

INTRODUCTION TO THE STANDARDS BASED REPORT CARD

**K-5 Parent Meeting
Rye City School District**

WHY WAS THE REPORT CARD CHANGED?

- In response to expressed dissatisfaction with current report card by faculty and parents
- 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 reviewed a variety of standards-based report cards developed by similar, local districts.
- 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 & specialist teams.
- Feedback was elicited from parent representatives.
- Revisions were made by the committee in consideration of the feedback received.

HOW LEARNING IS DEFINED- TRADITIONAL VS. STANDARDS BASED

Traditional Grading Paradigm	Standards-Based Grading Paradigm
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 most significant for learning in each grade level and based on the New York State Common Core Learning Standards
- A grading key was developed that indicates where a student is in relationship to the standards and expectations for the grade level, as opposed to a more traditional model
- 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	Independently exceeds expectations and standards
3	Independently meeting expectations and standards
2	Approaching expectations and standards with support
1	Not yet meeting standards and expectations

SAMPLE LANGUAGE ARTS INDICATORS (GRADE 1)

Language and Foundational Skills	T1	T2	T3
Demonstrates an understanding of basic features of print			
Demonstrates an understanding of words, syllables and sounds			
Knows and applies grade-level phonics skills when decoding words			
Reads texts orally with accuracy, appropriate rate and expression			
Uses words and phrases acquired through conversation, reading and instruction			

SAMPLE LANGUAGE ARTS INDICATORS (GRADE 3)

Reading Literature and Informational Text	T1	T2	T3
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 2)

Writing - Narrative, Informative, and Opinion	T1	T2	T3
Utilizes the writing process (brainstorming, drafting, revising, and editing)			
Organizes and links ideas (structure)			
Develops and supports the topic using appropriate vocabulary and details (development)			
Applies rules of spelling, grammar and mechanics (language conventions)			

SAMPLE WRITING INDICATORS (GRADE 3)

Writing - Narrative, Informative and Opinion	T1	T2	T3
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 K)

Mathematics	T1	T2	T3
Counts, recognizes and writes numbers to 20, 50, 100			
Understands concepts of more, less and equal			
Can add and subtract			
Can solve addition and subtraction number stories			
Understands two digit numbers as being comprised of tens and ones			
Interprets simple graphs and charts			
Classifies, describes and compares objects			
Identifies and describes 2 dimensional and 3 dimensional shapes			
Analyzes, compares and create shapes			

SAMPLE MATHEMATICS INDICATORS (GRADE 4-5)

Mathematics	T1	T2	T3
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			

CRITERIA USED TO DETERMINE PROGRESS TOWARDS STANDARDS

Report card grades will be based upon collective information, such as:

Classroom activities/projects	Social Studies assessments
Teacher-student conferences	Science 21 assessments
DRA and other literacy assessments	Math quizzes and unit tests
Continuum for Literacy Learning (Fountas & Pinnell)	Anecdotal information
Reader's Response Notebook	Writing tasks

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 K)

Behaviors and Work Habits that Promote Learning and Community	T1	T2	T3
Is respectful, kind and courteous			
Demonstrates self-control			
Follows school/classroom rules			
Follows multi-step directions			
Organizes self at arrival and dismissal			
Listens attentively while others speak			
Participates in and responds to conversations appropriately			
Resists distractions and stays focused			

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			

SAMPLE CONTENT AREA LEARNING INDICATORS (GRADE 5)

Content Area Learning	T1	T2	T3
Demonstrates understanding of science concepts			
Uses scientific method to conduct a variety of experiments			
Demonstrates understanding of social studies concepts			
Uses social studies practices to investigate and inquire about the world			

SAMPLE ART INDICATORS (GRADE 4)

Art	T1	T2	T3
Demonstrates knowledge of concepts			
Uses art materials proficiently			
Demonstrates effort, interest and involvement			
Demonstrates positive attitude and behavior			

SAMPLE PHYSICAL EDUCATION INDICATORS (GRADE 4)

Physical Education	T1	T2	T3
Is prepared for class/exerts effort			
Exhibits sportsmanship and appropriate behavior			
Demonstrates age appropriate skill development			

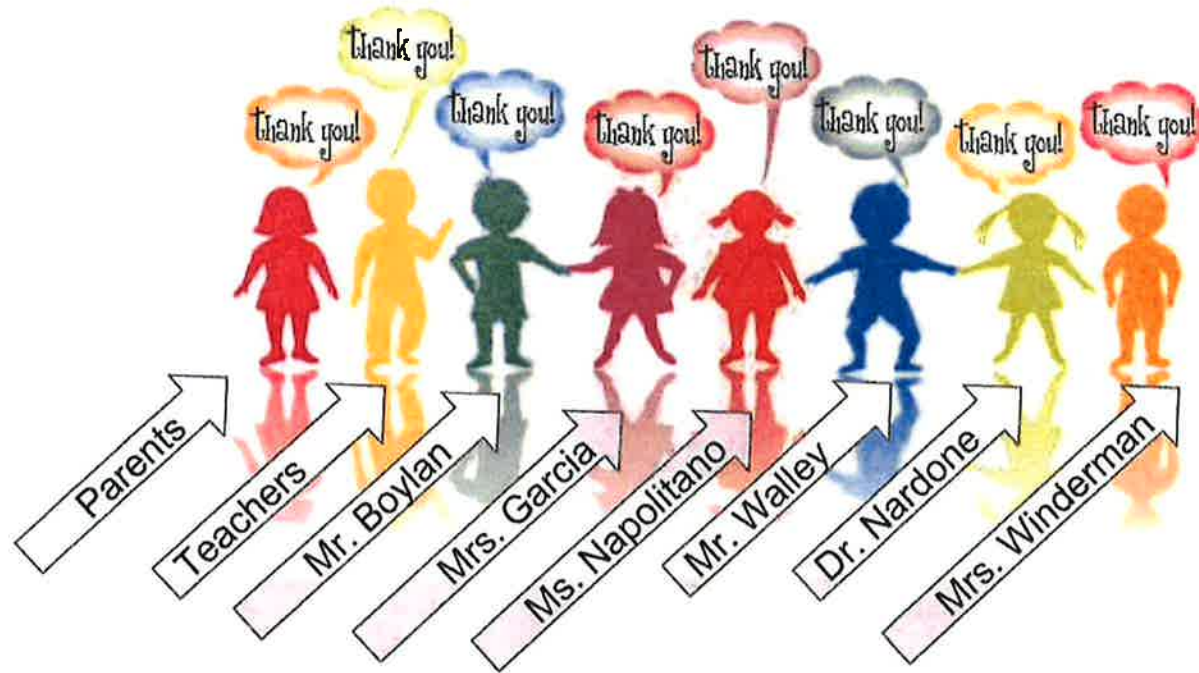
PARENT/TEACHER CONFERENCES

- 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!