Q: Why are there no letter grades?

A: A Standards-Based report card approach provides information about student achievement without the need for letter grades. Letter grades:

> Follow a teacher's individual assessments and expectations

> Allow for inconsistent interpretation of district and state expectations

Q: Can a student perform at a level 3 and then move to a lower level in the next marking period?

A: The expectations change from one marking period to the next as students move toward the end of the grade-level expectations. This means:

> A student may meet the grade-level expectation during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period

> A student might receive a 3 in the first marking period and then receive a 2 or 1 in the second marking period

Q: Why does my student have grades or assignments listed in Powerschool that are different from their report card grade?

A: The Pasco School District transitioned its report card platform to Powerschool during the 2018-19 school year. This platform also provides teachers with the opportunities to monitor grades for individual assignments. Some teachers may choose to use this feature. While some teachers may use evidence from assignments to support grades on the report card, the elementary report card is based on standards based grading practices. If you have questions about assignments that appear in Powerschool and how they relate to student grades on the report card please contact your child's teacher.

PASCO SCHOOL DISTRICT ELEMENTARY REPORT CARD GUIDE

We are committed to ensuring that students are well prepared for the future. Providing a clear, complete communication tool is the main goal of our report card, which is standards-based.

1215 W. Lewis Street

Pasco, WA 99301

Phone- 509-543-6700

Fax- 509-543-6728

Pasco School District Elementary Report Card Guide

REPORT CARD

Guide

Elementary Report Cards

Our report card is aligned to the Washington State Learning Standards and reflects updates in our curriculum and instruction. Parents will find:

1. Category titles and descriptors reflect the Washington State Learning Standards

2. Grading keys reflecting student progress toward State standards

3. Learning behaviors reflecting student skills necessary to be a successful learner

STANDARDS-BASED REPORT CARDS

There are four essential components of a standards-based system:

1. The content standards as outlined by the new Washington State Learning Standards that describe what a student should know and be able to do at an identified point in time

2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards

3. The assessments that a teacher uses to measure learning and the extent to which a student has met each standard

4. The communication tool that allows a teacher to accurately report a student's progress toward meeting standards, which is provided three times throughout the school year

Washington State Standards	Curriculum and Instruction
Assessment	Reporting

Q: Why a Standards-Based Report Card?

A: Standards-Based report cards provide:

- In-depth student assessments
- Consistent evaluations throughout the year
- Individualized instruction information
- Consistent evaluations between students

Q: How does this help parents?

A: Standards-Based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, they:

- Promote more detailed and meaningful conversations at parent/teacher conferences
- Allow for careful and consistent monitoring of student achievement
- Reflect grade-level standards and expectations so parents gain holistic perspective of student progress

Q: Why are all standards not listed on the report card?

A: A Standards-Based report card is not the same as a standard learning outcome listing. Teams of teachers and administrators:

- Reviewed the Washington State Learning Standards for each grade level
- Chose descriptors which are considered most significant for student learning in each grade level