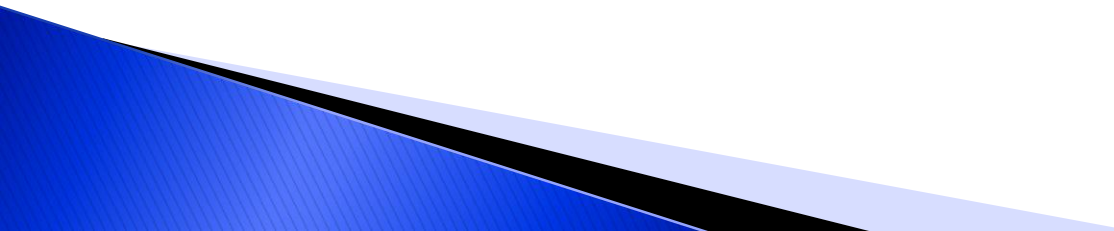




Elementary Standards Based Reporting

Welcome

Our Discussion this Evening...

- ▶ **Reasons for adopting standards based grading, assessment, and reporting**
 - ▶ **A snapshot of how grades will be reported**
 - ▶ **A glimpse of the district standards based report card and how it is organized**
 - ▶ **Resources that parents can access to learn more about a standards based system**
- 

Standards Based Reporting Committee

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OCS/NBGS

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What are Standards?

Standards describe what students should know and be able to do at each grade level.

Massachusetts Curriculum Frameworks

- First established in 1996
- Modified through 2011
- Changed significantly in 2011
 - Common Core standards for mathematics, English and literacy in history/social studies, science and technical subjects

Massachusetts' Standards

have set our students ahead

NAEP – National Assessment of Educational Progress

2013 Massachusetts students ranked

1st - 4th grade reading and math

1st - 8th grade reading and math



Massachusetts' Standards

have set our students ahead

TIMMS – Trends in International Mathematics and Science

2011 Massachusetts' grade 8 students ranked

5th out of 59 countries and states in mathematics

2nd out of 59 countries and states in science



Purpose of Report Cards

To provide accurate information and feedback to students and their families on the student's progress towards meeting grade level standards.



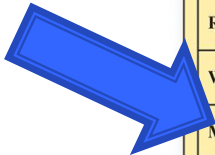
Traditional Report Cards

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	48	_____	_____
	Absent	0	_____	_____
	Tardy	1	_____	_____
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				

Traditional report cards generally provide one or two indications of performance (grades) for each subject.

Traditional Report Cards

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
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Grade Average	B			
Attendance:	Present	48	_____	_____
	Absent	0	_____	_____
	Tardy	1	_____	_____
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				



Mathematics:

Geometry
Computation
Math Facts
Fractions
Measurement
Statistics/Probability

Consider One Math Test

Student Name: John Doe

Question	Standard		Question	Standard	
1	5.OA.1	Correct	11	5.NBT.2	Correct
2	5.OA.2	Correct	12	5.NBT.5	Correct
3	5.NBT.5	Correct	13	5.OA.2	Correct
4	5.NBT.6	Incorrect	14	5.OA.1	Correct
5	5.OA.2	Correct	15	5.NBT.1	Correct
6	5.OA.2	Correct	16	5.OA.6	Correct
7	5.NBT.6	Correct	17	5.OA.1	Correct
8	5.NBT.1	Correct	18	5.NBT.1	Correct
9	5.NBT.6	Incorrect	19	5.NBT.6	Incorrect
10	5.OA.6	Correct	20	5.OA.1	Correct

Student Test Average 85% - B

Consider One Math Test

Student Name: John Doe

Question	Standard		Question	Standard	
1	5.OA.1	Correct	11	5.NBT.2	Correct
2	5.OA.2	Correct	12	5.NBT.5	Correct
3	5.NBT.5	Correct	13	5.OA.2	Correct
4	5.NBT.6	Incorrect	14	5.OA.1	Correct
5	5.OA.2	Correct	15	5.NBT.1	Correct
6	5.OA.2	Correct	16	5.OA.6	Correct
7	5.NBT.6	Correct	17	5.OA.1	Correct
8	5.NBT.1	Correct	18	5.NBT.1	Correct
9	5.NBT.6	Incorrect	19	5.NBT.6	Incorrect
10	5.OA.6	Correct	20	5.OA.1	Correct

Consider One Math Test

Student Name: John Doe

Question	Standard		Question	Standard	
1	5.OA.1	Correct	11	5.NBT.2	Correct
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4	5.NBT.6	Incorrect	14	5.OA.1	Correct
5	5.OA.2	Correct	15	5.NBT.1	Correct
6	5.OA.2	Correct	16	5.OA.6	Correct
7	5.NBT.6	Correct	17	5.OA.1	Correct
8	5.NBT.1	Correct	18	5.NBT.1	Correct
9	5.NBT.6	Incorrect	19	5.NBT.6	Incorrect
10	5.OA.6	Correct	20	5.OA.1	Correct

Standards-Based Approach

John is meeting expectations for all standards except 5.NBT.6.
John needs additional instruction and practice to be meeting expectations on standard 5.NBT.6

Standards Based Report Cards

LITERACY			
Reading Literature and Informational Texts	T1	T2	T3
Uses details and examples from the text to draw conclusions using background knowledge			
Summarizes important ideas and key details to determine theme			
Demonstrates understanding of a text by describing characters, setting and events			
Determines the meaning of words and phrases as they are used in a text			
Demonstrates an understanding of multiple text structures			
Compare and contrast the point of view			
Integrates information from multiple sources			
Compares and contrasts similar themes and topics in texts			
Reads fourth grade texts with purpose and understanding			
Foundational Skills			
Knows and applies grade-level phonics and word analysis skills in decoding words			
Reads grade level text with sufficient accuracy, fluency, and expression to support comprehension			

LITERACY			
Speaking and Listening	T1	T2	T3
Engages effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly.			
Paraphrases ideas and information attained from diverse sources			
Present a topic or text, tell a story, or recount an experience using relevant facts and details including multimedia and visual components when appropriate.			
Language & Vocabulary	T1	T2	T3
Demonstrates command of conventions of standard English grammar and usage when writing, reading, and speaking			
Demonstrates conventions of standard English capitalization, punctuation, and spelling when writing			
Uses strategies to determine the meaning of unknown and multiple-meaning words and phrases			
Acquires and accurately uses academic and content specific vocabulary			

LITERACY			
Writing	T1	T2	T3
Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.			
Develops and strengthens writing by planning, revising, and editing.			
Conducts short research projects that build knowledge about a topic			

Each content area is broken down into specific academic skills and knowledge, allowing parents to have detailed information about the skills that their child has acquired and where he or she may need additional instruction and support.

Previous K-2 Report Card

ELA Reading Readiness K 100	1st	2nd	3rd
ROBILLARD, C			
• Listens to and shows interest in stories	3	3	4
• Demonstrates understanding of a story shared in class (sequence, character, plot, and setting)	2	3	3
• Understands concepts of print (left to right, top to bottom)	3	3	3
• Uses beginning reading strategies (pictures clues, prediction)	2	3	3
• Recognizes and produces rhyming words	3	3	3
• Recognizes introduced letters	3	3	3
• Produces sounds of introduced letters	3	3	3
• Recognizes introduced high frequency words	3	4	4
• Uses phonemic awareness skills (identifies, isolates and blends sounds)	2	3	3
• Retells a story read independently	NA	2	3

Traditional Report Cards



REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	40		
	Absent	0		
	Tardy	1		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				

Grades are determined by averaging performance over the entire trimester.

Consider The Average Grade

Standard:

Uses the four operations with whole numbers to solve problems

1 st Try	2 nd Try	3 rd Try	4 th Try	5 th Try	6 th Try	7 th Try	8 th Try
45%	54%	67%	70%	80%	87%	93%	90%

Traditional Grade = C-

Standards Based Report Cards

LITERACY			
Reading Literature and Informational Texts	T1	T2	T3
Uses details and examples from the text to draw conclusions using background knowledge			
Summarizes important ideas and key details to determine theme			
Demonstrates understanding of a text by describing characters, setting and events			
Determines the meaning of words and phrases as they are used in a text			
Demonstrates an understanding of multiple text structures			
Compare and contrast the point of view			
Integrates information from multiple sources			
Compares and contrasts similar themes and topics in texts			
Reads fourth grade texts with purpose and understanding			
Foundational Skills			
Knows and applies grade-level phonics and word analysis skills in decoding words			
Reads grade level text with sufficient accuracy, fluency, and expression to support comprehension			

LITERACY			
Speaking and Listening	T1	T2	T3
Engages effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly.			
Paraphrases ideas and information attained from diverse sources			
Present a topic or text, tell a story, or recount an experience using relevant facts and details including multimedia and visual components when appropriate.			
Language & Vocabulary	T1	T2	T3
Demonstrates command of conventions of standard English grammar and usage when writing, reading, and speaking			
Demonstrates conventions of standard English capitalization, punctuation, and spelling when writing			
Uses strategies to determine the meaning of unknown and multiple-meaning words and phrases			
Acquires and accurately uses academic and content specific vocabulary			

LITERACY			
Writing	T1	T2	T3
Produces clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.			
Develops and strengthens writing by planning, revising, and editing.			
Conducts short research projects that build knowledge about a topic			

Report on student performance on each standard at end of each trimester rather than over the course of the trimester.

Indicators for Academic Performance

4	<p style="text-align: center;">Exceeding the Standard</p> <p>The student <u>consistently exceeds</u> grade level standards and expectations. Performance is characterized by <u>self-motivation</u> and the ability to apply the skills with consistent accuracy, <u>independence and a high-level of quality.</u></p>
3	
2	
1	
NA	

Indicators for Academic Performance

4	<p style="text-align: center;">Exceeding the Standard</p> <p>The student <u>consistently exceeds</u> grade level standards and expectations.</p>
3	<p style="text-align: center;">Meeting the Standard</p> <p>The student <u>consistently meets</u> grade level standards and expectations. Performance is characterized by the ability to apply skills with <u>accuracy, independence and quality</u> with <u>minimal assistance</u>. This is an excellent level of achievement, and one that a student should be working toward as <u>developmentally appropriate</u>.</p>
2	
1	
NA	

Indicators for Academic Performance

4	<p style="text-align: center;">Exceeding the Standard</p> <p>The student <u>consistently exceeds</u> grade level standards and expectations.</p>
3	<p style="text-align: center;">Meeting the Standard</p> <p>The student <u>consistently meets</u> grade level standards and expectations.</p>
2	<p style="text-align: center;">Progressing Toward the Standard</p> <p>The student is <u>progressing toward</u> grade level standards and expectations. <u>Performance varies</u> in consistency with regard to accuracy and quality. Student <u>requires additional practice and support.</u></p>
1	
NA	





Indicators for Academic Performance

4	<p style="text-align: center;">Exceeding the Standard</p> <p>The student <u>consistently exceeds</u> grade level standards and expectations.</p>
3	<p style="text-align: center;">Meeting the Standard</p> <p>The student <u>consistently meets</u> grade level standards and expectations.</p>
2	<p style="text-align: center;">Progressing Toward the Standard</p> <p>The student is <u>progressing toward</u> grade level standards and expectations.</p>
1	<p style="text-align: center;">Not Meeting The Standard</p> <p>The student is <u>not meeting</u> grade level standards and expectations. <u>Additional instruction, practice and support</u> is necessary to move toward grade level standards and expectations</p>
NA	

Indicators for Academic Performance

4	<p style="text-align: center;">Exceeding the Standard</p> <p>The student <u>consistently exceeds</u> grade level standards and expectations.</p>
3	<p style="text-align: center;">Meeting the Standard</p> <p>The student <u>consistently meets</u> grade level standards and expectations.</p>
2	<p style="text-align: center;">Progressing Toward the Standard</p> <p>The student is <u>progressing toward</u> grade level standards and expectations.</p>
1	<p style="text-align: center;">Not Meeting The Standard</p> <p>The student is <u>not meeting</u> grade level standards and expectations.</p>
NA	<p style="text-align: center;">Not Assessed at this time</p> <p>NA designated that the content and skills listed are not a major focus for instruction and assessment during the reporting time period.</p>

Your goal: To ride a bike by yourself

	4	<p style="text-align: center;">Exceeding the Standard</p> <p>Wow! You not only ride a bike on your own, but you can pop a wheelie, jump ramps, and perform other bike stunts.</p>
	3	<p style="text-align: center;">Meeting the Standard</p> <p>Congratulations! You are successfully riding a bike by yourself.</p>
	2	<p style="text-align: center;">Progressing Toward the Standard</p> <p>You are pedaling well and staying upright as long as someone is holding on and giving you a little push.</p>
	1	<p style="text-align: center;">Not Meeting The Standard</p> <p>You are riding a bike, but using training wheels</p>

Important to Remember

Students learn at different rates and in different ways.



Standards-Based Approach

Standard:

Uses the four operations with whole numbers to solve problems

1 st Try	2 nd Try	3 rd Try	4 th Try	5 th Try	6 th Try	7 th Try	8 th Try
56%	67%	75%	70%	87%	89%	93%	90%

**Standard Based Performance Indicator = 3 Meeting
Grade Level Expectations**

Important to Remember

Student performance levels represent the student's performance at the time that the teacher marks the report card.


It is not unusual for a child to have a range of ratings (4,3,2,1).



Traditional Report Cards

Grades often include factors such as behavior, attendance, homework completion, effort and extra credit.

Including these factors in an overall grade can make it difficult for parents and teachers to identify strategies to support students' success.



REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:				
Present	40			
Absent	0			
Tardy	1			

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement
U = Unsatisfactory • I = Insufficient / Incomplete

Student: _____ Grade: _____ Year: _____

Standards Based Report Cards

Characteristics of a Successful Learner			
Grade: 1			
<u>Habits of Mind</u>	T1	T2	T3
Works cooperatively in group setting			
Accepts responsibility for choices and behavior			
Interacts appropriately with adults			
Interacts appropriately with peers			
Self-advocates effectively			
Demonstrates responsibility for school and personal materials			
<u>Approaches to Learning</u>	T1	T2	T3
Completes classroom assignments within grade level expectations			
Completes homework assignments on time and meets grade level expectations			
Demonstrates expected grade level organizational skills			
Demonstrates initiative			
Listens attentively			
Works independently			
Uses time constructively			
Participates effectively in class			
Follows directions			
Shows perseverance in challenging situations			

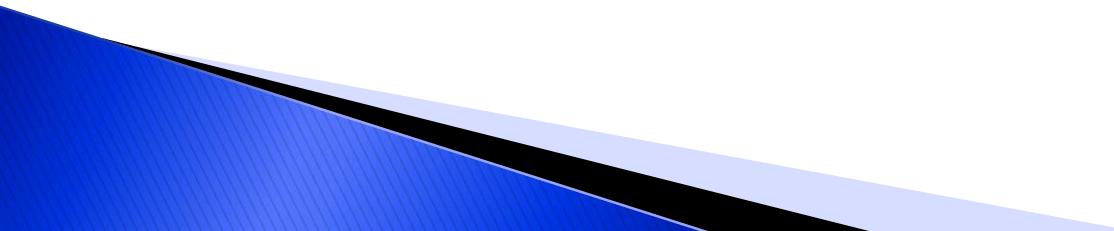
Characteristics of a Successful Learner are reported separately

By reporting these separately, parents and teachers have additional specific information to support each child's success in school.

Indicators for Characteristics of a Successful Learner

4	<p style="text-align: center;">Exceeding Expectations</p> <p>Student independently exceeds expectations through role modeling and leadership.</p>
3	<p style="text-align: center;">Meeting Expectations</p> <p>Student consistently demonstrates skill.</p>
2	<p style="text-align: center;">Progressing Toward Expectations</p> <p>Student demonstrates skill some of the time with support.</p>
1	<p style="text-align: center;">Not Meeting Expectations</p> <p>Student requires ongoing intervention and support.</p>
NA	<p style="text-align: center;">Not Assessed at this time</p>

Additional Benefits to Standards-Based Reporting

- ▶ Ensures more consistency from classroom to classroom**
 - ▶ Provides more accurate representation of student progress for parents**
 - ▶ Provides much greater detail to parents about how their child is performing in school**
- 

How will this help your child?

Research indicates increased student achievement when students understand learning performance targets.

From:

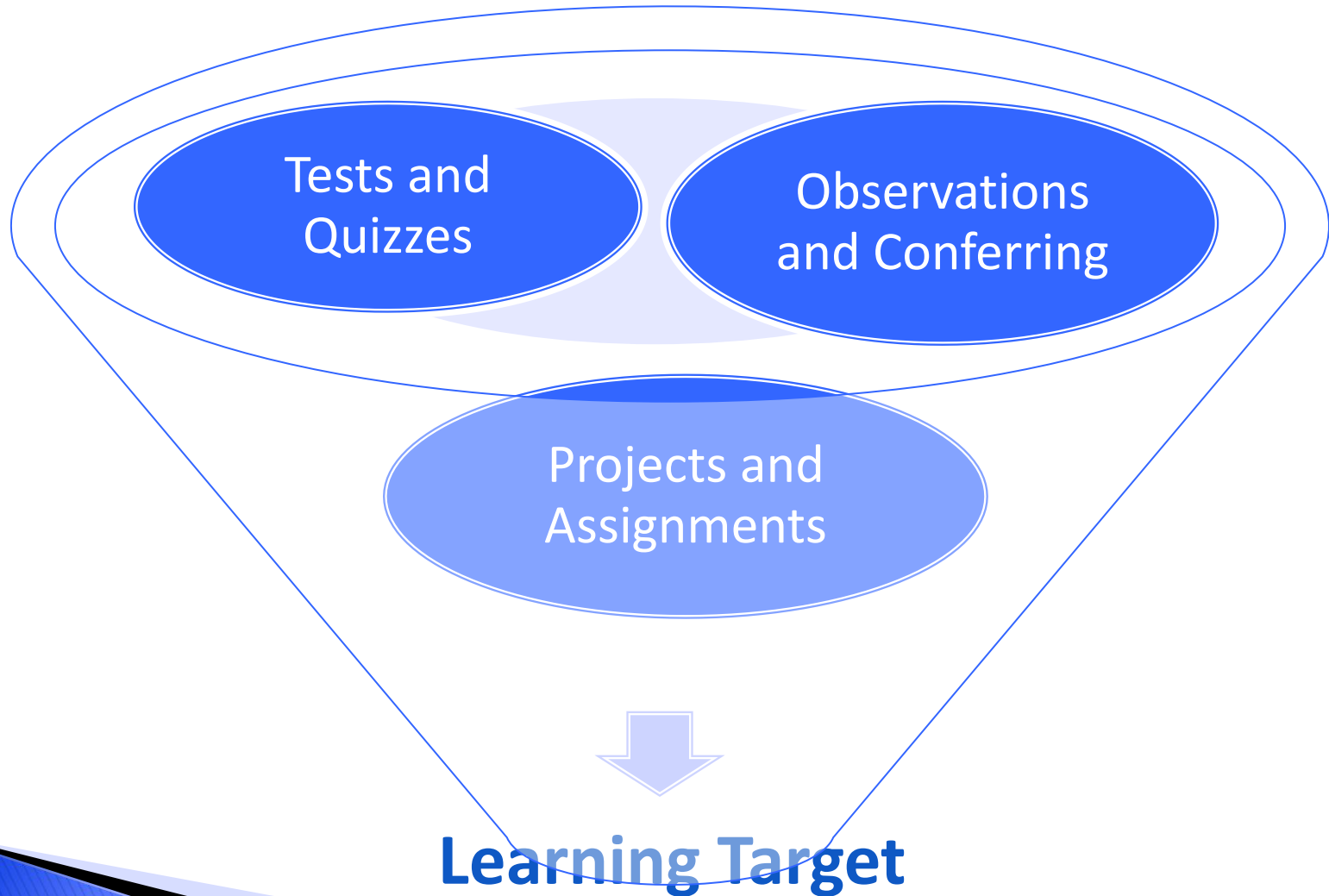
“I think I am doing pretty well in math, but I get confused sometimes.”

To:

“I understand how to add and subtract multi-digit numbers but I need to work on my addition and subtraction facts.”



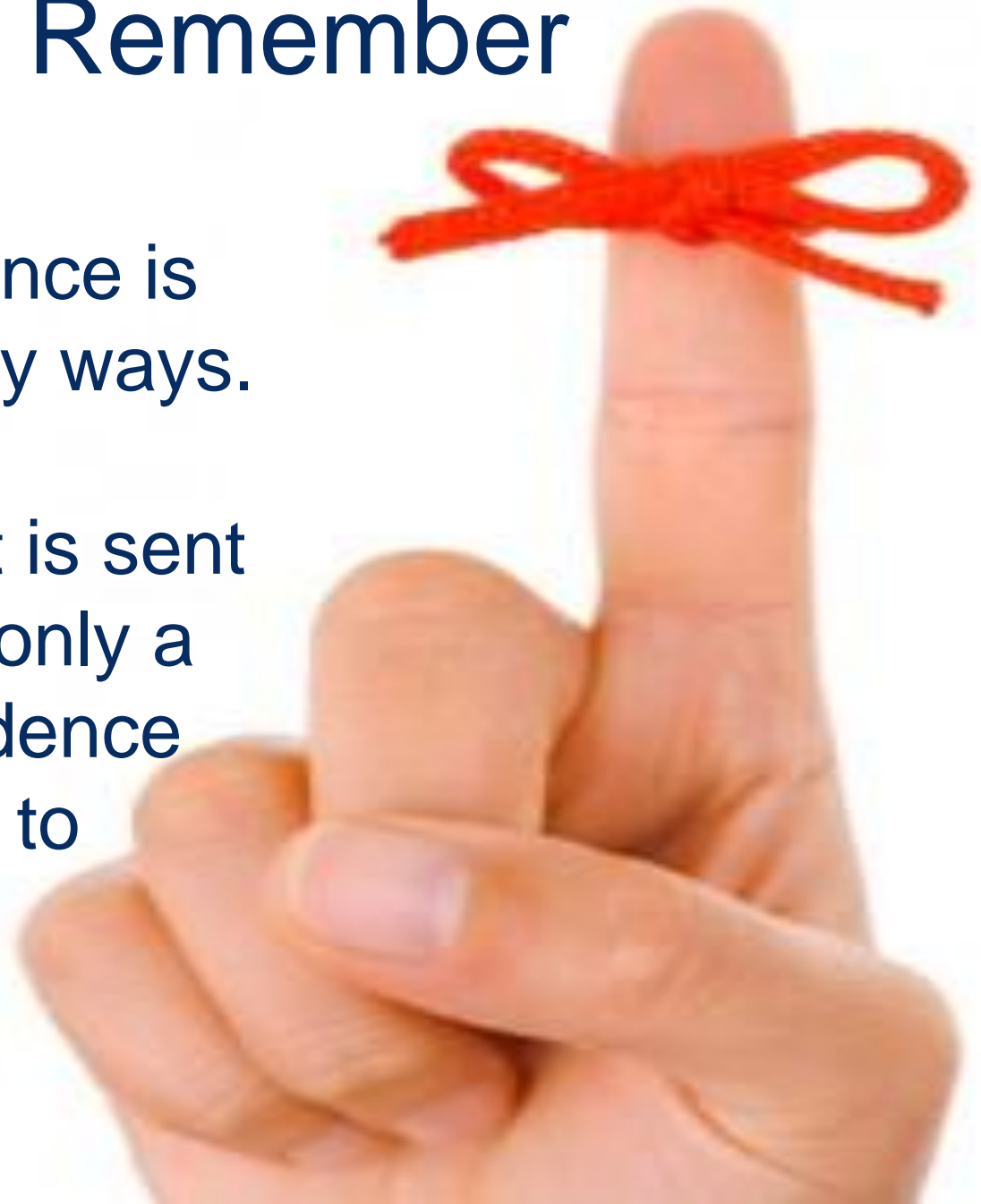
Measuring Academic Achievement



Important to Remember

Student performance is measured in many ways.

Student work that is sent home comprises only a portion of the evidence that teachers use to rate student performance.



Important to Remember

Performance expectations increase every trimester, and student performance ratings can change as well.



4	Exceeding the Standard
3	Meeting the Standard
2	Progressing Toward the Standard
1	Not Meeting The Standard



Goal	T1	T2	T3
Driving a Car	3	2	3



In the first trimester the student has been taught the laws and rules of the road and has demonstrated that she knows the rules and laws.



4	Exceeding the Standard
3	Meeting the Standard
2	Progressing Toward the Standard
1	Not Meeting The Standard

Goal	T1	T2	T3
Driving a Car	3	2	3



In the second trimester the student is expected to demonstrate the ability to drive on the road in a rural area, in a city and to parallel park.

At the end of the second trimester the student can drive in a rural area, and in the city, but is having difficulty with parallel parking

4	Exceeding the Standard
3	Meeting the Standard
2	Progressing Toward the Standard
1	Not Meeting The Standard



Goal	T1	T2	T3
Driving a Car	3	2	3



By the end of the third trimester the student has met the goal of driving a car.

The student has successfully passed the written and road test examinations.

Indicators of Academic Performance

4	Exceeding the Standard
3	Meeting the Standard
2	Progressing Toward the Standard
1	Not Meeting The Standard
NA	Not Assessed at this time

Foundational Skills	T1	T2	T3
Reads grade appropriate irregularly spelled/high frequency words	4	3	2
Recognizes the d sentence	NA	1	2

Because performance expectations increase every trimester, student performance can change as well

Indicators for Characteristics of a Successful Learner

4	Exceeding Expectations Student independently exceeds expectations through role modeling and leadership.
3	Meeting Expectations Student consistently demonstrates skill.
2	Progressing Toward Expectations Student demonstrates skill some of the time with support.
1	Not Meeting Expectations Student requires ongoing intervention and support.
NA	Not Assessed at this time

Characteristics of a Successful Learner	T1	T2	T3
Works cooperatively in group setting	4	3	3
Accepts responsibility for choices and behavior	2	3	2

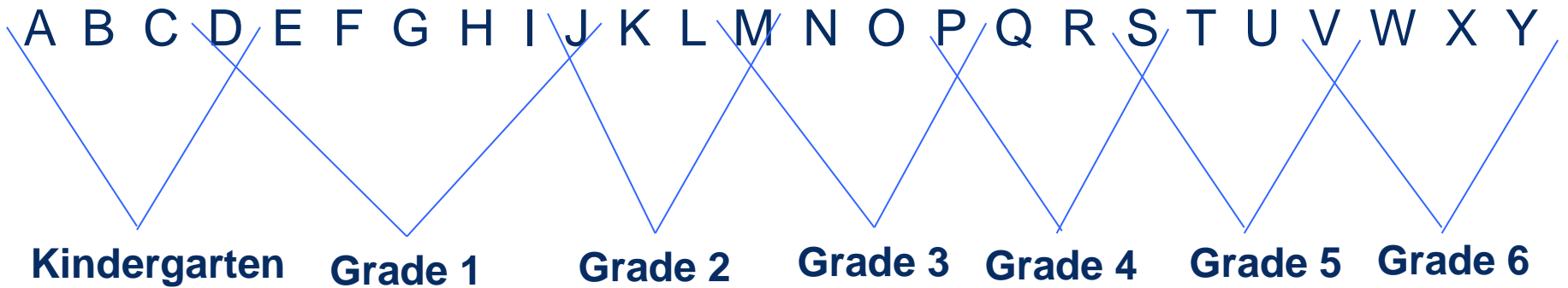
Math Expectations

Grade	Math Fact Fluency
K	Addition and Subtraction within 5
1	Addition and Subtraction within 10
2	Addition and Subtraction within 20
3	Multiplication and Division within 100
4	Extend fact knowledge to 12 x 12
5 and 6	Mastery of all of the above

Fluency

The ability to perform a function readily and effortlessly

Reading Expectations



Fountas and Pinnell Reading Levels

Quabbin Regional School District Kindergarten Report Card

Name: Student Billy

Teacher: Mr. Teacher

Date: November 26th, 2013

Philosophy: This student report card reflects the individual development and growth of your child in the academic, emotional, and social areas.
Skills are derived from the standards in the Massachusetts Curriculum Frameworks.



Academic Performance Indicators 4 – Exceeding the Standard 3 – Meeting the Standard 2 – Progressing Toward the Standard 1 – Not Meeting the Standard NA – Not addressed at this time		Characteristics of a Successful Learner 4 – Exceeding Expectations 3 – Meeting Expectations 2 – Progressing Towards Expectations 1 – Not Meeting Expectations NA – Not assessed at this time
--	--	--

Literacy	Term			Speaking and Listening	Term			Mathematics	Term		
Reading Literature and Informational Text	1	2	3	Engage effectively in a range of collaborative discussions by building on others' ideas and clearly expressing his/his own	1	2	3	Standards for Mathematical Practice	1	2	3
Reads grade-level text with accuracy, purpose and understanding				Asks and answers questions to seek help, get information or clarify something				Makes sense of problems and perseveres in solving them			
Actively engages in group reading activities with purpose and understanding				Describes people, places, things and events, orally or through visual displays				Reasons abstractly and quantitatively			
Identifies main topic and retells key details	NA			Language and Vocabulary				Constructs viable arguments and critiques the reasoning of others			
Asks and answers questions about key details in a text	NA			Demonstrates command of the conventions of standard English grammar and usage when writing, reading, and speaking				Models with mathematics			
Retells familiar stories, including key details				Demonstrates conventions of standard English capitalization, punctuation, and spelling when writing	NA			Uses appropriate tools strategically			
Identifies and compares characters, settings, and events	NA			Uses strategies to determine the meaning of unknown or multiple-meaning words and phrases	NA			Attends to precision			
Asks and answers questions about unknown words in a text	NA			Acquires and accurately uses newly acquired words and phrases	NA			Looks for and makes use of structure			
Recognizes characteristics of common types of texts	NA			Writing				Looks for and expresses regularly in repeated reasoning			
Names the author and illustrator of a story and defines their role				Uses drawings, dictation and writing to express an opinion	NA			Counting and Cardinality			
Describes the relationship between illustrations and the text				Uses drawings, dictation and writing to give information about a topic				Counts, identifies and represents numbers			
Describes connections within a text and between two texts	NA			Uses drawings, dictation and writing to tell a story				Counts to tell the number of objects			
Foundational Skills				With guidance and support adds details to strengthen writing				Compares numbers			
Understands the parts of a book and the basic features of print				With guidance and support uses technology to produce and publish writing	NA			Operations and Algebraic Thinking			
Recognizes and names all upper- and lowercase cursive letters				Participates in shared research and writing projects	NA			Understands addition as combining and subtraction as taking apart	NA		
Demonstrates understanding of spoken words, syllables, and sounds								Number and Operations in Base Ten			
Knows and applies phonics in decoding words	NA							Demonstrates understanding of place value	NA		
Reads grade-appropriate irregularly spelled/high frequency words								Measurement and Data			
								Describes and compares attributes of objects	NA		
								Classifies, sorts and counts objects by category	NA		
								Geometry			
								Identifies and describes shapes			
								Analyzes, compares, creates and composes shapes			

Special Education Students

For students with accommodations, the content of the standards remains the same but the instructional strategies and methods for demonstrating mastery of the standard may be adjusted.

Special Education progress reports indicate progress on individualized learning goals.

These reports will accompany the report card.



Title I Students

The content of the standards remains the same but the instructional strategies and support for students may be adjusted.

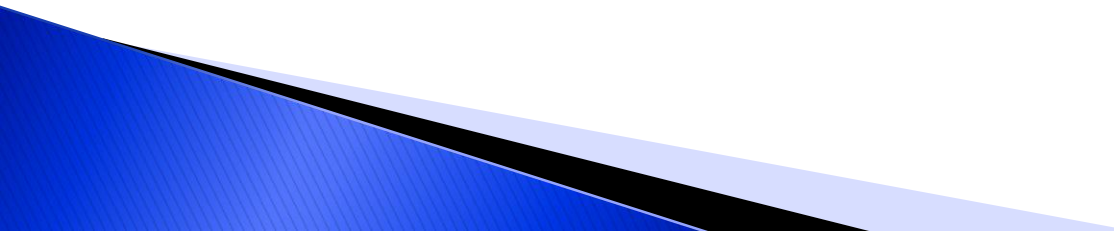
Title I progress reports indicate progress on individualized learning goals.

These reports will accompany the report card.



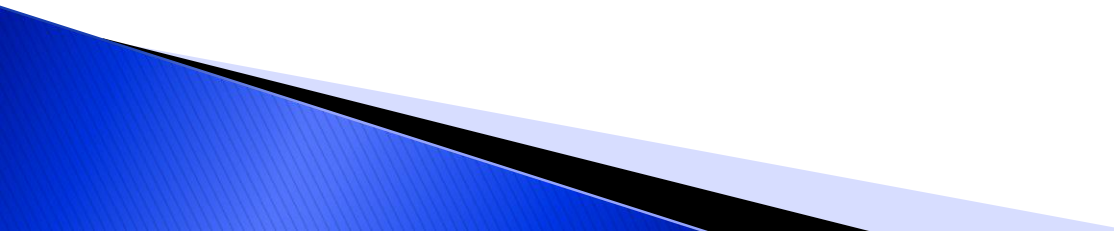
Report Card Questions

▶ Contact:

- Your child's teacher if you have specific questions about how to help your child
 - Your principal if you have general questions about the new report card
- 

Additional Information

- **Brochures**
 - **By grade level will be sent home with report cards**

 - **QRSD School Websites – Coming Soon**
 - **PowerPoint**
 - **Frequently Asked Questions**
 - **Links to Massachusetts Curriculum Frameworks**
- 

Parent Conferences

December 4 – At Each Elementary School

- **For families who have not yet met with a teacher to discuss student progress**
 - **If you have already met but have additional questions/concerns**
- 