

Standards Based Report Cards K-5

A photograph of a classroom scene from behind several students. They are all raising their right hands towards a chalkboard in the background. The students are wearing light blue, red, orange, and green shirts. The chalkboard is filled with faint, illegible chalk writing. The text 'Standards Based Report Cards K-5' is overlaid in red on the upper portion of the image.



Why are we changing to a standards based Report card?

- WSCD teachers want to improve current report card
- All teachers in District same expectations
- Standards based curriculum
- All NY schools working on same expectations
- Common understanding of learning targets
- Information on how a child is progressing towards key standards
- Performance compared to a standard
- Expected mastery for each subject
- Your child will know what is expected in his/her learning
- Parents will be able to support learning at home
- Grades reported to power standard instead of single grade

Priorities for the Report Card Committee



Communication Tool for parents and school

Easy to understand

Emphasize what we are teaching

Celebrate successes of students

Provides clear understanding of areas of concern

Examined Report Card Design

Use of School Tools

Use of 1-4 grading

Layout

User friendly





4th Grade Report Card
XXXXXX Elementary School

2014-2015

Student ID #: XXXXXXXX

Student: XXXXX XXXXXXXXXXXX

Teacher: XXXXX XXXXXXXXXXXX

Grade Key – In relation to standards-based core curriculum

- 4 = Meets the Standards with Distinction (90 – 100)
 3 = Meets the Standards (80 – 89)
 2 = Developing Skills to Meet Standards (70 – 79)
 1 = Does not Meet the Standards (69 and below)
 N = Not Applicable

Habits that support learning

- 4 = Exceeding Expectations
 3 = Meeting Expectations
 2 = Working towards Expectations
 1 = Not Meeting Expectations
 N = Not Applicable

| Reading Standards for Literature and Informational Text | M1 | M2 | M3 | M4 |
|--|----|----|----|----|
| Draws inferences from text details. | | | | |
| Describes characters, setting and events using specific details. | | | | |
| Summarizes literature and informational text. | | | | |
| Compares and contrasts texts with similar themes and topics. | | | | |
| Interprets and uses information from multiple sources. | | | | |
| Comprehends grade level text. | | | | |
| Foundational Skills | M1 | M2 | M3 | M4 |
| Applies grade level word analysis skills. | | | | |
| Reads grade-level text with accuracy, expression and appropriate rate. | | | | |
| Writing/Language Standards | M1 | M2 | M3 | M4 |
| Produces clear and coherent writing that is organized and appropriate to task, purpose and audience across the genres. | | | | |
| Spells grade level words. | | | | |
| Uses grade level conventions of grammar, capitalization, punctuation, and spelling in writing. | | | | |
| Uses different strategies to determine the meaning of words and phrases. | | | | |
| Speaking and Listening Standards | M1 | M2 | M3 | M4 |
| Engages in collaborative discussions. | | | | |
| Reports on a topic with appropriate facts. | | | | |
| Math Standards | M1 | M2 | M3 | M4 |
| Adds and subtracts multi-digit numbers. | | | | |
| Multiplies and divides accurately. | | | | |
| Solves single and multi-step word problems. | | | | |
| Uses place value to understand math. | | | | |
| Understands fractions and decimal concepts. | | | | |
| Understands geometric concepts. | | | | |
| Represents and interprets data. | | | | |
| Solves problems involving measurement and conversion of units. | | | | |

Sections of Standards Based Report Card

Reading Standards for Literature and Informational Text

Foundational Skills

Writing and Language Standards

Speaking and Listening Standards

Math Standards

Social Studies

Science

Art

Music

Physical Education

Habits that support learning





1st Grade Report Card
XXXXXX Elementary School

2014-2015

Student ID #: XXXXXXXX

Student: XXXXX XXXXXXXXXXXX

Teacher: XXXXX XXXXXXXXXXXX

| Grade Key – <i>In relation to standards-based core curriculum</i> | Habits that support learning |
|--|---|
| 4 – Meets the Standards with Distinction 3 - Meets the Standards 2 – Developing Skills to Meet Standards 1 – Does Not Meet the Standards N - Not Applicable | 4 - Exceeding Expectations 3 - Meeting Expectations 2 - Working towards Expectations 1 - Not Meeting Expectations N - Not Applicable |

| Reading Standards for Literature and Informational Text | M1 | M2 | M3 | M4 |
|---|----|----|----|----|
| I can ask and answer questions about key details in a text. | | | | |
| I can describe characters, setting and major events in a story using key details. | | | | |
| I can retell a story and identify the central message or lesson. | | | | |
| I can compare and contrast. | | | | |
| I can use text features to locate key facts or information in a text. | | | | |
| Foundational Skills | M1 | M2 | M3 | M4 |
| I can identify and decode words. | | | | |
| I can read grade level high frequency words. | | | | |
| I can read grade level text with accuracy and fluency. | | | | |
| Writing/Language Standards | M1 | M2 | M3 | M4 |
| I can write and develop an idea with details across the genres. | | | | |
| I can spell grade level words. | | | | |
| I can use correct punctuation to end sentences. | | | | |
| I can use capitalization correctly. | | | | |
| I can identify meanings of unknown words. | | | | |
| Speaking and Listening Standards | M1 | M2 | M3 | M4 |
| I can speak in complete sentences to communicate effectively. | | | | |
| I can ask and answer questions to clarify my understanding. | | | | |
| I can participate in discussions. | | | | |
| Math Standards | M1 | M2 | M3 | M4 |
| I can fluently add/subtract numbers to 10. | | | | |
| I can create equations to solve addition/subtraction problems within 20. | | | | |
| I can use addition/subtraction to solve word problems. | | | | |
| I can understand place value. | | | | |
| I can order and measure objects by length using non-standard units. | | | | |
| I can tell and write time to the hour and half hour. | | | | |
| I can count coins to find out their value. | | | | |
| I can organize, make and answer questions about a graph. | | | | |
| I can identify and draw shapes using attributes. | | | | |

| Social Studies | M1 | M2 | M3 | M4 |
|---|-----------|-----------|-----------|-----------|
| I can demonstrate an understanding of content and concepts. | | | | |
| I can use and apply vocabulary to explain concepts. | | | | |

| Science | M1 | M2 | M3 | M4 |
|---|-----------|-----------|-----------|-----------|
| I can demonstrate an understanding of content and concepts. | | | | |
| I can make observations. | | | | |
| I can use and apply vocabulary to explain concepts. | | | | |

| Art | M1 | M2 | M3 | M4 |
|--|-----------|-----------|-----------|-----------|
| I can create art in response to the art lesson using a variety of materials and tools. | | | | |
| I can talk about art using art vocabulary. | | | | |

| Music | M1 | M2 | M3 | M4 |
|----------------------------------|-----------|-----------|-----------|-----------|
| I can sing and play instruments. | | | | |
| I can respond to music. | | | | |

| Physical Education | M1 | M2 | M3 | M4 |
|--|-----------|-----------|-----------|-----------|
| I wear sneakers and proper clothing for physical activity. | | | | |
| I can demonstrate age appropriate skills and concepts. | | | | |
| I can demonstrate good sportsmanship. | | | | |

| Habits that support learning | M1 | M2 | M3 | M4 |
|--|-----------|-----------|-----------|-----------|
| I can follow directions. | | | | |
| I can work cooperatively. | | | | |
| I can work independently. | | | | |
| I am organized and prepared. | | | | |
| I complete class work on time. | | | | |
| I complete and return homework. | | | | |
| I demonstrate respect for others. | | | | |
| I demonstrate self-control. | | | | |
| I accept responsibility for my behavior. | | | | |

| |
|------------------|
| COMMENTS: |
| MP1 |
| MP2 |
| MP3 |
| MP4 |

Your child will be placed in 2nd Grade next year.
Teacher: xxxxx xxxxxxxx

| ATTENDANCE | M1 | M2 | M3 | M4 |
|-------------------|-----------|-----------|-----------|-----------|
| Days Possible | | | | |
| Days Absent | | | | |
| Days Tardy | | | | |

What are Power Standards?

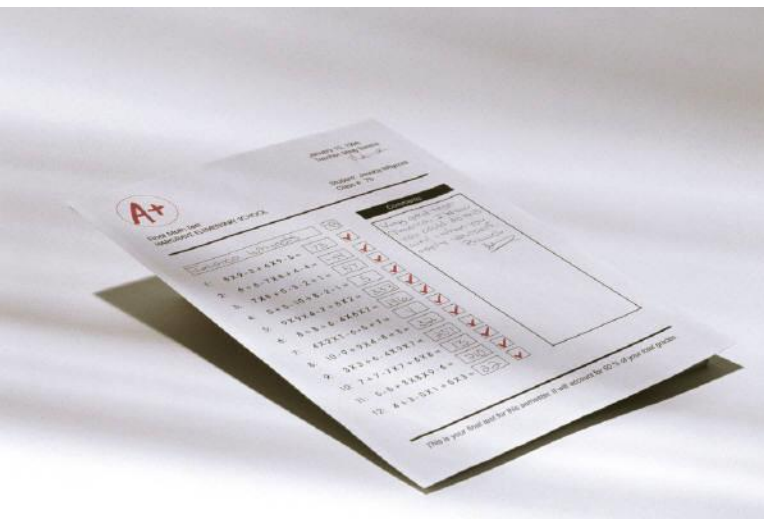
Doug Reeves and Larry
Ainsworth

Endurance- Will this standard provide the students with the knowledge and skills that will be of value beyond a single test date?

Leverage- Will this knowledge and skills be of value in multiple disciplines?

Readiness for the Next Level of Learning- Will this provide students with essential knowledge and skills that are necessary for success in the next grade or the next level of instruction?





Research and Creation

Examined the concept of power standards

Examined other districts that switched to power standard report cards

Examined standards and I can statements

Vertical Alignment for grades K-5

Parent Input Meeting



- Each elementary school represented
- Priorities and feedback/suggestions
- Discussion on power standards
- Parent Handbook
- Definitions of key words used in report card
- Access to I can statements and resources to assist with curriculum



The mission of the WCSSD is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.

WHAT ARE THE CHANGES IN OUR REPORT CARDS K TO 5

The Wappingers Central School District is pleased to announce a new report card for the 2014-15 school year. After several months of studying the Common Core Standards and meeting as a team, Kindergarten through 6th grade teachers and administrators met to draft the new report card to be unveiled this fall. Parent input was provided to the team. The report card will align with the Common Core Learning Standards and reflect updates to our curriculum and instruction.

Parents will find the following elements in the new report card:

- Reporting titles for each section of the report card that reflect the New York State and District standards for instruction. These standards are based on the Common Core Learning Standards.
- Grading Keys will continue to reflect the language in the NYS reporting system. The keys will define student progress toward the Common Core Learning Standards and be presented in a 1-4 scale, similar to previous years.

"By comparing one child's performance to a clear standard, parents, children, and teachers all know what is expected. Every time a student attempts a task, the performance is compared to the standard."

-Doug Reeves

IMPORTANT QUESTIONS ABOUT THE NEW REPORT CARD:

1. Why are only some of the standards listed on the report card?

Standards-based report cards are not a listing of all Common Core Learning Standards. Teams of teachers reviewed the Common Core Learning Standards and District standards for each grade level in the process of developing the report card. In their review, the teachers chose the descriptors which were considered most significant for student gains in each subject area and at each grade level. These standards are often referred to as "power standards." It does not mean that the other standards are less important, or that they will not be taught. In order to effectively communicate a child's progress, specific standards were selected to efficiently report growth during each of the four marking periods.

2. Can a student perform at a level 3 during one marking period and then receive a level 2 or 1 in subsequent marking periods?

The expectations change from one marking period to another as the student moves toward the grade level expectations for the end of the year. As such, a student may find that expectations have increased in each marking period. This may result in very different levels of proficiency. A student could receive a 3 in the first marking period, and a level 2 or 1 in the subsequent marking periods.

3. Some areas on my child's report card were not evaluated this marking period and the report card shows N, or not applicable. Why wasn't this standard evaluated?

Some standards spiral and can be taught each marking period. These standards will be assessed more frequently, and progress will be reported every marking period. The level of sophistication in the task may change, or the level of text complexity may change, making the expectation more rigorous (i.e. main idea). In other areas, the standard is based on a hierarchy and another standard must be mastered before the skill can progress to something more difficult. Other standards require an entire unit of study that may be unrelated to the current topic. In this case, the unit may be marked N for a quarter since the skill may not have been assessed at that time. When the standard is taught, the standard is evaluated.

Input from all stakeholders

Report Committee- Teachers and administration

Committee sought input from colleagues

Principal Input

Coordinator Input

Report Card Committee Input

Parent Input

Report Card Committee Input



Final Steps



- Board of Education Approved report on August 12th
- Teacher training
- Parent Handbook to understand change
- Website to address change and resources
- Feedback from parents, teachers and administrators after the first year via survey
- Revise if necessary