

Standards-Based Progress Reports

September 16, 2016



Dater School Report Card Committee

Grade 4 Humanities teacher - Jen Hicks

Grade 4 Humanities teacher - Kim McLaud

Grade 4 Math/Science teacher - Kerry Doherty

Grade 5 Humanities teacher - Melissa Aujero

Grade 5 Math/Science teacher - Tina Thomson

Grade 5 Math/Science teacher - Michele Gesualdo

Special Education teacher - Lisa Carozza

K-6 Math Coach - Christina Mains

K-5 Literacy Coach - Erica Lakind

Principal - Andrew Matteo

Two-Year Process

•July 2015

- Committee met in summer to study other district's report cards and research
- Determined there was a need for a new report card
- Created draft of report cards using learning standards, review of other districts, and Ramsey initiatives

•September 2015-June 2016

- Received feedback from subject supervisor
- Multiple revisions of report card
- All Dater teachers introduced to the new report card format

Process (continued)

- **July 2016**

- Committee met to work on developing detailed report card benchmarks

- **September 2016**

- Implementation of new report card for 2016-2017
- Presentations at Back to School Night and PTO Meeting

- **December 2016**

- First standards-based report card will be posted on Parent Portal

Researched Standards-Based Report Cards of other High-Performing School Districts

- Tenaflly
- Glen Rock
- Mahwah
- Harrington Park
- Paramus
- Wyckoff

Research Base



Guskey, T.R. (2010). *Developing Standards-Based Report Cards*, Corwin Press, Thousand Oaks, CA.

Marzano, R.J. and Heflebower, T. (2011) Grades That Show What Students Know. *Educational Leadership*, November 2011, pp. 34-39.

Munoz, M.A and Guskey, T.R (2015) Standards-based grading and reporting will improve education. *Phi Delta Kappan*, April 2015, pp. 64–68.

Scriffiny, P.L (2008) Seven Reasons for Standards-Based Grading. *Educational Leadership*, October 2008, pp. 70-74.

Why change the report card?

- As our curriculum has changed, it became clear that we needed to change our report card to align with these changes.
- Last report card revision was 2007. We needed to update our report card to reflect both current learning standards and Ramsey initiatives
- Overall, this allows us to better communicate to parents a student's progress

Why change to standards-based?

- Consistent
 - Measured against common standards
- Transparent
 - Measured against predetermined benchmarks available to all
- Fair
 - Students are being measured against a standard - not against peers (no curve)
- Focused on Growth
 - Promotes a growth mindset in students

What is a standards-based report card?

- A standards-based report card highlights the most important *skills* students should learn in each subject at a particular grade level.
- A standards-based report card allows parents to see how their child is progressing toward a particular standard at a particular point in time.
- Gives teachers a better tool for documenting a learner's progress.

What are learning standards?

- Help us have clear expectations about what students should know and be able to do at each grade level
- Provide learning targets for each grade level
- We have had standards in education since the 1990s
- Recent version is called NJ Learning Standards

Grade 5

Progress Indicators for Reading Literature

Key Ideas and Details

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Grading Scales

REPORTING KEY

A = Excellent	O = Outstanding
B = Above Average	VG = Very Good
C = Average	S = Satisfactory
D = Below Average	U = Unsatisfactory
F = Failing	

GRADING FOR ACADEMICS

4 = Exceeding standards.

Extending key concepts, processes, and skills. Consistently working beyond stated grade-level benchmarks.

3 = Meeting standards.

Consistently grasping and applying key concepts, processes, and skills. Successfully meeting stated grade-level benchmarks.

2 = Approaching standards.

Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks.

1 = Did not yet meet standards.

Not grasping key concepts, processes, and essential skills. Area of concern that requires more support.

Key Points to Remember

There is no correlation between letter grades and the new scale
(i.e. a “4” does not equal an “A”, “3” equal “B”)

“4’s” will be very rare as they indicate an area that a student is
consistently working beyond grade-level expectations.

A “3” shows grade-level achievement. This is the target.

A “2” is an area to focus on for growth. The student may require
more time or support to reach the grade-level standard

Language affects beliefs

- Language on new report card reflects a growth mindset rather than a fixed mindset
- Reflects belief that learning is a process.
- Feedback is a part of that ongoing process

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Changes the conversation

FROM

What did you get?

How many points did you
lose on that question?

She's an A student

He's a C student

TO

- What have you learned?
- What are your areas of strength?
- What do you still need to work on?

More specific information

Instead of one overall Reading grade, you will now receive this:

	Trimester:	1	2	3
READING				
Reads at grade level		2		
Reads with literal comprehension		3		
Reads with inferential comprehension		2		
Reads with fluency		3		
Knows and applies grade-level phonics and word analysis skills in decoding words		4		
Uses writing to effectively respond to reading		2		

More specific information

Instead of one overall Math grade, you will now receive this:

MATHEMATICAL CONTENT	
Operations and Algebraic Thinking	
Solves multi-step word problems using the four operations with whole numbers	2
Represents problems using equations with an unknown variable	2
Finds factor pairs and multiples of numbers from 1-100 and identifies numbers as prime or composite	3
Numbers and Operations	
Uses place value understanding to round and compare multi-digit numbers	3
Uses manipulatives and pictures to illustrate and explain multiplication and division calculations	3
Fluently adds, subtracts, multiplies, and divides with multi-digit whole numbers	3

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MATHEMATICAL PRACTICE	
Attends to precision by clearly expressing mathematical thinking in written and oral form	3
Uses logic and reasoning to solve word problems accurately	3
Makes sense of problems and perseveres in solving them	2
Uses appropriate tools strategically	3
Computes accurately	2
Recalls math facts with accuracy	2
Contributes meaningful ideas, arguments, and critiques	3
Actively engages during classroom instruction and persists in his/her learning	3

Common language in benchmarks

- 1 - **not meeting** grade-level standards yet
- 2 - **approaching** grade-level standards
- 3 - consistently **meeting** grade-level standards
- 4 - consistently **extending and working beyond** grade-level standards

Some benchmarks increase in difficulty

Subject	Reading			
Skill	Reads at grade level*			
Standard(s)	RF.4.3, RF.4.4, RL.4.1-10, RI.4.1-10			
Trimester	1	2	3	4
1st	Reads independently at Level O or below.	Reads independently at Level P.	Reads independently at Level Q or R.	Reads independently at Level S or above.

Some benchmarks increase in difficulty

Subject	Reading			
Skill	Reads at grade level*			
Standard(s)	RF.4.3, RF.4.4, RL.4.1-10, RI.4.1-10			
Trimester	1	2	3	4
1st	Reads independently at Level O or below.	Reads independently at Level P.	Reads independently at Level Q or R.	Reads independently at Level S or above.
2nd	Reads independently at Level P or below.	Reads independently at Level Q.	Reads independently at Level R or S.	Reads independently at Level T or above.

Some benchmarks increase in difficulty

Subject	Reading			
Skill	Reads at grade level*			
Standard(s)	RF.4.3, RF.4.4, RL.4.1-10, RI.4.1-10			
Trimester	1	2	3	4
1st	Reads independently at Level O or below.	Reads independently at Level P.	Reads independently at Level Q or R.	Reads independently at Level S or above.
2nd	Reads independently at Level P or below.	Reads independently at Level Q.	Reads independently at Level R or S.	Reads independently at Level T or above.
3rd	Reads independently at Level Q or below.	Reads independently at Level R.	Reads independently at Level S or T.	Reads independently at Level U or above.

**Reading level as indicated on the Fountas and Pinnell Reading Assessment*

Other benchmarks stay the same



Benchmark →

Subject	Writing			
Skill	Demonstrates writing stamina and produces clear and coherent writing			
Standard(s)	W.4.10			
Trimester	1	2	3	4
All	Student rarely writes independently for 20 minutes and does not yet produce clear and coherent writing.	Student sometimes writes independently for 20 minutes and is beginning to produce clear and coherent writing.	Student consistently and independently writes for 20 minutes and produces clear and coherent writing.	Student consistently and independently writes for more than 20 minutes and produces clear and coherent writing.

Report Card →

Demonstrates writing stamina and produces clear and coherent writing	2	3	
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Math example - increase in difficulty

Subject	Mathematics			
Skill	Solves multi-step word problems using the four operations with whole numbers			
Standard(s)	4.OA.A.1, 4.OA.A.2			
Trimester	1	2	3	4
1st	Student does not yet/rarely solves multi-step word problems involving all four operations as presented	Student is beginning to solve multi-step word problems involving all four operations as presented	Student consistently and accurately recognizes and executes all steps of multi-step word problems involving all four operations as presented	Student consistently grasps, applies, and extends key concepts, processes and skills beyond grade level standard.

Benchmark



Math example - increase in difficulty

Benchmark



Subject	Mathematics			
Skill	Solves multi-step word problems using the four operations with whole numbers			
Standard(s)	4.OA.A.1, 4.OA.A.2			
Trimester	1	2	3	4
1st	Student does not yet/rarely solves multi-step word problems involving all four operations as presented	Student is beginning to solve multi-step word problems involving all four operations as presented	Student consistently and accurately recognizes and executes all steps of multi-step word problems involving all four operations as presented	Student consistently grasps, applies, and extends key concepts, processes and skills beyond grade level standard.
2nd	Student does not yet/rarely solves multi-step word problems involving all four operations including interpreting remainders	Student is beginning to solve multi-step word problems involving all four operations including interpreting remainders	Student consistently and accurately recognizes and executes all steps of multi-step word problems involving all four operations including interpreting remainders	Student consistently grasps, applies, and extends key concepts, processes and skills beyond grade level standard.

Report Card



MATHEMATICAL CONTENT			
Operations and Algebraic Thinking			
Solves multi-step word problems using the four operations with whole numbers	3	2	

Some standards aren't taught until the second or third trimester

Benchmark



Subject	Mathematics			
Skill	Recognizes and generates equivalent fractions			
Standard(s)	4.NF.A.1			
Trimester	1	2	3	4
1st	Not taught until 2nd trimester	Not taught until 2nd trimester	Not taught until 2nd trimester	Not taught until 2nd trimester
2nd	Student does not/rarely recognizes and generates equivalent fractions	Student is beginning to recognize and generate equivalent fractions	Student accurately recognizes and generate equivalent fractions	Student consistently grasps, applies, and extends key concepts, processes and skills beyond grade level standard.
3rd	Student does not/rarely recognizes and generates equivalent fractions	Student is beginning to recognize and generate equivalent fractions	Student accurately recognizes and generates equivalent fractions	Student consistently grasps, applies, and extends key concepts, processes and skills beyond grade level standard.

Report Card



Fractions			
Recognizes and generates equivalent fractions		3	
Compares and orders fractions with different numerators and denominators		3	

How will performance levels be determined?

Teachers will make determination where student stands in relation to the benchmark. This determination will be based on:

- Classroom assessments
- Student work samples
- Teacher notes from conferences and daily observations

Feedback (not grades) promotes growth

- There will be less traditional tests and quizzes than the past.
- We will assess students using more formative, organic classroom performance assessments to determine their proficiency level.
- These assessments will include detailed feedback. However, there will not be traditional grades given for assignment.

ASSESSment Feedback Form

Mathematical Concept	You have shown a strong understanding of how to compare two whole numbers!
Mathematical Practice	You were able to find the correct answer for the word problem. Now let's work together on clearly explaining your thinking in words.

Parent Signature: _____

Specials will also be more detailed

SPECIAL AREA SUBJECTS			
ART			
Demonstrates an understanding of concepts and an application of skills	3	3	
Demonstrates creative thinking	3	3	
Participates with effort, cooperates, and follows directions	3	3	
MUSIC			
Demonstrates an understanding of musical concepts	3	3	
Demonstrates grade-level musical performance skills	3	3	
Participates with effort, cooperates, and follows direction	3	3	
PHYSICAL EDUCATION			
Demonstrates competency in movement and skills	3	3	
Exhibits responsible behavior and sportsmanship in physical activity settings	3	3	
Participates with effort, cooperates, and follows directions	3	3	

Learning Behaviors reflect Dater/Ramsey



LEARNING BEHAVIORS			
Social-Emotional Development			
Trustworthiness	3		
Respect	3		
Responsibility	3		
Fairness	3		
Caring	3		
Citizenship	3		
Self-control	3		
Kindness	3		

Learning Behaviors reflect Dater/Ramsey



Trimester:	1	2	3
Behaviors that Support Learning			
Hard work	3		
Growth mindset	3		
Collaboration	3		
Executive Functioning	3		
Homework	3		
Neatness	3		
Follows directions	3		
Attention	3		

Narrative Comments!!

From Humanities and Math/Science teacher (at a minimum)

Trimester 1 – Teacher Comments

Trimester 2 – Teacher Comments

Why trimesters?

- Trimesters will allow teachers more time to teach, less time “testing”, thus, allowing more time to collect evidence to determine student performance levels.
- The current marking periods are too short with tests/quizzes crammed at the end of the marking period.
- For example, last year there were only 33 school days before the first marking period ended. Extending the marking period allows us to focus on student growth over time.

Benefits of a Standards-Based Report Card



- Parents will get better information about their child as a learner
- Parents will know what specific areas they can work on with their child
- Promotes a growth mindset
- Priorities learning over grades
- Aligns with our district's mission

What's next?

- Parents will be receiving feedback throughout the first trimester on assessments and work samples from the classroom
- Report Card example, benchmarks, and other relevant information will be posted on “Standards-Based Report Card” section of Dater website
- November 7, 8, 9 - Parent-teacher conferences will be held. Moving them away from the end of the first marking period will allow the conference to be focused on the student rather than the report card.
- December 16 - First Report Card posted on Parent Portal