

# Edison Public Schools

## Standards Based Report Card

### Parent Handbook

### Grades

### K-3



#### **Purpose Statement**

The purpose of Edison's standard based report cards is to inform parents and students of the achievement of specific learning standards within our curriculum. It describes students' current levels of progress and identifies areas where additional time and effort is needed. The standards based report cards will be utilized as a communication tool between teachers and parents and will help our district continue to *shine bright* and strive for *nothing less than excellence*.

#### **What are Standards Based Report Cards?**

Standards based report cards provide parents with more precise information about how your child is progressing in school. The report cards identify progress within each standard, offering parents useful information on where additional work may be needed. They facilitate collaboration between parents and educators in their efforts to help students improve their performance and identifies specific learning goals within the curriculum so that appropriate rigor can be ensured. Standards based report cards are proven to bring about higher levels of success due to their specificity and consistency within grading.

The standards addressed in the district report cards measure student's progress towards the mastery of the state's grade level goals of teaching and learning. They explain precisely what we want our students to know and be able to do as a result of their experiences in school. To learn more about the New Jersey Student Learning standards, [click here](#).

#### **How are Standards Based Report Cards Different from Traditional Report Cards and Grading Systems?**

The following charts show the differences between traditional grading systems and the standards based grading system.

# Shifting into Standards-Based Grading

## Traditional

One grade for each subject

Grading based on teacher expectations

Performance on assignments, tests, homework, effort, behavior...

Grading varies from class to class, teacher to teacher, school to school

Checks/pluses/minuses or letter grades

## Standards-Based

Each subject divided into important skills/standards

Grading based on mastery of skills

Separate grading for academic performance and behaviors (effort, attitude, progress, and work habits)

Consistent expectations across schools and classrooms

Performance indicators:  
1,2,3,4 ~ CUSN

## Traditional vs. Standards Based

### Traditional

Grades often based on averages over time.

Sep 9	Sep 23	Oct 12	Nov 15	Nov 20	Dec 3	GRADE
40%	50%	92%	98%	100%	98%	78% = C

### Standards Based

Reflects students' current knowledge and skills.

Sep 9	Sep 23	Oct 12	Nov 15	Nov 20	Dec 3	PROFICIENCY LEVEL
NS	AS	MS	MS	MS	MS	M=Mastery

Standards based report cards will be posted three times a year, at the end of each trimester. The general trimester dates are as follows:


Trimester 1: September-December

Trimester 2: December-March

Trimester 3: March-June

Specific dates will be marked on the yearly board approved school calendars.

## Reading and Understanding the New Standards Based Report Card



### Public Schools of Edison Township

### Grade 1 Report Card

School Year: \_\_\_\_\_

Date Issued: \_\_\_\_\_

Student: \_\_\_\_\_

Student ID: \_\_\_\_\_

Teacher: \_\_\_\_\_

DAILY ATTENDANCE	TR1	TR2	TR3	TOTAL
Absent				
Tardy				

**Performance Indicators**

**NS - Needs Support**  
With significant teacher support shows limited progress or is unable to grasp specific content within the grade level standards

**AS - Approaching Standards**  
With prompting and support begins to apply concepts and approach grade level standards

**MS - Meets Standards**  
Consistently and independently applies concepts and meets the grade level standards

**NA - Not Assessed at this time**

Performance Indicators tell you how your child is progressing in that specific skill.

**MATHEMATICS**

Teacher: \_\_\_\_\_

Operations and Algebraic Thinking	TR1	TR2	
Uses different strategies for addition to solve word problems			
Uses different strategies for subtraction to solve word problems			
Understands and applies the relationship between addition and subtraction			
Adds within 20			
Subtracts within 20			
Using the = sign, determines if equations involving addition are true or false			
Using the = sign, determines if equations involving subtraction are true or false			
Numbers and Operations in Base Ten	TR1	TR2	TR3
Counts to 120 starting at any number			
Reads and writes numbers to 120			
Understands place value (tens and ones)			
Compares two-digit numbers using symbols			
Uses place value understanding and properties of operations to add			
Uses place value understanding and properties of operations to subtract			

3 Trimesters

Anchor Standards/ Domains and Strands underneath, breaking down expectation.




Shaded area means that the standard is not reported out at this time.

Grading for Effort				
C = Consistently		S = Sometimes	N = Not Yet	
<b>SOCIAL EMOTIONAL COMPETENCIES</b>		Teacher:	TR1	TR2
<b>Self-Awareness</b>				
<ul style="list-style-type: none"> <li>Recognizes one's feelings and thoughts</li> <li>Recognizes how one's feelings and thoughts impact their behavior</li> </ul>				
<b>Self-Management</b>				
<ul style="list-style-type: none"> <li>Exercises self-control with one's own emotions, thoughts, and behaviors</li> <li>Perseveres in task completion</li> <li>Completes assignments on time</li> <li>Listens attentively</li> <li>Follows directions and routines</li> </ul>				
<b>Social Awareness</b>				
<ul style="list-style-type: none"> <li>Recognizes and respects the thoughts and feelings of others</li> <li>Respects the differences among individuals and their viewpoints</li> </ul>				
<b>Responsible Decision-Making</b>				
<ul style="list-style-type: none"> <li>Demonstrates awareness of the consequences of one's actions in order to make good decisions</li> <li>Considers multiple solutions and perspectives</li> <li>Models effective problem solving skills</li> </ul>				
<b>Relationship Skills</b>				
<ul style="list-style-type: none"> <li>Works cooperatively with peers</li> <li>Uses positive communication and social skills to interact with others</li> <li>Resolves interpersonal conflicts in constructive ways</li> <li>Contributes to accomplishing the goals of the group</li> </ul>				
<b>Speaking and Listening</b>				
<ul style="list-style-type: none"> <li>Expresses ideas clearly and effectively</li> <li>Participates in group discussions actively and appropriately</li> <li>Asks and answers questions to seek help, get information or clarify something not understood</li> </ul>				

Performance Indicators for Grading for Effort. *Social Emotional Competencies and Speaking and Listening* will be assessed in this way, separate from core subject content.

Specials teachers (Art, Music, Physical Education, World Language) will also be using these indicators.

## Explanation of Learning Progression with Performance Indicators

Standards-Based Learning Progression		
(NS) Needs Support	(AS) Approaching Standards	(MS) Meets Standards
With significant teacher support, shows limited progress or is unable to grasp specific grade level content within the grade level standards	With prompting and support, begins to apply concepts and approach grade level standards	Consistently and independently applies concepts and meets the grade level standards and may be ready to work at a greater depth
		

## How will Teachers Determine Proficiency?

Teachers will implement a variety of assessments in their classrooms to determine proficiency of each standard. There will not be a specific number of grades required for each standard as the goal is mastered. The assessments will be ongoing throughout each trimester and evidence of progress will be indicated using the following assessments described below.

### Evidence of Learning/Assessments will include:

- Classwork, quizzes and skills assessments (Graded using the performance indicators NS, AS, MS)
- Program-Specific Assessments (Phonics First, Investigations, etc.) (Graded using the progress indicators NS, AS, MS)
- Observation Notes Based on Authentic Assessments
- Individual Student Conferencing Notes based on One-on-One Instruction

Teachers will use the rubrics specific to that standard throughout the trimester to determine proficiency in that specific skill. The rubrics explain expectations for the given standard. Moving through the trimesters, concepts increase in difficulty as the year progresses. **Therefore, a student who has met the standard in trimester one, might be progressing toward the standard in trimester two as the rigor increases.** This move from meeting standards to progressing might mean the student has a basic understanding of the skill, but requires some teacher support to dig deeper into the concept. Teachers will utilize the *Comment* section to explain further when this situation arises.

### Teacher Comments

Teacher comments are an important component to standards based report cards. Teachers will have the opportunity to comment to provide parents with more content specific information. If specific modifications or interventions are used, teachers will explain those accommodations in the comment section.

### Social Emotional Competencies and Speaking and Listening Skills

The Social Emotional Competencies align with New Jersey's Social Emotional expectations. They cover skills that are needed in order to succeed in academic and social situations in the classroom and beyond. The competencies include Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making and Relationship Skills. Within these competencies, work habits including *completes work on time, follows directions, works cooperatively with peers* is addressed. Speaking and Listening Skills will also be addressed under this section. The competencies and speaking and listening skills will be graded for effort and will use a separate performance indicator scale: *Consistently, Sometimes, Not Yet*. The comment section of the report card will provide teachers with an area to add an explanation as needed.

### **Special Areas**

Special area teachers (Physical Education, Art, Music, Spanish) will complete grades on the report cards for students in grades k-3. They will utilize the effort performance indicators: *Consistently*, *Sometimes*, *Not Yet* and will have a place for comments when they are needed.

### **Special Education**

Standards based report cards are meant to show a student's mastery of a grade level standard. If a student has an Individualized Education Plan (IEP), the modifications and accommodations specified in their IEP will be utilized to support them with progressing toward meeting the standards. The comment sections under each subject area will allow teachers to explain when certain modifications are needed and will allow the teacher to provide suggestions to help support your child at home. Your child's progress report will also be sent home which will better reflect their progress on their Individualized Education Plan.