

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



Old vs. New

Traditional Report Card

- Grades are averaged for subject areas
- Student achievement measured by A, B, C, D, numbers or S, E, N or S+++
- Does not clearly align to our curriculum
- Mix of achievement, attitude, effort and behavior adding into one grade

Standards-Referenced Report Card

- Mastery towards specific standards are measured
- Student achievement measured by mastery level (4, 3, 2, 1)
- Clear alignment to essential standards
- Achievement only one section/learner qualities in another



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****T3**

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
PLAINVILLE MASSACHUSETTS

School Year 2015-2016
Grade 1

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			
Retells 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			
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			
Writes a narrative which tells about two or more sequenced events, includes details, words to signal event order, and provides a sense of closure			
Speaking and Listening	T1	T2	T3
Follows rules for speaking and listening during conversations			
Continues a conversation with multiple exchanges			
Asks questions to clear up any confusion about topics and text			
Language Standards	T1	T2	T3
Prints all upper and lowercase letters			
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			

Mathematics

Operations and Algebraic Thinking	T1	T2	T3
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 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			



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

4/2/2015 DRAFT
School Year 2015-2016
Grade 1

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
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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			
Retells 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 words following basic patterns by breaking the words into syllables			
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			
Writes a narrative which tells about two or more sequenced events, includes details, words to signal event order, and provides a sense of closure			
Speaking and Listening	T1	T2	T3
Follows rules for speaking and listening during conversations			
Continues a conversation with multiple exchanges			
Asks questions to clear up any confusion about topics and text			
Language Standards	T1	T2	T3
Prints all upper and lowercase letters			
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			

Mathematics

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 ten 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 20 - 20
I can solve subtraction problems from 20 - 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 - 39 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 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 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

An overview

Name
Teacher

Attendance			
Art	T1	T2	T3
Music	T1	T2	T3
Physical Education	T1	T2	T3
Spanish	T1	T2	T3
Evaluation Key			
3			
2			
1			
Learner Qualities	T1	T2	T3
Respectful, Responsible, Ready to Learn			
Demonstrates self-control of body, personal space and noise			
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			
Thinks out loud			

Attendance			
Absent	T1	T2	T3
Yardy			
Dismissed			
Trimester 1			
Trimester 2			
Trimester 3			
Principal's Comments			

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



Speaking from the soul - our new report card...

- is an effective way to give feedback and evaluate students' performances using clearly defined criteria
- provides useful feedback that students can use to improve 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 kcampbell@plainville.k12.ma.us or

Robin Roberts-Pratt at rrpratt@plainville.k12.ma.us

Look for additional resources on our website

www.plainville.k12.ma.us