Elementary Standards-Based Report Card

January 2018

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Greetings from the District Elementary Report Card Committee

Overarching goal: To design a report card that clearly communicates to parents and students what students know and are able to do, and documents their progress towards the NYS standards.

Qualities of Effective Report Cards

1. Reports on product, process and progress goals separately
2. Creates an accurate picture of academic strengths and challenges
3. Balances details with practicality: and
4. Is clear, understandable and facilitates communication with parents

What is a standards-based report card?

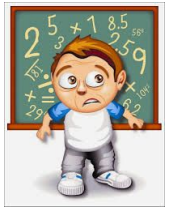
- Provides accurate information and feedback on a student's progress towards meeting end-of-year grade level standards.
- Reflects specific skills and knowledge, allowing parents to have detailed information about acquired skills and where additional instruction and support may be needed.
- Reflects students' current skills and knowledge--not an average.

How will this help students and parents?

Research indicates increased student achievement when students understand learning performance targets.

From:

“I think I am doing pretty well in math, but I get confused sometimes.”



To:

“I understand how to add and subtract multi-digit numbers but I need to work on my addition and subtraction facts.”

Areas that will be Reported:

ELA

Math

Social Studies

Science

Special Areas: Music, Art, Physical Education

Social Development

Work Habits

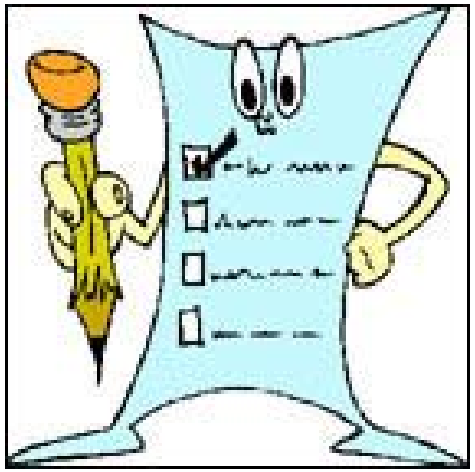
Effort

Practices for Learning: critical thinking, creativity, collaboration, communication, growth mindset, perseverance, resilience

The Process

The Process

Considerations for Prioritizing Standards



- Which skills or content knowledge within the discipline will last beyond this course or grade level? (Endurance)
- Are these skills interdisciplinary? (Leverage)
- What are the teachers' insights about these standards and their importance in the curriculum and/or sequence for this grade? (Teacher Judgment)
- Are we able to measure these standards with consistency, validity and reliability? (Assessment)

Progression Across Grade Levels

Reading	Standard: RL.2
Kindergarten	Retells a story accurately including key details
First Grade	Retells stories, including key details and events in sequence and demonstrates an understanding of main idea
Second Grade	Retells stories to include events in sequence and determine their central message or lesson

Math	Operations and Algebraic Thinking
Kindergarten	Adds numbers fluently within 5
First Grade	Adds numbers fluently within 10
Second Grade	Adds numbers fluently within 20 Using mental strategies

We measure what we value and value what we measure.

Math

Math Domains Reflected on Report Card

- Content Standards
- Fluency
- Mathematical Practices

*Highlights the habits of mind that are the most important for students to develop and practice as they are learning math throughout the whole year.

Content Standards CCLS

Grade 3 Overview

Operations and Algebraic Thinking
- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions
- Develop understanding of fractions as numbers.

Measurement and Data
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry
- Reason with shapes and their attributes.

Operations & Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*

An important subset of the major work in grades K–8 is the progression that leads toward middle school algebra

K	1	2	3	4	5	6	7
Know number names and the count sequence Count to tell the number of objects Compare numbers Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from Work with numbers 11-19 to gain foundations for place value	Represent and solve problems involving addition and subtraction Understand and apply properties of operations and the relationship between addition and subtraction Add and subtract within 20 Work with addition and subtraction equations Extend the counting sequence Understand place value Use place value understanding and properties of operations to add and subtract Measure lengths indirectly and by iterating length units	Represent and solve problems involving addition and subtraction Add and subtract within 20 Understand place value Use place value understanding and properties of operations to add and subtract Measure and estimate lengths in standard units Relate addition and subtraction to length	Represent & solve problems involving multiplication and division Understand properties of multiplication and the relationship between multiplication and division Multiply & divide within 100 Solve problems involving the four operations, and identify & explain patterns in arithmetic Develop understanding of fractions as numbers Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects Geometric measurement: understand concepts of area and relate area to multiplication and to addition	Use the four operations with whole numbers to solve problems Generalize place value understanding for multi-digit whole numbers Use place value understanding and properties of operations to perform multidigit arithmetic Extend understanding of fraction equivalence and ordering Build fractions from unit fractions by applying and extending previous understandings of operations Understand decimal notation for fractions, and compare decimal fractions	Understand the place value system Perform operations with multi-digit whole numbers and decimals to hundredths Use equivalent fractions as a strategy to add and subtract fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition Graph points in the coordinate plane to solve real-world and mathematical problems*	Apply and extend previous understandings of multiplication and division to divide fractions by fractions Apply and extend previous understandings of numbers to the system of rational numbers Understand ratio concepts and use ratio reasoning to solve problems Apply and extend previous understandings of arithmetic to algebraic expressions Reason about and solve one-variable equations and inequalities Represent and analyze quantitative relationships between dependent and independent variables	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers Analyze proportional relationships and use them to solve real-world and mathematical problems Use properties of operations to generate equivalent expressions Solve real-life and mathematical problems using numerical and algebraic expressions and equations

Mathematical Practices

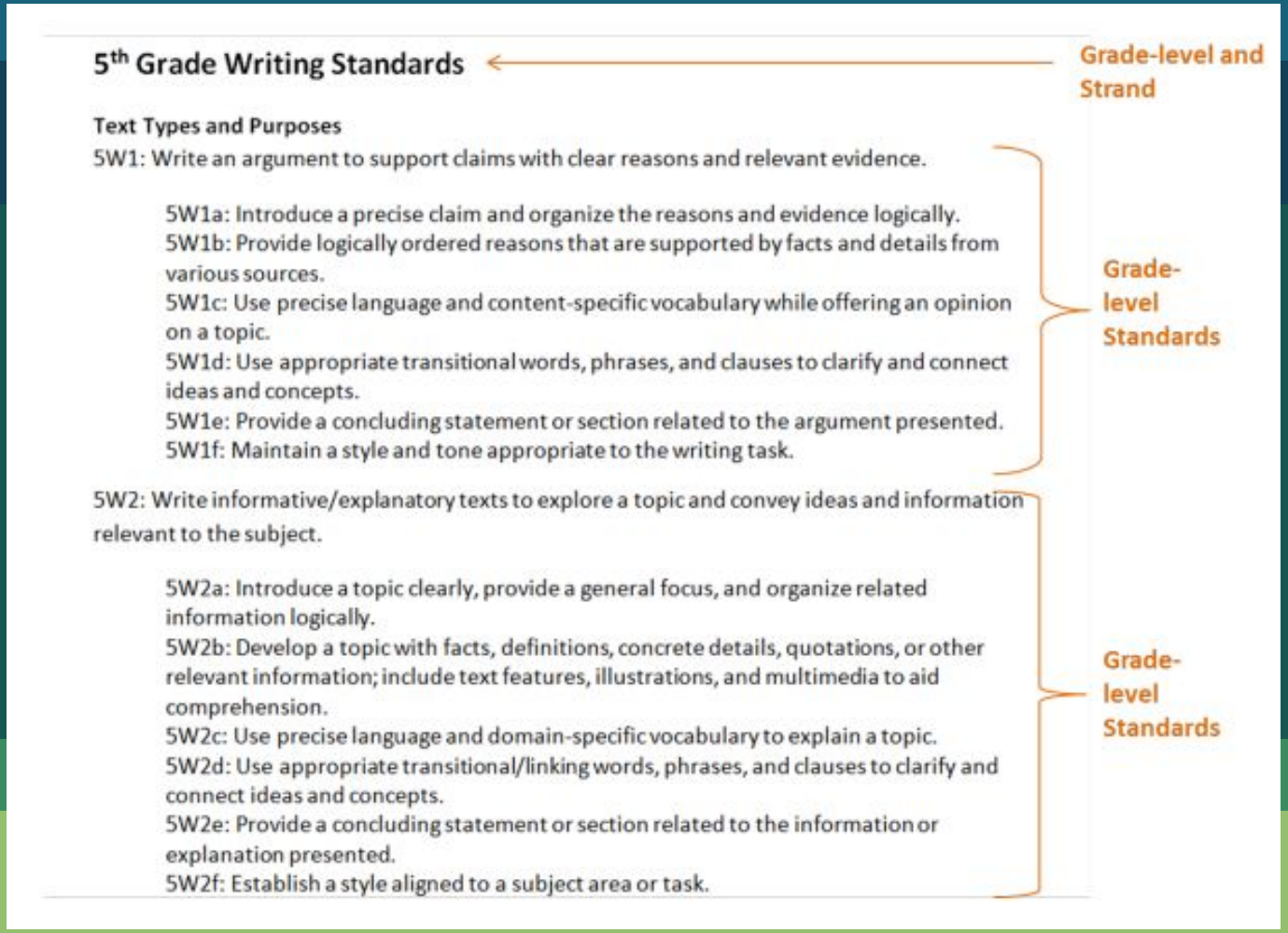
- Make sense of problems and persevere in problem solving.
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others.
- Model with Mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning

ELA

ELA Domains Reflected on Report Card

- Reading Standards for Literature and Informational Text
- Reading Foundational Skills
- Writing Standards - Narrative, Informational, Argument
- Speaking and Listening
- Language Standards

Content Standards ELA (Writing)



Reading Progression for Key Ideas & Details

KR1: Develop and answer questions about a text. (RI&RL) 16

KR2: Retell stories or share key details from a text. (RI&RL)

3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)

3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)

5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)

ELA Practices

Lifelong Practices of Readers	Lifelong Practices of Writers
Readers • think, write, speak, and listen to understand • read often and widely from a range of global and diverse texts • read for multiple purposes, including for learning and for pleasure • self-select texts based on interest • persevere through challenging, complex texts • enrich personal language, background knowledge, and vocabulary through reading and communicating with others • monitor comprehension and apply reading strategies flexibly • make connections (to self, other texts, ideas, cultures, eras, etc.)	Writers • think, read, speak, and listen to support writing • write often and widely in a variety of formats, using print and digital resources and tools • write for multiple purposes, including for learning and for pleasure • persevere through challenging writing tasks • enrich personal language, background knowledge, and vocabulary through writing and communicating with others • experiment and play with language • analyze mentor texts to enhance writing • strengthen writing by planning, revising, editing, rewriting, or trying a new approach

Report Card Draft

Herricks School District

Elementary School Report Card 2017-18

Student: XXXXXXXXXXX

Grade Level —

INDICATORS FOR BEHAVIORS THAT PROMOTE LEARNING

C The student **consistently** demonstrates the behavior.
O The student **often** demonstrates the behavior.
S The student **sometimes** demonstrates the behavior.
R The student **rarely** demonstrates the behavior.

BEHAVIORS THAT PROMOTE LEARNING	Behavior Indicators		
Committed Individual	F	W	S
Works independently and asks for help when needed			
Organizes workplace and materials			
Makes productive use of class time			
Perseveres when challenged			
Strives to produce high quality work			
Sets and strives toward learning goals			
Follows directions			
Demonstrates effort in homework			
Collaborator	F	W	S
Participates cooperatively with others to achieve shared goals			
Shows respect and recognizes the feelings of others			
Follows school and classroom rules			

BEHAVIORS THAT PROMOTE LEARNING	Behavior Indicators		
Thinker, Problem Solver, Innovator	F	W	S
Uses prior knowledge and experiences to solve problems			
Explains answers and makes adjustments			
Solves problems in different ways			
Communicator	F	W	S
Speaks effectively in front of a group			
Listens attentively to gain understanding			
Contributed effectively through speaking, writing and/or drawing			

INDEPENDENT READING LEVELS	F	W	S
Testing Period	October	February	June
Benchmark			
Reading Level			

ATTENDANCE	Fall	Winter	Spring
Absent			
Tardy			

Student:

INDICATORS FOR ACADEMIC PROGRESS

- **M** The student consistently and independently demonstrates **mastery** of the standard.
- **P** The student is **progressing** toward consistent and independent mastery of the standard.
- **B** The student is **beginning to progress** toward the standard but requires extra time, experience, and/or intervention for concepts, processes, and skills to develop.
- **N** The student is **not yet demonstrating progress** toward the standard.
- / Standard not addressed and/or not assessed at this time

LITERACY	Progress Indicators		
Reading	**F**	**W**	**S**
Summarizes important key ideas and details of a text			
Determines the theme of a text			
Makes logical inferences through critical reading using text-based information			
Integrates information from sources to support conclusions			
Reads and comprehends grade leveled texts			
Writing	**F**	**W**	**S**
Develops and organizes writing appropriate to the task/purpose/audience			
Strengthens writing by planning, revising, and editing			
Writes routinely and habitually over extended periods of time			
Speaking and Listening	**F**	**W**	**S**
Engages effectively in a range of discussions			
Asks and answers questions to seek help, be informed, or deepen understanding			
Clearly presents knowledge and ideas			
Language	**F**	**W**	**S**
Uses knowledge of English and its conventions			
Spells correctly high-frequency and studied spelling words			
Acquires and uses academic and content-specific vocabulary			
Overall Achievement in Literacy	Approaching Expectations		

MATHEMATICS	Progress Indicators		
Number and Operations in Base 10 Content	**F**	**W**	**S**
Understands multi-digit place value			
Uses place value understanding and properties of operations to perform multi-digit arithmetic			
Operations and Algebraic Thinking Content	**F**	**W**	**S**
Knows number facts fluently			
Uses operations with whole numbers to solve problems			
Solves multi-step word problems			
Numbers and Operations – Fractions Content	**F**	**W**	**S**
Understands fraction equivalence and ordering			
Performs operations with and solves problems involving fractions			
Understands decimal notation for fractions and compares decimals			
Measurement and Data Content	**F**	**W**	**S**
Solves problems involving measurement			
Represents and interprets data			
Understands concepts of angles and measures angles			
Geometry Content	**F**	**W**	**S**
Draws and identifies lines and angles and classifies shapes			
Mathematical Practices	**Behavior Indicators**		
	F	**W**	**S**
Makes sense of problems and perseveres in solving them			
Attends to precision			
Reasons and explains mathematically			
Overall Achievement in Mathematics	Approaching Expectations		

Student:

SOCIAL STUDIES	Progress Indicators		
History	**F**	**W**	**S**
Understands that history is filled with many versions of the same event			
Understands that historical events have multiple causes and effects			
Economics	**F**	**W**	**S**
Understands that people make decisions to meet their unique needs and wants			
Geography	**F**	**W**	**S**
Understands that where you live impacts how you live			
Civics and Citizenship	**F**	**W**	**S**
Understands that community values determine rule-making and problem-solving			
Overall Achievement in Social Studies	Approaching Expectations		

SCIENCE			
Scientific Concepts	**Progress Indicators**		
	F	**W**	**S**
Demonstrates an understanding of the concepts within the Electric Circuits Unit			
Demonstrates an understanding of the concepts within the Motion and Design Unit			
Demonstrates an understanding of the concepts within the Integrated Review Unit			
Scientific Practices	**Behavior Indicators**		
	F	**W**	**S**
Asks and answers scientific questions			
Plans and carries out investigations			
Collects and records data			
Analyzes data and constructs explanations			
Draws conclusions, makes connections, and communicates understanding			
Overall Achievement in Science	Approaching Expectations		

Classroom Teacher Comments
Fall Marking Period

Classroom Teacher Comments
Winter Marking Period

Next Steps

Reporting Progress - Grading

Descriptors of Proficiency-based on established criteria

- E - Exceeding standard
- M - Independent mastery
- P - Progressing toward learning standard
- N - Needs additional time to progress toward standard

Ranking performance on numeric scale:

4 - Above average

3 -

2 -

1 - Not meeting

Timeline

- January 24 - Committee members, Directors and Principals meet with PTA parent representatives to plan roll out
- Summer/Fall - Design and finalize format K-5
- Fall 2018 - Subcommittee internal pilot of new report card
- Winter 2018/2019 - Parent Informational Meetings
- Spring 2019 - Implement new report card

Online Report Card

Our goal is to utilize an online report card portal that would be available to teachers for editing and to parents for viewing.