

# INTRODUCTION TO THE STANDARDS BASED REPORT CARD

**K-2 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

<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 most significant for learning in each grade level and 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 exceeds</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 1)

<b>Language and Foundational Skills</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
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 WRITING INDICATORS (GRADE 2)

<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)			
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 MATHEMATICS INDICATORS (GRADE K)

<b>Mathematics</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
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			

# 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)

<b>Behaviors and Work Habits that Promote Learning and Community</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
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			

## PARENT/TEACHER CONFERENCES

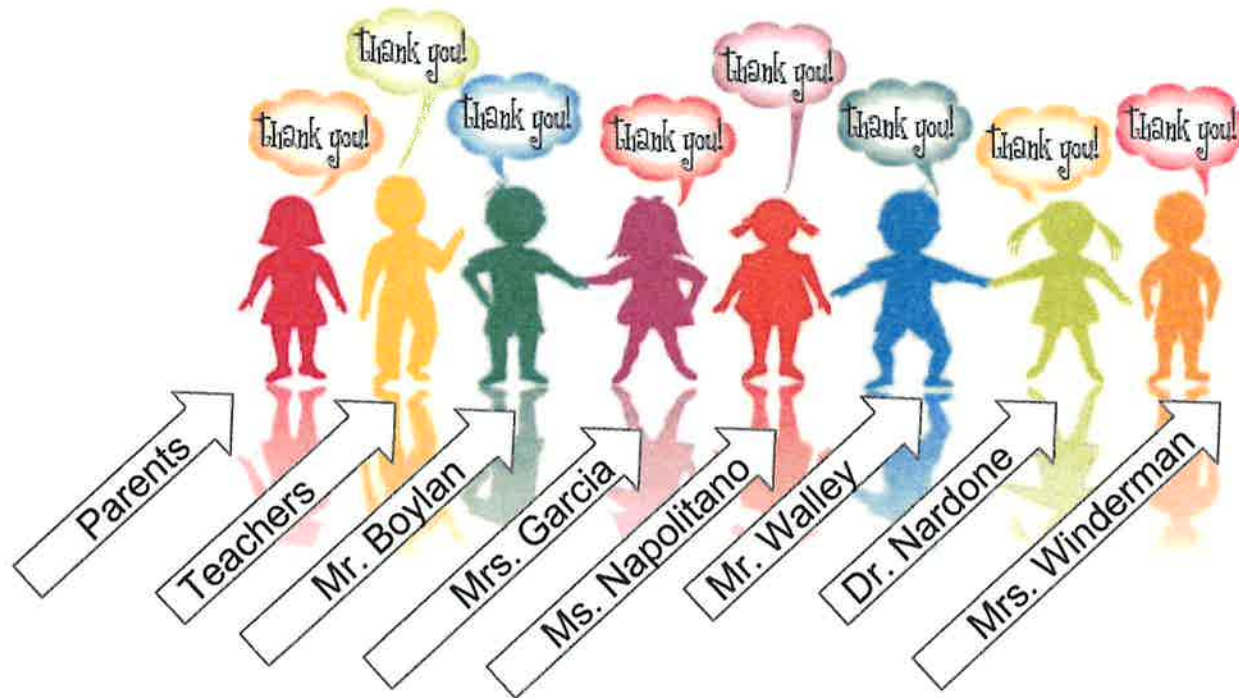
- Fall conference was scheduled earlier to establish a strong home-school connection and foster a collaborative, goal-setting process
- Spring conference will provide an additional opportunity to discuss progress, in between the second and third trimester

QUESTIONS?





# THANK YOU!



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