the percentage of instructional time in Spanish and English by grade level and designates a primary language of instruction for each content area. Therefore, students in the

Bilingual Dual Language Program are graded according to grade-level standards in alignment with the MPS CLAP provided below.

MPS Content and Language Allocation Plan			
Grade Level(s)	Language Allocation Spanish – English	Content Allocation – Spanish	Content Allocation – English
K5	90% – 10%	Mathematics Science Social Studies Spanish Language Arts	English Language Arts English Language Development
1st	80% – 20%		
2nd	70% – 30%		
3rd	60% – 40%	Mathematics Science Spanish Language Arts	Social Studies English Language Arts English Language Development
4th–5th	50% – 50%		
6th–8th	50% – 50%	Social Studies Spanish Language Arts	Mathematics Science English Language Arts English Language Development
9th–12th	50% – 50%	Social Studies Science	Mathematics English Language Arts English Language Development

English Learners in General Education

Milwaukee Public Schools recognizes that learning English as a second or additional language is a developmental process. Development happens over time and can vary student-by-student. English Learners receive support from their teacher to learn both grade-level subjects and English. Parents of English Learners receive information about their child's learning on the report card.

English as a Second Language (ESL)

If a student receives ESL services, then the following stages appear in the English Language Development section of the report card. This is a science example of the stages.

<p>Stage 1: Moon (point)</p> <p>Stage 2: Moon is there.</p> <p>Stage 3: The moon has phases.</p> <p>Stage 4: We see moon phases, or different shapes of the massive sphere at night.</p> <p>Stage 5: Some nights, the moon might be a narrow crescent. Other nights, the moon might shine like a bright light that guides the astronauts.</p>	
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Report card comments describe how students comprehend and use English at each stage. English Learners study their subjects and participate in the learning to reach stage 5, advanced fluency.

Students Learning a World Language

World language courses are designed to prepare students for citizenship in a multicultural, multilingual global community. These courses promote proficiency in languages along with knowledge of cultures and literature. The standards in world language courses include:

- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- **Intercultural communication:** Learners initiate conversation, understand, and respond to what is communicated, using culturally appropriate language and behavior in each context.

How to Read Key Parts of the Report Card

The report card lists the standards within each subject/content area. On the Standards-based Report Card, students do not receive an overall grade in each subject/content area but instead are graded on each standard.

Grade Level – Proficiency levels are based on grade-level expectations for all students.

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Student: Sample Student
 Student ID: _____
 Home room: Sample Teacher
 School: SAMPLE SCHOOL
 Generated on: _____

Attendance Summary By Term:

Tri 1		Tri 2		Tri 3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0	0	0	0	0	0	0	0

Academic Performance Level for Personal/Social Dev& K3,K4,K5

Name	Score
Always/Exemplary	4
Usually	3
Sometimes	2
Seldom	1

Academic Performance Level for Proficiency Levels

Name	Score
Advanced	AD
Proficient	PR
Basic	BA
Minimal	MI
No Evidence	O

PERSONAL/SOCIAL DEVELOPMENT

	Term		
	Tri 1	Tri 2	Tri 3
BE SAFE			
Follows school/classroom expectations and rules			
Makes positive behavior choices			
BE RESPONSIBLE			
Comes prepared to class and participates in class			
Uses school and personal property appropriately			
BE RESPECTFUL			
Listens and pays attention			
Treats peers and adults with respect			

ENGLISH LANGUAGE ARTS READING

	Term		
	Tri 1	Tri 2	Tri 3
Effort			
Reading Literature			
Reading Informational			
Reading Foundational (only through Grade 5)			
READING INTERVENTION			
Student receives reading intervention (additional data on record)			
Student is making progress in reading intervention			

ENGLISH LANGUAGE ARTS

	Term		
	Tri 1	Tri 2	Tri 3
Effort			
Writing			
Speaking & Listening			
Language			
WRITING INTERVENTION			
Student receives writing intervention (additional data on record)			
Student is making progress in writing intervention			

MATHEMATICS

	Term		
	Tri 1	Tri 2	Tri 3
Effort			
Mathematical Practices: behaviors needed to do math successfully			
Operations & Algebraic Thinking			
Number & Operations in Base Ten			
Measurement & Data			
Geometry			
MATHEMATICS INTERVENTION			
Student receives mathematics intervention (additional data on record)			
Student is making progress in mathematics intervention			

SOCIAL STUDIES

	Term		
	Tri 1	Tri 2	Tri 3
Effort			

The purpose of this report card is to communicate with parents and students about grade level standards. It identifies students' levels of progress with regard to those standards, areas of strength, and areas where additional time and effort are needed to meet expectations at this particular point in the school year.

Blank indicates an area that was not assessed during this Mark Period. By the end of the school year, every standard will be assessed and reported.

Parent/Guardian of Sample Student

1, 2, 3, reporting periods – Students and parents receive this report in December, April and June.

Effort – The first line on each content area, except physical education, is Effort. This indicates how hard a student is working in this specific content area.

Additional content areas are on page two of the Report Card along with teacher comments for each of the three marking periods.

Frequently Asked Questions

Why did MPS change to a Standards-based Report Card?

MPS is aligning classroom instruction, evaluation and feedback to the rigorous and more challenging Common Core State Standards to improve teaching and learning. The Standards-based Report Card reflects Common Core State Standards and provides meaningful, standards-specific assessment and feedback to engage students and families in monitoring student progress.

The Standards-based Report Card allows MPS to communicate with parents and students about grade-level standards. It identifies student progress levels with regard to the standards and identifies areas of strength and weakness where additional time and effort are needed to meet expectations at a particular point in the school year. The report card helps students, teachers and families to transition to the Common Core State Standards language and expectations.

Other efforts to embrace Common Core State Standards include classroom assessments based on standards, student and parent conferences, and STAR, the district's universal screener/benchmark assessment, to support more differentiated instruction and identify students for additional supports. These strategies create opportunities for individual instructors and groups of teachers to reflect on student learning and their own practice.

How did MPS include parent and teacher feedback in the process?

Focus groups and surveys of teachers and parents were used to collect data from pilot schools, and these responses guided revisions. Parents reported high levels of satisfaction with the amount and type of information.

Is MPS the only district making the change to a Standards-based Report Card?

Many large districts across the nation have pursued Standards-based Report Cards, including Charlotte-Mecklenburg, North Carolina; Denver, Colorado; San Diego, California; and local districts such as Shorewood and Wauwatosa.

Will some groups of students be graded differently on this Report Card?

The MPS commitment is to teach each child to achieve the same high standards. Therefore, the proficiency levels given on the Standards-based Report Card must be consistent with expectations for that grade level for all students (including students with special needs and English language learners). This means any student performing below grade level cannot receive a PR–Proficient or AD–Advanced in any content area, including reading.

- AD: Advanced, exceeding grade-level expectations
- PR: Proficient, meeting grade-level expectations
- BA: Basic, just below grade-level expectations
- MI: Minimal, far below grade-level expectations

How will this Report Card show the effort a child is giving to schoolwork?

An Effort line has been added to show student work habits in each subject area. This allows teachers to keep nonacademic factors (neatness, promptness, work completion, etc.) separate from the academic assessment for each standard. Teachers can indicate high effort for struggling students or low effort for high-performing students. Each student will receive a mark for Effort in each content area (except physical education). Teachers will use the same proficiency levels for both academics and effort.

AD: Advanced	PR: Proficient	BA: Basic	MI: Minimal
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Are there any other scales used on this Report Card, and what do they mean?

The Personal/Social Development section is aligned to the Positive Behavioral Interventions and Supports (PBIS) system used in MPS schools. This system teaches students to make good choices and then acknowledges those positive decisions. It uses a frequency scale to report on how often students are choosing positive classroom behaviors.

For K3/K4 and some areas of the K5 Report Card the frequency scale is used to show developmental progress on Wisconsin Early Learning Model Standards. Here is the Frequency Scale:

Academic Performance Level for Personal/Social Dev& K3,K4,K5	
Name	Score
Always/Exemplary	4
Usually	3
Sometimes	2
Seldom	1

Montessori schools have a unique grading scale that aligns with Montessori philosophy and curriculum:

Academic Performance Level for Montessori Levels (Rubric)	
Name	Score
Exceeds	EX
Mastered	MA
Practiced	PA
Needs More	NM
Introduced	IN

Grade-level Standards

Milwaukee Public Schools has developed a one-stop website for parents to see the specific grade-level standards in each content area. These include the Common Core State Standards in reading, math and English/language arts, along with standards in science, health, social studies, art, music, physical education and instructional technology.

Visit mpsmke.com/academicexpectations to see the standards. If you do not have access to the Internet at home, you can see the site on a smartphone or by visiting your local library branch or school.

These grade-level standards can be an excellent tool to help you work with your student to remain on track for academic success!

For additional questions, please contact your child's school.

Nondiscrimination Notice

It is the policy of Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability). The individuals named below have been designated to handle inquiries regarding the nondiscrimination policies.

For section 118.13, Wisconsin Statutes, federal Title IX: Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, WI, 53201-2181

For section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II: J. Andy Woyte, Interim Section 504/ADA Coordinator, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, WI, 53216, (414) 438-3677

ASL: (414) 438-3458



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