

Standards Based Report Cards

October 2017



SOUTH COUNTRY

CENTRAL SCHOOL DISTRICT

A tradition of quality... A future of excellence

2016–2017 Members of Report Card Committee

Appreciation to all of those South Country
educators who participated in the Report Card
Committee!

You answered the call

You shared your ideas

You listened

You thought deeply

You engaged in rich discourse around the CCLS

You collaborated with colleagues.

Thank you! Each and every one of you for each and
every minute you shared with the committee.



Thank
You!

Frank P. Long
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Theresa Tietjen
Lisa Nabi
Camilla Ciervo
Tracy Behl
Rosa Kalomiris

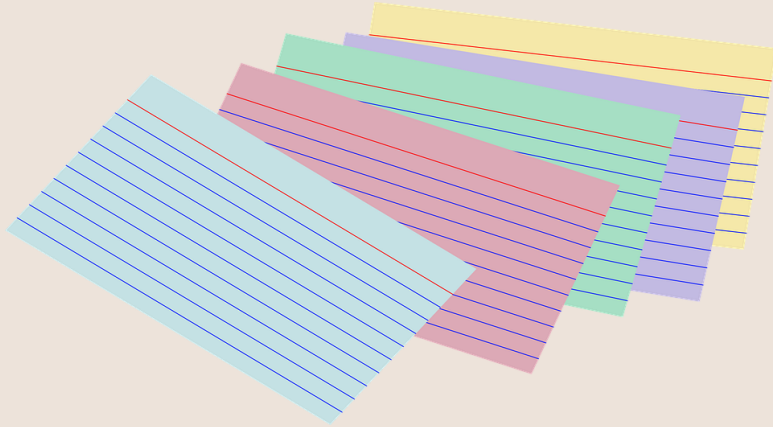
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Reflection, Feedback and Questions



We will take feedback across the
2017-2018 school year

Committee will review for revisions
2019-2020

If you have questions or feedback
today, write them on an index card
and turn in at the end of the meeting

Goals of this Presentation

Ensure all SCCSD elementary teachers and administrators receive the same information to support their work with the revised standards based report cards

Present revised report cards that will be used for communicating students progress to parents beginning 2017-2018 school year

Ensure an understanding of standards-based reporting

**This presentation does not address every possible scenario, your professionalism is needed and expected in order to meet the particular needs of your students and families*

Why Standards Based Reporting?

- Aligns report cards to standards and current practices
- Ensures equity through student achievement and accountability
- Identifies individual strength and stretch areas
- Helps teachers adjust instruction & design interventions

Why Standards Based Reporting?

- Helps students, families, and teachers understand what students are expected to know and be able to do by the end of each grade level
- Supports students, families and teachers in monitoring progress toward grade-level standards
- The Academic Standards Key is used to demonstrate a student's level of understanding

Why Standards Based Reporting?

- Students are NOT graded on their average scores, nor their performance compared to their peers.
- Effort is reported separate and NOT included in the proficiency level for each standard. This helps all stakeholders understand a student's progress toward the CCLS for the grade level
- Standards set clear goals for success and a pathway from grade to grade

Some Revisions to Note

- Independent Reading level will be reported each trimester
 - Supports students reading at home independently without instructional support
- Math fluency will be indicated on the report card
- Consistent language of the standards for each grade level, vertically and horizontally

*Only kindergarten students who are reading conventionally in trimester 1 should receive an independent reading level

MATH FLUENCY

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 ¹ Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 ² Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication
6	Multi-digit division Multi-digit decimal operations
7	Solve $px + q = r$, $p(x + q) = r$
8	Solve simple 2×2 systems by inspection

Refer to [these](#) sources for support in students' developing fluency

Academic Standards Key

Level 4

Exceeding Grade Level Standards

- Demonstrates **extended** understanding with **exceptional** skills
- Applies and **extends** learned skill
- Produces work of **outstanding** quality and accuracy

*In order to achieve a level 4 students must consistently demonstrate deeper extension/application of grade level concepts/skills. Fewer students will achieve at this level.

ACADEMIC STANDARDS KEY	
4	EXCEEDING GRADE LEVEL STANDARDS
	Demonstrates extended understanding with exceptional skills
	Applies and extends learned skill
	Produces work of outstanding quality and accuracy

Academic Standards Key

Level 3

Meeting Grade Level Standards

- Demonstrates **comprehensive understanding**
- Demonstrates **consistent** skill improvement and applies learned skills
- Produces work of **good** quality

*Students who perform at a Level 3 are successfully meeting the challenging requirements for grade-level work

3	MEETING GRADE LEVEL STANDARDS
	Demonstrates comprehensive understanding
	Demonstrates consistent skill improvement and applies learned skills
	Produces work of good quality

Academic Standards Key

Level 2

Approaching Grade Level Standards

- Demonstrates **partial** understanding
- Develops skills of **inconsistent** quality
- Produces work of **inconsistent** quality
- Requires extra time and instructional teacher support

2	APPROACHING GRADE LEVEL STANDARDS
	Demonstrates partial understanding
	Develops skills at an inconsistent quality
	Produces work of inconsistent quality
	Requires extra time and instructional teacher support

Academic Standards Key

Level 1

Below Grade Level Standards

- Demonstrates **minimal** understanding
- **Beginning** to develop skills
- Seldom completes quality work
- Requires extra time and constant instructional teacher support

1	BELOW GRADE LEVEL STANDARDS
	Demonstrates minimal understanding
	Beginning to develop skills
	Seldom completes quality work
	Requires extra time and constant instructional teacher support

How is Performance Determined?

- **Not based on an average of grades and quizzes or tests**
- **Based on day-to-day student work across a variety of assessments including, but not limited to:**
 - **Conferences with teachers**
 - **Work in reading and writing notebooks**
 - **Answers to questions during class and small group discussions**
 - **Projects and other assignments**

How is Performance Determined

- Based on day-to-day student work across a variety of assessments, formal, informal, formative and summative
- Consider the progressions of a standard

Goal	T1	T2	T3
Driving a car	3	2	3

Student was taught vehicle and traffic laws. Student demonstrated that she knows the rules and laws.



How is Performance Determined

- Based on day-to-day student work across a variety of assessments, formal, informal and both formative and summative
- Consider the progressions of a standard

Goal	T1	T2	T3
Driving a Car	3	2	3

Student is expected to demonstrate the ability to drive on the road and parallel park. At the end of the trimester the student is driving on the road but having difficulty with parallel parking



How is Performance Determined

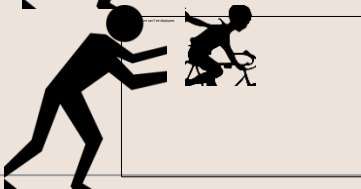
- Based on day-to-day student work across a variety of assessments, formal, informal, formative and summative
- Consider the progressions of a standard

Goal	T1	T2	T3
Driving a Car	3	2	3

By the end of the trimester the student
has met the goal of driving a car



Ride a bike by yourself

	4	Exceeding Grade Level Standard Exceptional, extends, outstanding
	3	Meeting Grade Level Standard Consistent, good quality
	2	Approaching Grade Level Standard Inconsistent, with support at times
	1	Below Grade Level Standard Beginning, with constant support

Reporting for Each Trimester

- Provide grades for standards you taught and assessed during the trimester
- Some standards may not have been taught during the trimester, the N/A mark may be used for standards and concepts that are not yet taught (district wide grade levels will provide consistent areas to mark N/A)
- Use assessment sources for those standards, along with student work samples, to determine a student's proficiency level toward meeting that standard

Thank you!

