

Standards Based Report Cards (SBRC)

*A Presentation for Paterson Public
Schools K-2 Stakeholders*

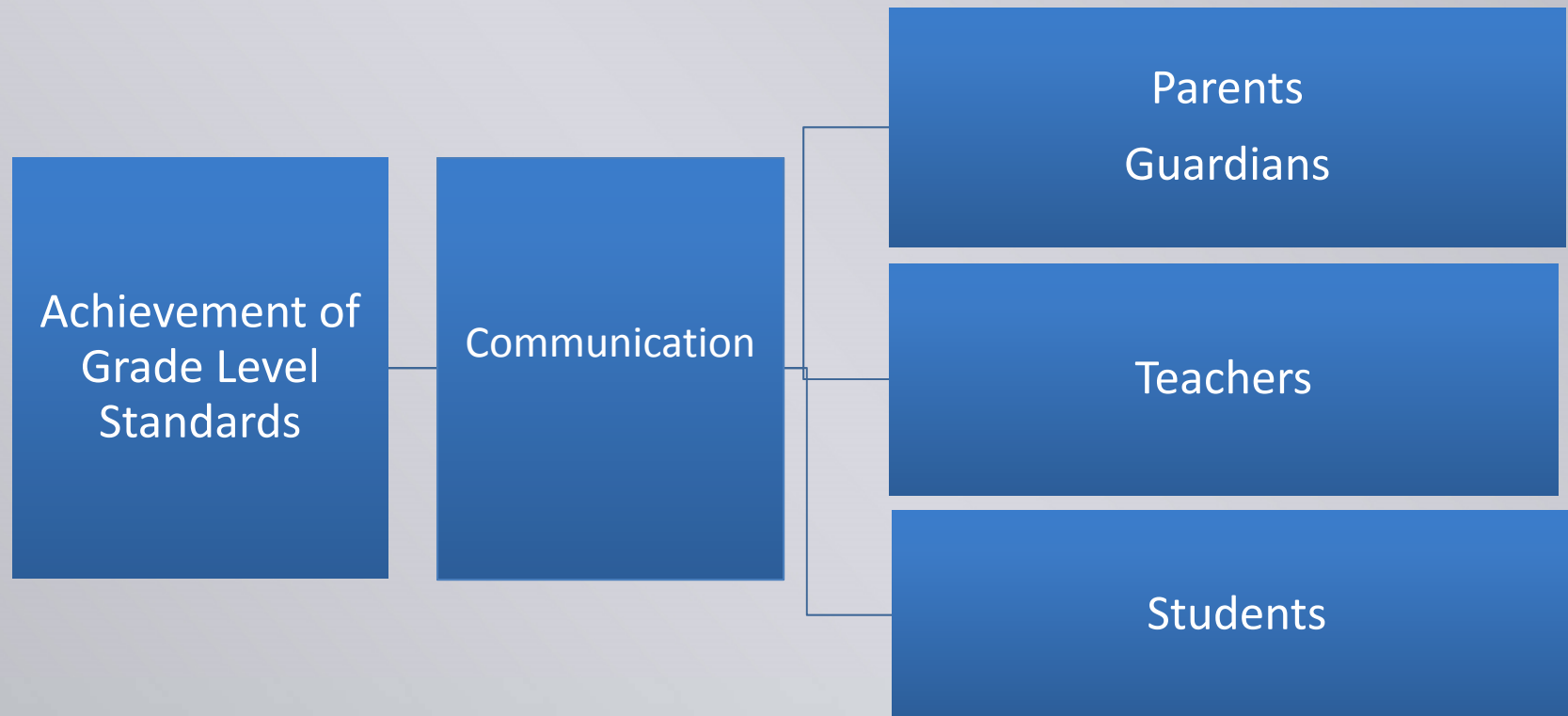
May 30, 2018

Division of Academic Services / Special Programs

Why use Standard Based Report Card (SBRC)?

- SBRC focuses on strengths and areas of improvement on state grade level standards
- Aligns instruction, assessment, and grading to standards
- A form of progress monitoring

SBRC Mission



What Report Cards *used* to look like...

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: _____				

***What does a “B” tell us
about the entirety of a
student’s progress?***

***Can we do something
more to identify
specific areas for
continual growth?***

YES!

Standards Based Report Cards

A Sample of a Standards Based Report Card

STUDENT:
TEACHER:

ACADEMIC YEAR:
SCHOOL:

GRADING

4 = Exceeds standard
Extends key concepts, processes, and skills. Consistently works beyond stated grade – level benchmarks.
3 = Meets standard
Consistently understands and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.
2 = Approaching standard
Beginning to understand and apply key concepts, processes, and skills. Progressing towards stated benchmarks.
1 = Needs support
Not understanding key concepts, processes, and essential skills. These are areas that require support.
N/A = Not assessed at this time

English Language Arts

Mathematics

Reading Readiness

Counting and Cardinality

Reading Literature and Information Text

Operations and Algebraic Thinking

Writing

Numbers and Operations in Base Ten

Language

Measurement and Data

Listening and Speaking

Geometry

ENGLISH LANGUAGE ARTS	1ST	2ND	3RD	4TH	FINAL	MATHEMATICS	FINAL
INDEPENDENT READING LEVEL:						COUNTING AND CARDINALITY	
READING READINESS						Counts to 30 by ones and tens	
Identifies upper and lower case letters						Counts to 50 by ones and tens	
Identifies introduced lower case letters						Counts to 70 by ones and tens	
Produces letter sounds						Counts to 100 by ones and tens	
Applies decoding strategies						Demonstrates ability to count on beginning from a number other than 1	
Recognizes rhyming words						Writes numbers from 0-20	
Produces rhyming words						Counts to tell number of objects within 20	
Recognizes grade-level sight words						Compares the number of objects in a group by using matching and counting strategies	
READING: LITERATURE AND INFORMATIONAL TEXT						Compares the value of two written numerals between 1 and 10	
Reads at the appropriate independent reading level						OPERATIONS AND ALGEBRAIC THINKING	
Demonstrates an understanding of the concepts of print						Solves addition and subtraction word problems within 10 by using objects or drawings to represent the problem	
Demonstrates comprehension of a story read aloud						Decomposes numbers less than or equal to 10 into pairs in more than one way	
Asks and answers questions about texts with support						Demonstrates fluency of addition within 5	
Identifies character, setting, main idea/topic with prompting and support						Demonstrates fluency of subtraction within 5	
Retells familiar stories or details from a text						Finds the number that makes 10 when added to a given number within 1 to 9	
WRITING						NUMBER AND OPERATIONS IN BASE TEN	
Uses pictures, letters and strings of letters to express ideas (narrative, information and opinion)						Composes and decomposes numbers from 11-19 into tens and ones	
Generates writing and ideas						MEASUREMENTS AND DATA	
LANGUAGE						Describes and compares measurable attributes (size, shape, color, etc.)	
Prints letters from left to right using correct spacing						Classifies, counts and sorts objects into categories	
Applies conventions of grammar and usage						GEOMETRY	
Spells simple words phonetically using knowledge of sound-letter relationships						Names and describes basic shapes	
Forms letters correctly						Names and describes 3-D shapes	
LISTENING AND SPEAKING						Describes position of objects in the environments using positional words such as above, below, beside, in front of, behind and next to	
Listens to others and takes turns speaking						Analyzes, compares, creates and composes shapes	
Actively participates in classroom and group discussions							
Asks questions to gain information							

PHYSICAL EDUCATION						SCIENCE				
	3RD	4TH	FINAL	2ND	3RD	4TH	FINAL			
Demonstrates skill performance										
Participates in classroom discussions and activities related to content area										
ART						SOCIAL STUDIES				
	1ST	2ND	3RD	4TH	FINAL	1ST	2ND	3RD	4TH	FINAL
Demonstrates understanding and application of skills										
Participates in classroom discussions and activities related to content area										
						HEALTH				
						1ST	2ND	3RD	4TH	FINAL
						MUSIC				
						1ST	2ND	3RD	4TH	FINAL
						TECHNOLOGY				
						1ST	2ND	3RD	4TH	FINAL

***CLASSROOM LEARNING SUPPORTS**
 C = Consistently S = Sometimes I = Infrequently

BEHAVIORS THAT SUPPORT LEARNING										
SOCIAL SKILLS						STUDY SKILLS				
	1ST	2ND	3RD	4TH	FINAL	1ST	2ND	3RD	4TH	FINAL
Respects rights and feelings of others										
Demonstrates self-control										
Deals appropriately with needs and feelings										

COMMENTS

FIRST MARKING PERIOD

Empty text area for the first marking period comments.

SECOND MARKING PERIOD

Empty text area for the second marking period comments.

THIRD MARKING PERIOD

Empty text area for the third marking period comments.

FOURTH MARKING PERIOD

Empty text area for the fourth marking period comments.

ATTENDANCE

	1ST MARKING PERIOD	2ND MARKING PERIOD	3RD MARKING PERIOD	4TH MARKING PERIOD	TOTAL
ABSENT					
TARDY					

Principal's List= All 4's
Honor Roll= 3's and 4's

Key for Proficiency Levels

NS = Needs Support

Not understanding key concepts process and skills. These are areas that require support.

AS = Approaching Standard

Beginning to understand and apply key concepts, processes, and skills. Progressing towards stated benchmark.

Proficiency Levels

MS = Meets Standards

Consistently understands and applies key concepts, processes, and skills. Successfully meets stated grade level benchmarks.

ES = Exceeds Standards

Extends key concepts, processes, and skill. Consistently works beyond stated grade level benchmarks.

***Let's take a closer look
at the difference!***

Example 1

Traditional Grading vs. Standards Based Grading

Little Bobby is a first grade student. He scored a 90 (A) in Language Arts for the First Marking Period... ***“There must not be an area that needs improvement. He has an ‘A’!”***

Course	Marking Period Grade
Language Arts	90 (A)

Example 1

Analyze the Grade Now...

READING: FOUNDATIONAL SKILLS	Marking Period 1
Recognizes sight words	4
Determines beginning sounds in words	4
Writing	
Writes complete sentences	2
Writes independently for an extended period of time	2
Language	
Applies conventions of grammar and usage	4
Learns and applies spelling patterns	4

4 = Exceeds Standards

3 = Meets Standards

2 = Approaching Standards

1 = Needs Support

Example 1

Analyze the Grade Now...

READING: FOUNDATIONAL SKILLS	Marking Period 1
Recognizes sight words	4
Determines beginning sounds in words	4
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Writes complete sentences	2
Writes independently for an extended period of time	2
Language	
Applies conventions of grammar and usage	4
Learns and applies spelling patterns	4

4 =
Exceeds Standards

3 =
Meets Standards

2 =
Approaching
Standards

1 =
Needs Support

***Is Bobby demonstrating
“A” work in all areas?
Now we can identify
areas in need of
additional support.***

Example 2

Traditional Grading vs. Standards Based Grading

*“Uses addition within 20
to solve world problems.”*

- Task 1: 0/4

- Task 2: 0/4

- Task 3: 3/4

- Task 4: 8/8

- Task 5: 8/8

- If we were to average these grades, this student would earn a **68%**.

- Using SBRC:

- Growth has been shown over time, student would receive a 3 (Meets Standard)

***Rubrics are an important
aspect of Standards
Based Report Cards***

Rubrics

- Rubrics can be used to evaluate student progress towards the standard at the end of each marking period.
- Rubrics will be posted on the district website for parents.
- Data collection, inclusive of anecdotal notes and unit assessments, for each standard will be used to determine a student's progress.

Produces the letter sounds of introduced vowel and consonants.

Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 2 nd	Student rarely recognizes introduced vowel and consonant sounds.	Student sometimes recognizes introduced vowel and consonant sounds.	Student consistently recognizes introduced vowel and consonant sounds.	Student consistently recognizes all vowel and consonant sounds and reads them correctly in words.
3 rd – 4 th	Student rarely recognizes all vowel and consonant sounds.	Student sometimes recognizes all vowel and consonant sounds.	Student consistently recognizes all vowel and consonant sounds.	Student consistently and independently recognizes all vowel and consonant sounds and reads them correctly in words.



Scoring with a Rubric

Xavier is a kindergarten student. On assessments during the first marking period Xavier is asked to identify the front and back cover of a book, which he can do successfully. He is also asked to identify the title page, where to start reading on a page, and track print while reading, which he is unable to do.

Scoring with a Rubric

As Xavier's teacher, what proficiency level would you say he has earned?

What should be reflected on the report card?

ENGLISH LANGUAGE ARTS

1ST

2ND

3RD

4TH

FINAL

READING: Literature and Informational Text

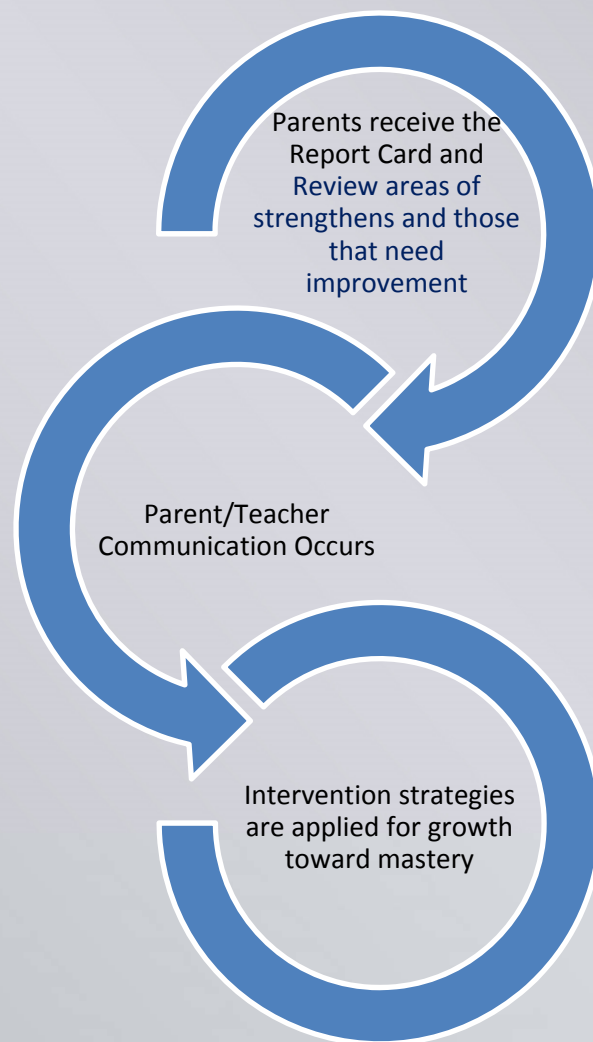
Demonstrates an understanding of the concepts of print

Demonstrates an understanding of the concepts of print:

Identify the front and back cover of a book, identify the title page of a book, identify where you start reading on a page, use left to right progression and return sweep, identify first, last, and 1-to-1 matching of word(s) on the page, identify where words begin and end.

Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st	Unable to demonstrate the concepts of print.	Rarely able to demonstrate the concepts of print.	Able to demonstrate the concepts of print with prompting and support.	Able to demonstrate the concepts of print independently.

How is This Information Used?



Information Roll Out

- Information will be posted on website in the form of: Sample Report Cards, Rubrics, Presentations
- Information will be shared with parents at Back to School Night

Questions?

Thank you for your time.