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*.

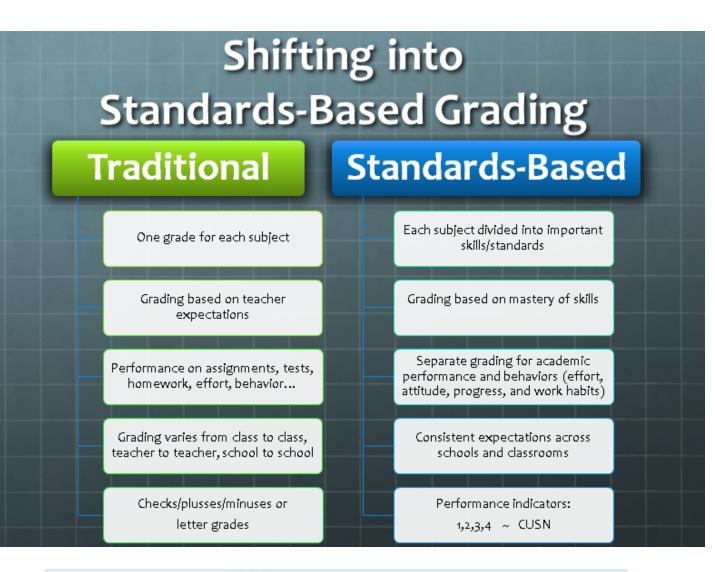
#### What are Standards Based Report Cards?

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, <u>click here.</u>

# 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.



# Traditional vs. Standards Based

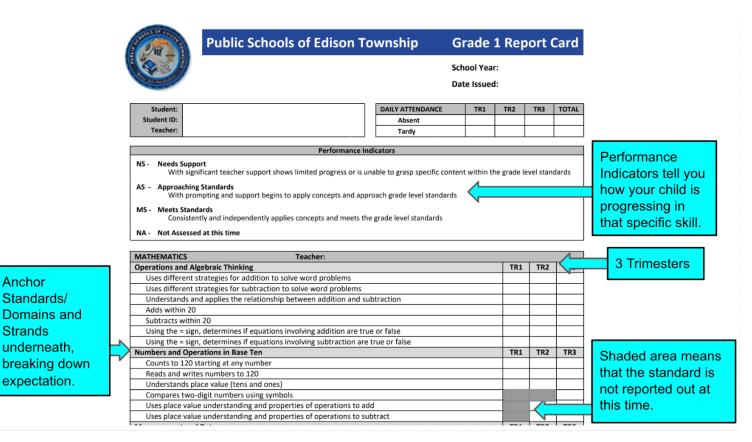
			Traditio	onal		
	Grades	often ba	ased on	averages	over tin	ne.
Sep 9	Sep 23	Oct 12	Nov 15	Nov 20	Dec 3	GRADE
40%	50%	92%	98%	100%	98%	78% = C
		Sta	ndarde	Basad		
	Reflect			Based	edge an	d skills.
Sep 9	Reflect Sep 23				edge an Dec 3	d skills. PROFICIENCY LEVEL

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.

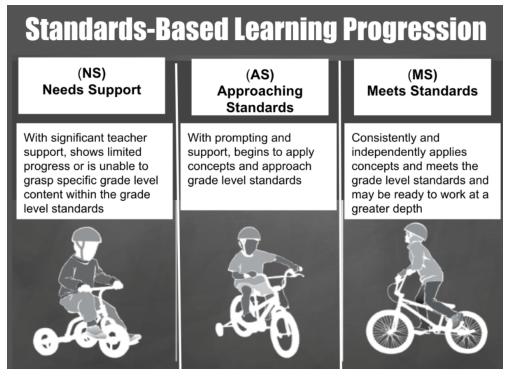
#### Reading and Understanding the New Standards Based Report Card



Grading for Effort	Perfo	Performance Indicators for		
C = Consistently S = Sometimes N = Not Yet		Grading for Effort. Social Emotional Competencies		
SOCIAL EMOTIONAL COMPETENCIES Teacher: TR1		peaking and Listening		
Self-Awareness		will be assessed in this way, separate from core subject		
Recognizes one's feelings and thoughts				
<ul> <li>Recognizes how one's feelings and thoughts impact their behavior</li> </ul>	separ			
Self-Management		content.		
<ul> <li>Exercises self-control with one's own emotions, thoughts, and behaviors</li> </ul>				
Perseveres in task completion				
Completes assignments on time	Speci	als teachers (Art,		
Listens attentively		, Physical Education,		
Follows directions and routines				
Social Awareness	VVorld	Language) will also be		
<ul> <li>Recognizes and respects the thoughts and feelings of others</li> </ul>	usina	these indicators.		
<ul> <li>Respects the differences among individuals and their viewpoints</li> </ul>	- Servig			
Responsible Decision-Making				
<ul> <li>Demonstrates awareness of the consequences of one's actions in order to make good decisions</li> </ul>	•			
Considers multiple solutions and perspectives				
Models effective problem solving skills				
Relationship Skills				
Works cooperatively with peers				
<ul> <li>Uses positive communication and social skills to interact with others</li> </ul>				
<ul> <li>Resolves interpersonal conflicts in constructive ways</li> </ul>				
Contributes to accomplishing the goals of the group				
Speaking and Listening				
<ul> <li>Expresses ideas clearly and effectively</li> </ul>				
<ul> <li>Participates in group discussions actively and appropriately</li> </ul>				

• Asks and answers questions to seek help, get information or clarify something not understood

# **Explanation of Learning Progression with Performance Indicators**



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.