Standards-Referenced Report Card

Everything you need to know in about 15 minutes



Part 1... A bit of background



The brains behind the change



How did it all begin?

- What began as one committee led to hours of collaboration among teachers, administration, families, and school committee
- All members worked and reworked the document to where it is today
- We knew we couldn't include ALL standards so we used essential standards as set by the state and/or by our curriculum committees with the understanding that ALL standards will be taught, however only essential standards will be reported on



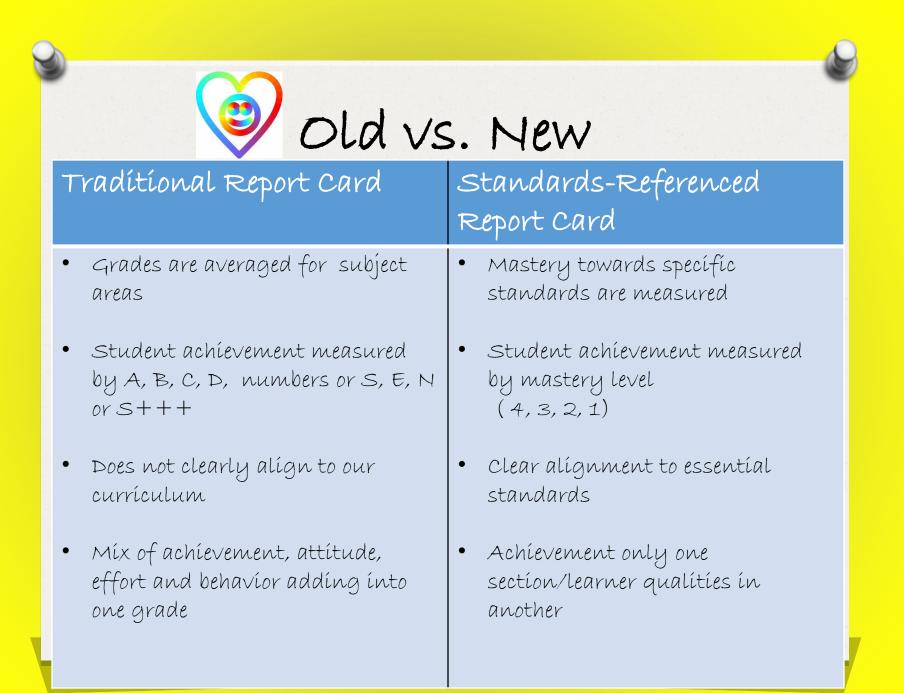
Rationale - Why the switch?

- A strong desire exists among teachers to align reporting practices with instructional and assessment practices
- To promote equity in grading practices among teachers and grade levels
- A need for focus and clarity on students' achievement of standards
- To create a clear measure of student progress

Part 2... let's look deeper



The heart of the report card





A new focus on

Achievement/Learner Qualities

SEPARATE PARTS OF NEW REPORT CARD

> Achievement is what they can do (output)

Learner qualities -showing different (yet just as important) information to families

participation, working independently/cooperatively, putting effort into assignments—are reported separately from academic grades, so that teachers and parents can make distinctions between learning achievement and behavioral issues and learning strengths.

Learner Qualities Section

- Behaviors and work habits—e.g... listens and follows directions, participates in group discussions, stays on task when working independently or cooperatively, accepts responsibility for choices and behaviors, completes homework.
- These areas of learning will not influence the achievement grade.

Take a peek at the Learner					
Qualities					
Learner Qualities	T1	T2	Т3		
Shows respect towards students and adults					
Demonstrates self-control					
Stays on task while working independently					
Stays on task while working cooperatively					
Makes effective use of time to produce quality work					
Accepts responsibility for choices and behaviors					
Transitions appropriately					
Listens and follows directions					
Seeks assistance when necessary					
Participates in group discussions					
Completes homework					

Learner Qualities Evaluation Key C - Consistently meets expectations without prompting **O** – Often meets expectations I – Inconsistently meets expectations

R – Rarely meets expectations



Sample of Achievement Section

Name

Teacher

PLAINVILLE PUBLIC SCHOOLS

School Year 2015-2016 Grade 1

PLAINVILLE MASSACHUSETTS

Evaluation Key

4 – Applying standards at complex levels: The student applies key concepts, processes, and skills required of the standards at a complex level in the current trimester

3 – Meeting standards: The student grasps and applies the key concepts, processes, and skills required of the standards in the current trimester

2 – Making progress toward standards: The student is beginning to grasp and apply the key concepts, processes and skills required of the standards in the current trimester

1 – Making minimal progress toward standards: The student is having difficulty grasping key concepts, processes and skills required of the standards in the current trimester

N/A ... Not Applicable in the current trimester

English Language Arts			
Reading (Literature & Informational)	T1	T2	T3
Asks and answer questions about key details in a text	\square		
Betells stories and information including key details	+		
Describes characters, settings, and major events in a story using key details	+		
Identifies basic similarities and differences between two texts on the same topic	+		
Reading Foundational Skills	T1	T2	T3
Decodes regularly spelled one-syllable words			
Decodes two-syllable word following basic patterns by breaking the words into syllables	\square		
Recognizes and read grade-appropriate irregularly spelled words (trick words)			
Reads grade-level text orally with accuracy, appropriate rate (fluency) and			
expression, and comprehension			
Writing	T1	T2	T3
Writes an opinion piece which states the topic, gives an opinion and a reason for			
the opinion and provides a sense of closure			
Writes informative/explanatory texts which give a topic, supply some facts, and			
provide a sense of closure	1 1		
Writes a narrative which tells about two or more sequenced events, includes			
details, words to signal event order, and provides a sense of closure	1 1		
Speaking and Listening	T1	T2	T3
Follows rules for speaking and listening during conversations	\square		
Continues a conversation with multiple exchanges			
Asks questions to clear up any confusion about topics and test			
Language Standards	T1	T2	Т3
Prints all upper and lowercase letters	\square		
Capitalizes dates and names of people	+		
Uses punctuation at the end of sentences	+		
Spells words that follow a spelling pattern and frequently occurring irregular words	+ +		
(trick words)			
Uses phonemic awareness to spell untaught words phonetically	\square		

Mathematics	T1	T2	Т3
Operations and Algebraic Thinking			
I can solve addition word problems up to 20 using two addends			
I can solve subtraction word problems up to 20			
I can solve addition word problems up to 20 using 3 addends			
I can demonstrate that when I have three addends to find a sum I can first add			
two addends before adding the third			
I can identify fact families			
I can count on to add and count back to subtract			
I can add up to within ten fluently			
I can subtract within ten fluently			
I can solve addition problems from 10 - 20			
I can solve subtraction problems from 10 - 20			
I can correctly use an equal sign			
I can sort number sentences into true or false			
I can find the missing addend in addition and subtraction problems			
Mathematics			
Number and Operation in Base Ten			
I can count to 120 starting at any number			
I can read numbers to 120			
I can write numbers to 120			
I can count a set of objects and write the matching numbers			
I can identify the tens place and the ones place in a two digit number			
I can make a ten because I understand that 10 ones is equal to a bundle of 10			
I can model the numbers 11 – 19 using the tens and ones			
I can count a set of objects and write the matching numbers			
I can identify how many tens are in the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90			
I can compare the value two digit numbers using <, = ,>			
I can add within 100 using a two digit number and one digit number			
I can demonstrate that when adding ones I might need to make a new bundle of			
Sens			
I can add within 100 using a two digit number and a multiple of 10			
I can use place value to subtract multiples of ten			



Evaluating Achievement

PLAINVILLE M

Evaluation Key

- **4 Applying standards at complex levels:** The student applies key concepts, processes, and skills required of the standards at a complex level **in the current trimester**
- **3 Meeting standards:** The student grasps and applies the key concepts, processes, and skills required of the standards **in the current trimester**
- 2 Making progress toward standards: The student is beginning to grasp and apply the key concepts, processes and skills required of the standards in the current trimester
- 1 Making minimal progress toward standards: The student is having difficulty grasping key concepts, processes and skills required of the standards in the current trimester
- N/A Not Applicable in the current trimester



Part 3... the soul



In a nutshell



Putting it Together

Name Teacher

PLAINVILLE PUBLIC SCHOOLS PLAINVILLE MASSACHUSETTS

School Year 2015-2016 Grade 1

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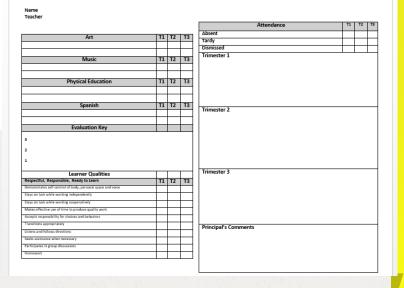
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Decodes two-syllable word following basic patterns by breaking the words into syllables			
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Writing	T1	T2	T3
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I can compare the value two digit numbers using <, = ,>							
I can add within 100 using a two digit number and one digit number							
I can demonstrate that when adding ones I might need to make a new bundle of tens							
tens I can add within 100 using a two digit number and a multiple of 10							
I can use place value to subtract multiples of ten							
I can explain the strategies used to solve the problem							

Want to see a real life copy you can read? Check our school website.

An overview



Speaking from the soul -

our new report card ...

- is an effective way to give feedback and evaluate students' performances using clearly defined criteria
- provídes useful feedback that students can use to ímprove their performance in specific areas
- will move us from 4 quarters to 3 trimesters in order to provide ample time to collect and evaluate student progress
- requires the school community to reframe their existing beliefs and expectations about grades...give it a try we believe you will find it makes sense



We move forward with the understanding that this document is not perfect and may require small changes with feedback from teachers and parents.

Still have questions? Have some ideas?

Contact us. Give us a call or send an email. Email Kate Campbell at <u>kcampbell@plainville.k12.ma.us</u> or Robin Roberts-Pratt at <u>rrpratt@plainville.k12.ma.us</u> Look for additional resources on our website <u>www.plainville.k12.ma.us</u>