

# INTRODUCTION TO THE STANDARDS BASED REPORT CARD

**Grades 3-5 Parent Meeting  
Rye City School District**

## WHY HAS THE REPORT CARD CHANGED?

- To provide a more holistic view of each child
- To present a format that is easier to comprehend
- To address each child's performance relative to standards and expectations in each discipline and grade level

## THE PROCESS FOR DEVELOPING THE STANDARDS-BASED REPORT CARD

- A committee of teachers and administrators was formed to develop a new report card that will more effectively provide information to parents regarding their child's progress.
- The committee worked to examine and identify the key standards in each discipline and craft a new report card
- Draft work was reviewed by grade level & departmental teams
- Feedback was elicited from parent representatives
- Revisions were made by the committee in consideration of the above feedback

# HOW LEARNING IS DEFINED- TRADITIONAL VS. STANDARDS BASED

<b>Traditional Grading Paradigm</b>	<b>Standards-Based Grading Paradigm</b>
Low-level rote knowledge	Higher-order thinking skills
Knowing and understanding	Applying, analyzing, synthesizing
Learning defined by what students know	Learning defined by what students can do with what they know
Evidence of learning is repeating back	Evidence of learning is using skills in new situations
Rigor is coverage	Rigor is complexity

Vatterott, Cathy, Rethinking Grading: Meaningful assessment for standards-based learning.

## WHAT IS THE NEW REPORT CARD FORMAT?

- Descriptors chosen were considered to be most significant for learning in each grade level and are based on the New York State Common Core Learning Standards
- Report cards designed for K,1,2,3,4-5
- The sequence of K-5 report cards represents what students should learn as they progress K-5

# GRADING KEY

4	<b>Independently exceeding</b> expectations and standards
3	<b>Independently meeting</b> expectations and standards
2	<b>Approaching</b> expectations and standards with <b>support</b>
1	<b>Not yet meeting</b> standards and expectations

# SAMPLE LANGUAGE ARTS INDICATORS (GRADE 3)

<b>Reading Literature and Informational Text</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Uses foundational skills to decode accurately, fluently and with stamina			
Uses knowledge of language to comprehend when reading and listening			
Identifies and comprehends key ideas, details, and structure in a variety of texts			
Integrates knowledge while analyzing a variety of texts			

# SAMPLE WRITING INDICATORS (GRADE 3)

<b>Writing - Narrative, Informative and Opinion</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Utilizes the writing process (brainstorming, drafting, revising and editing)			
Produces clear and coherent writing appropriate to the task			
Uses vocabulary to convey meaning			
Applies rules of spelling, grammar, and mechanics			



# SAMPLE MATHEMATICS INDICATORS (GRADE 4-5)

<b>Mathematics</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
Demonstrates an understanding of concepts: numbers and operations, fractions, data, measurement, and geometry			
Uses a variety of mathematical practices and strategies to problem solve			
Computes accurately and fluently			
Explains thought process used in problem solving			

# BEHAVIORS AND WORK HABITS

- To identify and reflect the key social skills and work habits necessary to be a successful learner at each grade level
- Key:
  - Consistently (C)
  - Occasionally (O)
  - Rarely (R)

# SAMPLE BEHAVIORS AND WORK HABITS THAT PROMOTE COMMUNITY AND LEARNING (GRADE 3)

Behaviors and Work Habits that Promote Learning and Community	T1	T2	T3
Is respectful, kind and courteous			
Demonstrates effort and takes pride in work			
Demonstrates independence and responsibility			
Organizes and manages property and materials			
Listens to, comprehends and collaborates with others			
Speaks to present knowledge and ideas			
Engages with and completes class assignments (short and long term)			
Reviews and revises work			
Completes homework			

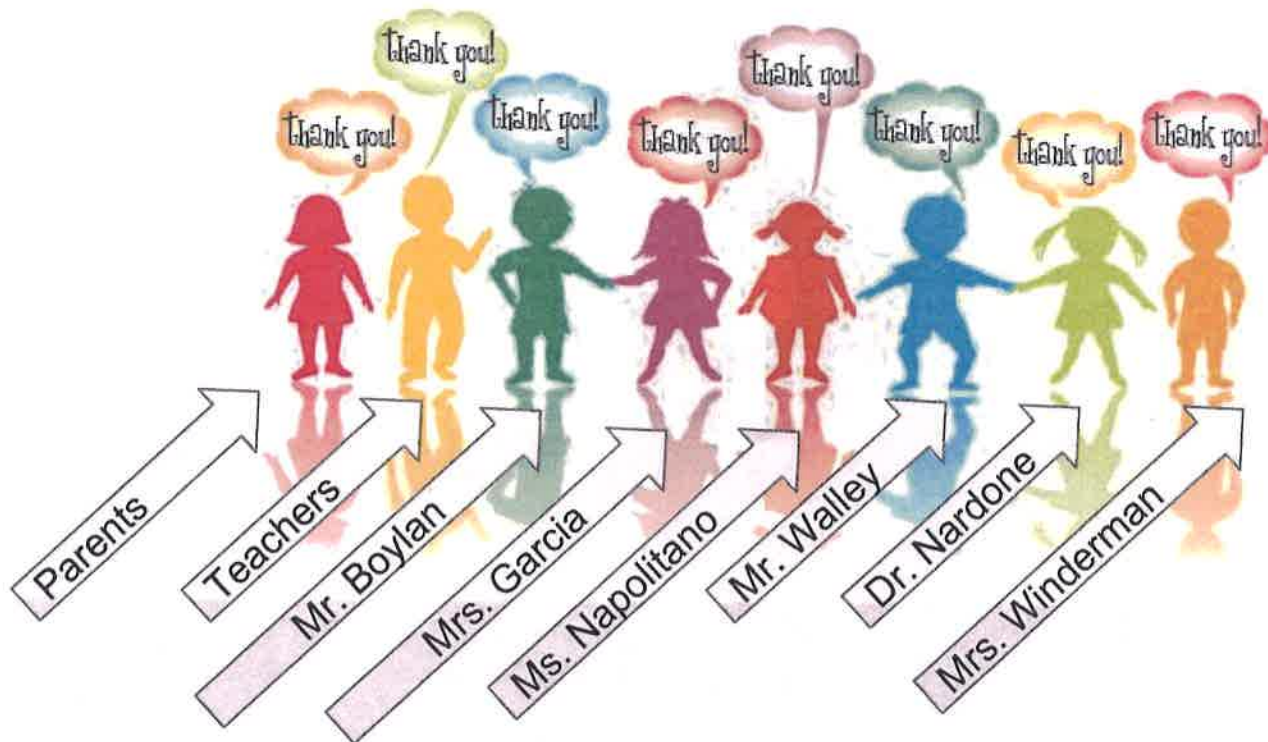
## PARENT/TEACHER CONFERENCES

- Fall conference was scheduled earlier to establish a strong home-school connection and foster a collaborative, goal-setting process
- Spring conference will provide an additional opportunity to discuss progress, in between the second and third trimester

QUESTIONS?



# THANK YOU!



with special thanks to the report card committee for their work in bringing this project to fruition!