



A PARENT'S GUIDE TO STANDARDS-BASED REPORT CARDS

A guide for teachers that explains the essential components of a standards based teaching, learning, assessment, and reporting system

Norwich Public Schools



Dear Families,

As Norwich Public Schools (NPS) continues to improve teaching and learning for all students, we know that families are our most valuable partner. The Common Core State Standards [<http://www.corestandards.org>] set high expectations for students, staff, and schools. Achieving these career and college ready standards requires continuous progress monitoring and providing targeted support as needed. Like teachers, families need accurate and meaningful information--particularly information about student strengths and challenges in performing to high expectations--to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects.

We believe that the report cards are a positive step in better communicating grade-level expectations for student learning. The report card will provide valuable information on your student's performance to the standards—from basic to advanced levels. The report card also provides information on your child's work habits, behavior, and effort. The standards-based report card is helpful in many ways.

First, it clarifies and reinforces consistent, high expectations for all NPS students and schools. Second, the report card helps teachers, students, and families focus on the standards throughout the school year. Finally, and most importantly, the new report card provides specific feedback on progress to the standards so students, families, and teachers can work together to set meaningful goals for improvement. Information on which big ideas and concepts each child has learned and what work is still needed for success in the next grade level helps ensure that your child receives additional support—at home and school—when needed.

This Report Card Handbook provides information about our report card system, including frequently asked questions and additional background information, a description of proficiency levels, a sample report card, further detail on the content area standards included on the report card, and a list of additional resources for families. I hope you will find the Parent Handbook and the standards-based report card system helpful. Please feel free to contact your child's school if you have questions or concerns.

Sincerely,

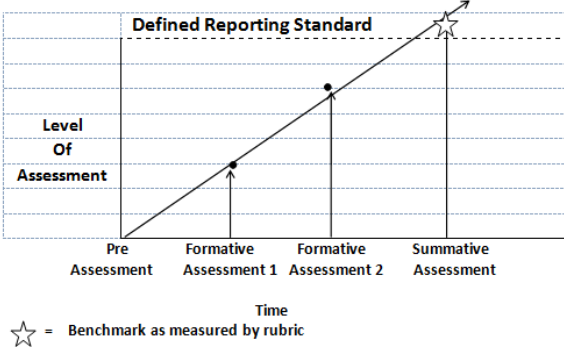
Tamara Gloster

Assistant Superintendent

Description of Grading Criteria

<p>4</p>	<p>Exceeds at Norwich’s grade level expectations, produces exemplary work</p> <ul style="list-style-type: none"> • Demonstrates advanced thinking and understanding of skills • Masters and applies knowledge and skills that lead to consistent, high quality work that excels at grade level expectations • Requires no support to complete work
<p>3</p>	<p>Meets performance at Norwich’s grade level expectations, produces quality work</p> <ul style="list-style-type: none"> • Demonstrates solid and consistent understanding of skills • Applies knowledge and skills that lead to above average work based on grade level expectations • Requires minimal support to complete work
<p>2</p>	<p>Approaching performance at Norwich’s grade level expectations, produces adequate work</p> <ul style="list-style-type: none"> • Demonstrates partial or inconsistent understanding of skills • Requires additional reinforcement and practice of skills to produce work that is average based on grade level expectations • Requires regular support to complete work
<p>1</p>	<p>Does not meet Norwich’s grade level expectations. Requires teacher direction, support, and assistance to learn and use skills, concepts, or strategies</p> <ul style="list-style-type: none"> • Demonstrates minimal understanding of skills • Requires additional instruction and practice of skills, work produced does not meet grade level expectations • Requires additional time and significant support to complete work
<p>N/A</p>	<p>N/A Not assessed at this time</p>
<p>IE</p>	<p>Insufficient Evidence</p> <p>Insufficient Evidence (IE) indicates that not enough data has been gathered to accurately give a score to a student on an individual standard. A teacher does not need to wait until the end of a grading period to enter IE. Entering an IE earlier in the grading period may help better communicate missing work/assessments to both parents/guardians and students.</p>

NPS Grading Principles

<p>NPS Principle 1 – Grades and reports should be based on clearly specified learning goals and performance standards</p> <ol style="list-style-type: none"> 1. <i>Reporting Standards</i> 2. <i>Create assessments and rubrics</i> 3. <i>Assess students and collect evidence</i> 4. <i>Report student performance</i> 																																	
<p>NPS Principle 2 – Evidence used for grading should be valid</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; border: none;">Used In Grading</td> <td style="width: 50%; text-align: center; border: none;">Should not Influence Grading</td> </tr> <tr> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> • Summative assessments • Demonstrated skill based on standard • Performance/Product-based assessments • Application of learnings • Differentiation for ELL and Special Education • A collection of work over time </td> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> • Homework • Limited technology • Late work • Daily formative assessments • Penmanship • Extra Credit • Citizenship </td> </tr> </table>	Used In Grading	Should not Influence Grading	<ul style="list-style-type: none"> • Summative assessments • Demonstrated skill based on standard • Performance/Product-based assessments • Application of learnings • Differentiation for ELL and Special Education • A collection of work over time 	<ul style="list-style-type: none"> • Homework • Limited technology • Late work • Daily formative assessments • Penmanship • Extra Credit • Citizenship 																												
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<p>NPS Principle 3 – Grading should be based on established criteria</p>	<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e6f2ff;"> <thead> <tr> <th colspan="5" style="text-align: left; padding: 2px;">Reading Literature-GRADE 6</th> </tr> <tr style="background-color: #4f81bd; color: white;"> <th style="font-size: 8px; text-align: left;">GRADE</th> <th style="font-size: 8px; text-align: left;">ID</th> <th style="font-size: 8px; text-align: left;">Category</th> <th style="font-size: 8px; text-align: left;">Sub Category</th> <th style="font-size: 8px; text-align: left;">State Standard</th> <th style="font-size: 8px; text-align: center;">M1</th> <th style="font-size: 8px; text-align: center;">M2</th> <th style="font-size: 8px; text-align: center;">M3</th> <th style="font-size: 8px; text-align: center;">M4</th> </tr> </thead> <tbody> <tr> <td style="font-size: 8px;">6</td> <td style="font-size: 8px;">6.RL.1</td> <td style="font-size: 8px;">Reading Literature</td> <td style="font-size: 8px;">Range of Reading and Complexity of Text</td> <td style="font-size: 8px;">Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td> <td style="font-size: 8px; text-align: center;">☑</td> <td style="font-size: 8px; text-align: center;">☑</td> <td style="font-size: 8px; text-align: center;">☑</td> <td style="font-size: 8px; text-align: center;">☑</td> </tr> <tr> <td style="font-size: 8px;">6</td> <td style="font-size: 8px;">6.RL.2</td> <td style="font-size: 8px;">Reading Literature</td> <td style="font-size: 8px;">Key Ideas and Details</td> <td style="font-size: 8px;">Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</td> <td style="font-size: 8px; text-align: center;">☐</td> <td style="font-size: 8px; text-align: center;">☑</td> <td style="font-size: 8px; text-align: center;">☐</td> <td style="font-size: 8px; text-align: center;">☑</td> </tr> </tbody> </table>	Reading Literature- GRADE 6					GRADE	ID	Category	Sub Category	State Standard	M1	M2	M3	M4	6	6.RL.1	Reading Literature	Range of Reading and Complexity of Text	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	☑	☑	☑	☑	6	6.RL.2	Reading Literature	Key Ideas and Details	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	☐	☑	☐	☑
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Grading on Most Recent Evidence

Accurate grades are based on the most recent and consistent evidence.

When computing a final grade, teachers look at the pattern of achievement and rely more on the most recent scores.

Multiple Assessment Opportunities and Retakes

An important piece of standards-based grading includes multiple assessment opportunities for each content standard taught in the classroom. When students do not meet standard, they need opportunities to show their own growth in their learning over time. **All teachers in the NPS District middle schools will allow some form of re-assessment opportunity for each reporting standard.** Teachers will use their discretion to determine the exact nature of the retake opportunity, the timing of the retake opportunity, and the range of standards needing to be re-assessed.

- Teachers reserve the right to give alternative versions of the assessment.
- Teachers may set parameters regarding the timing of the retake opportunity.
- Teachers are encouraged to require that students must complete all the practice (including homework) for a particular standard prior to accessing the retake opportunity for that standard.
- Given the amount of time required for planning, designing, implementing, and scoring retake assessments, students who score at the goal level (score of 3) and still wish to retake an exam to attempt to earn a 4 must initiate the process and develop a method (idea) for the new measure that will allow them to demonstrate exceeding the standards.

IE Replaces Zero

Insufficient Evidence (IE) indicates that not enough data has been gathered to accurately give a score to a student on an individual standard. A teacher does not need to wait until the end of a grading period to enter IE.

Zeros will no longer be used to record missing assignments or assign a grade. They do not reflect a student's understanding of the standard or academic achievement.

Teachers will be using scores from multiple assessments to measure the learning of a student. This practice provides multiple opportunities for students to demonstrate achievement toward learning targets.

Teacher Comments
Teacher comments will address: <ul style="list-style-type: none">• Student strengths and/or areas of concern, both academic and behavioral;• Individual student goals or an action plan regarding what is necessary to reach grade level expectations; and• Specific units being studied and assessed during the marking period.
<p style="text-align: center;">Personal Development</p> <p>Work habits and effort are often closely related to student achievement. It is the goal of Norwich Public Schools to have each student working to his or her potential to achieve at the highest possible level and to achieve or make progress towards grade level standards.</p>

Frequently Asked Questions

- Will the family guide be on the Norwich Public Schools' website?
 - Yes, the report card guide is posted on the Norwich Public Schools' website.
- How does a standards-based report card help families?
 - Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, they promote more detailed and meaningful conversations at parent/teacher conferences, allow for careful and precise monitoring of student achievement, and reflect grade-level standards and expectations so parents gain a complete idea of student progress.
- Why are some areas shaded or marked N/A?
 - It is possible that while a standard is introduced and assessed throughout the year, it may not be reported until later in the year when students have had more time to demonstrate sufficient understanding.
- What if a child is not even progressing toward a grade level standard?
 - If a student is working below a grade level standard and needs to be taught that corresponding standard at a lower grade level, the student would receive a 1(beginning to meet the standard) on the report card. This is because the skills which the student needs to be taught are actually prerequisite skills necessary to eventually meet the grade level standards.
- Why are there no letter grades?
 - A standards-based report card's Key for Academic Progress approach (4,3,2,1) provides information about student achievement without the need for letter grades. Letter grades follow a teacher's individual assessments and expectations and do not show a student's performance toward Common Core State Standards.
- Can a student perform at a level 2 and then move to a level 1 in the next marking period?
 - The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means: a student may be progressing toward the grade-level expectation during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.

Standards-based Reporting and Special Education

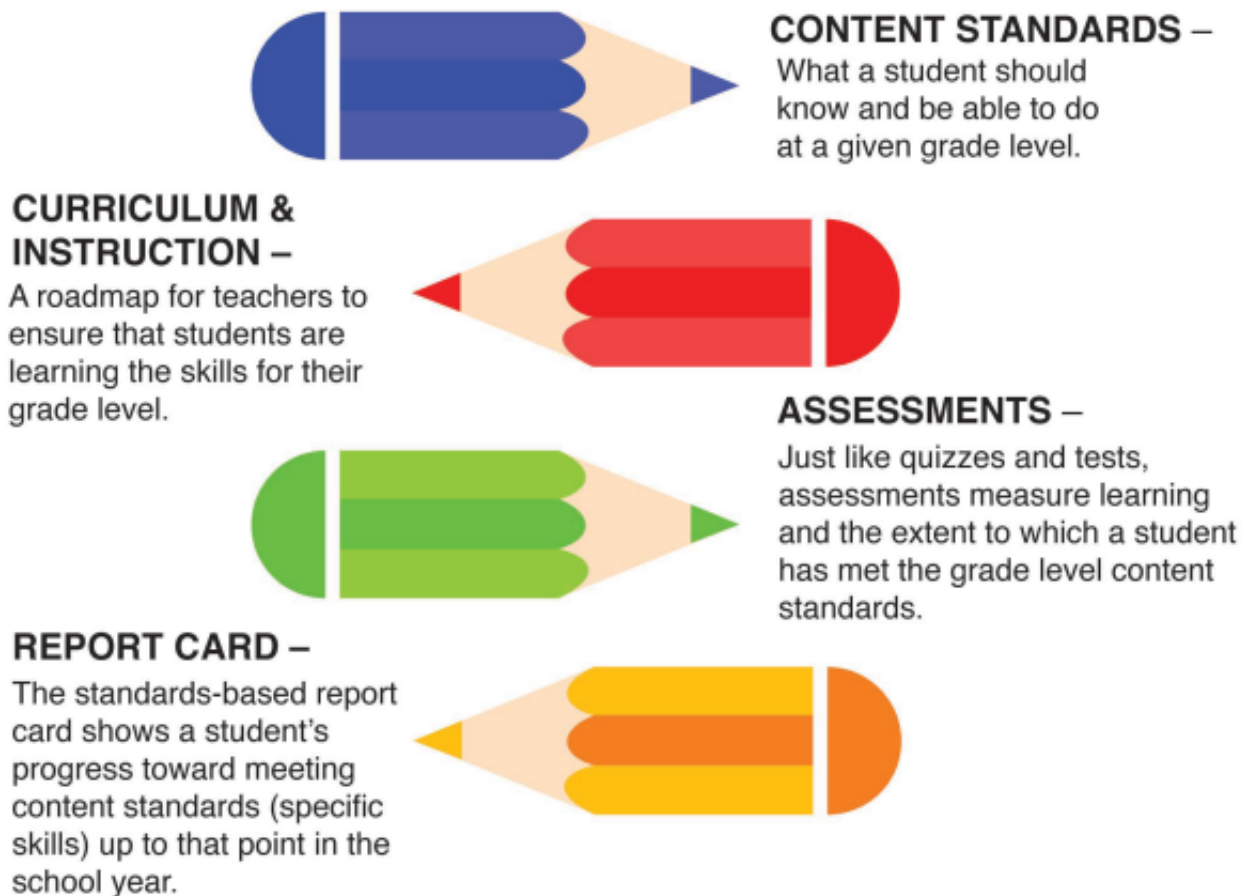
Students with Individualized Education Programs (IEP) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards; this is a civil right. Since special education students are a heterogeneous group with various disabilities which impact learning, some may not achieve certain grade-level standards without special services and supports. For students with accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of a standard may be adjusted.

Modifications, on the other hand, can mean changing the standard itself, identifying standards that are fundamentally related but also developmentally appropriate. The Planning and Placement Team (PPT) make decisions regarding what content areas, if any, require modifications of the grade level standards. The adaptations should be about student achievement, and they should result in grades that communicate clear, interpretable information to students and parents. For all students with an IEP, a supplemental progress report is provided that identifies how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP.

How are English Language Learners (ELL) who are still acquiring English language speaking and literacy skills graded?

Students are assessed at their current grade level using the appropriate grade-level standard-based report card. During family conferences, teachers will discuss with families the following: the child's current level of English proficiency; the child's opportunity to learn the content and/or ability to demonstrate the appropriate grade-level standards.

Graphic of the Four Main Components of a Standards Based System



Resources

Connecticut Core Standards –<http://ctcorestandards.org/>

Common Core Android App.

<https://play.google.com/store/apps/details?id=com.masteryconnect.CommonCore&hl=en>

Common Core iTunes App.

<https://itunes.apple.com/us/app/common-core-standards/id439424555?mt=8>

GreatSchools Article -

<https://www.greatschools.org/gk/articles/rethinking-report-cards/>

Running Records

<https://www.fountasandpinnell.com/faqs/assessment>

DIBELS (Oral Reading Fluency)-

<https://dibels.uoregon.edu/docs/dibelsparentguide.pdf>