

Behaviors that Support Learning

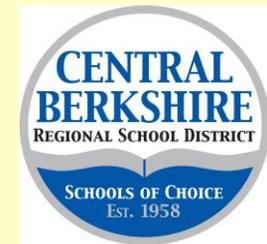
“Developing social and emotional competencies helps schools create safe learning environments that contribute to academic achievement for all.” (MA, SEL Guide). The social and emotional skills listed in the CBRSD standards-based report card are derived from five specific areas including:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

Social and emotional learning begins in preschool and continues through high school.



CENTRAL BERKSHIRE REGIONAL SCHOOL DISTRICT



A Guide to Standards-Based Grading at Central Berkshire Regional School District K-6





What is standards-based grading?

Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific subject. Our report cards reflect the learning standards as outlined in the Common Core Standards and the Massachusetts State Frameworks.

Because Central Berkshire Regional Public Schools prioritize home-school partnerships, we view the report card as an important tool for furthering our shared understanding about student growth academically and socially.

How does standards-based grading differ from traditional grading?

Unlike traditional grading systems, a standards-based system measures a student's level of mastery of grade-level standards by reporting on the most recent, consistent level of performance. In a traditional grading system, a student's performance for an entire quarter is averaged together. Additionally, Standards-based report cards separate academic performance from work habits and behavior.

Academic Performance Expectations

Academic Performance Expectations are reported quarterly on your child's report card. Each standard is an end-of-the-year benchmark so it would be appropriate for a student to receive a 1 or 2 at the beginning of the year and progress to a 3 or 4 toward the end of the year.

Exceeding Expectations

This score would indicate that a student exceeds a standard by consistently demonstrating an advanced level of understanding and/or the ability to apply their knowledge at a higher level. The student applies this knowledge independently and consistently in multiple situations.

Meeting Expectations

This score would indicate that a student has independently achieved the standard. The student demonstrates mastery of the standard.

Working Toward Expectations

This score would indicate that a student is developing an understanding of a standard, but still may be in need of additional instruction and/or support.

Below Expectations

This score would indicate minimal understanding of a standard. The student shows limited evidence of understanding the standard.

Teaching to the Standards

"All of us do not have equal talent, but all of us should have an equal opportunity to develop our talents" (John F. Kennedy). Using standards to guide instruction and goals for students, assists educators in creating these opportunities. At Central Berkshire, we strive to ensure that students move from grade to grade with a level of proficiency. Standards determine end of the year exit benchmarks for this purpose. As we move forward with a standards based report card, it is important to remember that we teach children, not standards.

Pacing and the sequence was determined with developmental milestones in mind. Additionally, in the case of the newly adopted Massachusetts Science, Technology and Engineering Standards, there is an identified phase in process-meaning not all standards will be taught during the 2016-17 school year. As a result, when you are viewing your child's report card, shaded boxes indicate standards not taught during that quarter. Your child's teacher will be instrumental in assisting you in these areas as well as with questions regarding academic growth and progress.

