

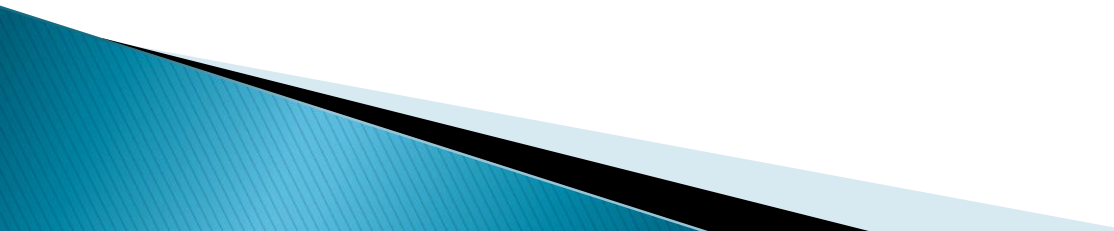
SANDWICH PUBLIC SCHOOLS

Standards–Based Report Cards

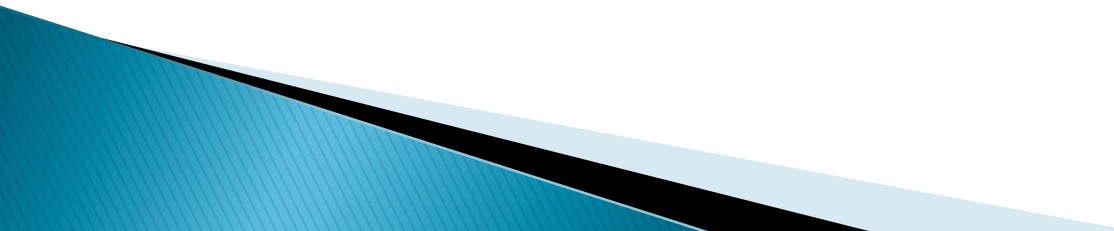
*Presented to PTAs at
Oak Ridge, Forestdale and HT Wing
March/April, 2014*

Welcome

▶ Our Discussion...

- Reasons for adopting Standards–Based grading, assessments, and reporting
 - A snapshot of how grades will be reported
 - A glimpse of the district’s Standards–Based report card and how it is organized
 - Resources that parents can access to learn more about a standards–based system
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Our goals...

- Provide an understanding about Standards-based assessment and grading
 - Provide an understanding about feedback
 - To provide feedback to students and parents
 - We need parent feedback
 - Recruit parent involvement to help with
 - Communication
 - Clarity of report cards
 - To create a parent advisory group
- 


What are Standards?

- ▶ Standards describe what students should know, and be able to do, at each grade level in each subject area.
 - Common Core State Standards for Math and ELA modified and introduced by Massachusetts in 2011
 - Next Generations Science Standards modification and introduction in process
 - Massachusetts Frameworks for all other subject areas

What is Standards–Based Grading?

- ▶ Standards–based grading:
 - Measures the **mastery** of the learning objectives
 - Communicates how students are performing on a set of clearly defined learning targets called standards
 - Identifies what a student knows, or is able to do, in relation to those learning targets; as opposed to simple averaging grades/scores over the course of a grading period
 - Provides more accurate information and feedback to students and their families on the student's progress towards meeting grade level standards

Traditional Report Cards



REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	48		
	Absent	8		
	Tardy	1		

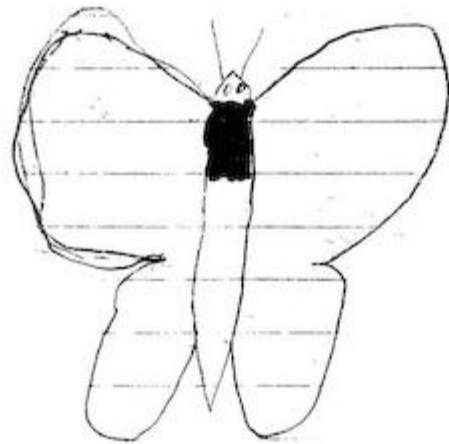
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement
U = Unsatisfactory • I = Insufficient / Incomplete

Student: _____ Grade: _____ Year: _____


- Traditional report cards generally provide one or two indications of performance (grades) for each subject
- Grades often include such factors as behavior, attendance, homework, completion, effort, extra credit, bringing in your permission slip,...

Austin's butterfly

Austin 9-3-02



Traditional Report Cards




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Old vs. New in Math



REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	48		
	Absent	0		
	Tardy	1		

A - Excellent • B - Good • C - Satisfactory • N - Needs Improvement
 U - Unsatisfactory • I - Insufficient / Incomplete

Student: _____ Grade: _____ Year: _____

Current Mathematics Standards are broken down to include:

- Counting and Cardinality (Kindergarten)
- Numbers and Operations
- Operations and Algebraic Thinking
- Fractions
- Geometry
- Measurement and Data

Consider One Math Test

Student Name: John Doe					
Question	Standard		Question	Standard	
1	5.OA.1	Correct	11	5.NBT.2	Correct
2	5.OA.2	Correct	12	5.NBT.5	Correct
3	5.NBT.5	Correct	13	5.OA.2	Correct
4	5.NBT.6	Incorrect	14	5.OA.1	Correct
5	5.OA.2	Correct	15	5.NBT.1	Correct
6	5.OA.2	Correct	16	5.OA.6	Correct
7	5.NBT.6	Correct	17	5.OA.1	Correct
8	5.NBT.1	Correct	18	5.NBT.1	Correct
9	5.NBT.6	Incorrect	19	5.NBT.6	Incorrect
10	5.OA.6	Correct	20	5.OA.1	Correct

Student Test Average 85% - B

What do you notice?

Student Name: John Doe					
Question	Standard		Question	Standard	
1	5.OA.1	Correct	11	5.NBT.2	Correct
2	5.OA.2	Correct	12	5.NBT.5	Correct
3	5.NBT.5	Correct	13	5.OA.2	Correct
4	5.NBT.6	Incorrect	14	5.OA.1	Correct
5	5.OA.2	Correct	15	5.NBT.1	Correct
6	5.OA.2	Correct	16	5.OA.6	Correct
7	5.NBT.6	Correct	17	5.OA.1	Correct
8	5.NBT.1	Correct	18	5.NBT.1	Correct
9	5.NBT.6	Incorrect	19	5.NBT.6	Incorrect
10	5.OA.6	Correct	20	5.OA.1	Correct

John is meeting expectations for all standards except 5.NBT.6 (division). John needs additional instruction and practice in division.

The Old and...

The New in Math

Math Grade 1
Understands Concepts
Computes with Accuracy
Applies Math Skills in Problem Solving
Demonstrates Effort/Participates

Math Grade 1
Operations and Algebraic Thinking
Uses strategies to add and subtract within 20
Solves story problems involving addition and subtraction
Fluently adds and subtracts within 10
Writes and solves addition and subtraction equations that include unknown numbers
Number and Operations
Counts to 120, starting with any number less than 120.
Reads and writes numerals to 120
Uses place value understanding to add and subtract within 100 using models or drawings
Measurement and Data
Measures and estimates lengths
Tells and writes time to nearest to half hour
Categorizes, compares and answers questions about data
Identifies coins and their values
Geometry
Identifies and understands properties of shapes
Divides basic shapes into halves and quarters

The Current Performance Indicators

	Kindergarten
S	Shows satisfactory growth
I	Is showing improvement
N	Needs more time to develop
	Items not marked were not evaluated at this time

	Grade 1
5	Consistently
4	Frequently
3	Sometimes
2	Not yet
1	Has not been introduced

	Grade 2
4	Consistently
3	Frequently
2	Sometimes
1	Not yet




	Grade 3
4	Doing high quality work
3	Working at grade level expectations (+ and - may be used)
2	Progressing toward grade expectations
1	Limited progress demonstrated

The New Performance Indicators –

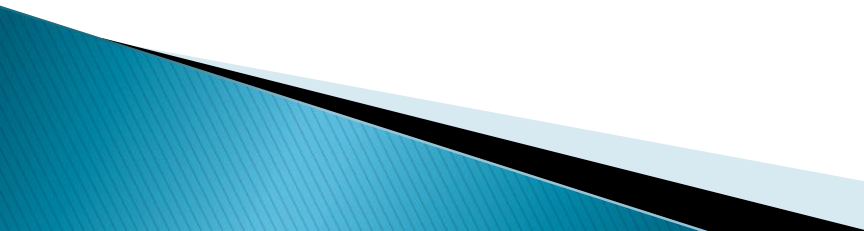
Used for performance and behavior

M	The student shows MASTERY in the grade level expectations consistently and independently
P	The student is PROGRESSING toward mastery in the grade level expectations with additional time and/or support
N	The student is NOT YET demonstrating consistent progress toward the grade level expectations
/	Not yet assessed during this term

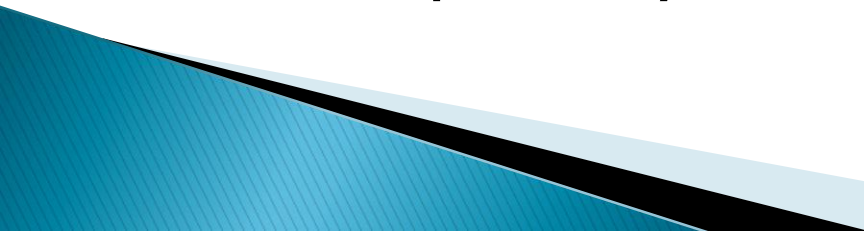
An example...

	M	Meeting the Standard Congratulations! You are successfully riding a bike by yourself.
	P	Progressing toward mastery You are pedaling well and staying upright as long as someone is holding on and giving you a little push.
	N	Not yet demonstrating consistent progress You are riding a bike, but using training wheels.

Leading to success in school: Behavior that contributes to school success:

- ▶ ***As a Citizen***
 - ▶ Shows respect for others
 - ▶ Shows respect for materials
 - ▶ Shows respect for classroom and school rules
 - ▶ Follows routines
 - ▶ Makes appropriate transitions from one activity to another
 - ▶ Practices verbal self-control
 - ▶ Practices physical self-control
 - ▶ Accepts responsibility for own behavior
 - ▶ ***As a Learner***
 - ▶ Listens attentively
 - ▶ Follows directions
 - ▶ Organizes work and materials
 - ▶ Initiates tasks and follows through to completion
 - ▶ Works independently
 - ▶ Works cooperatively in groups
 - ▶ Shows willingness to take risks and problem solve
- 

Important to remember

- Student performance is measured in many ways
 - Student work that is sent home comprises only a portion of the evidence that teachers use to rate student performance
 - The Standards are end-of-the-year measures
 - Performance expectations increase every trimester, and student performance ratings can change as well
 - It will not be unusual for a child to have many Ps – especially the first term
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Performance changes...

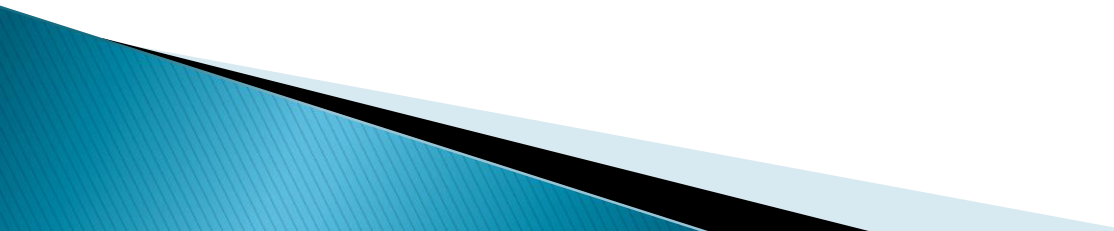
Goal:	1	2	3
Driving a Car	M	P	M

In the first trimester the student has studied the rules of the road and got their Learner's Permit.

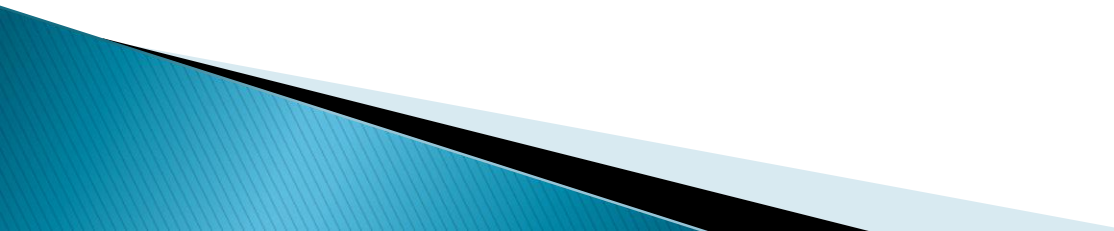
In the second trimester the student is driving with their parents, practicing on the road, but is having trouble parallel parking.

In the third trimester the student takes the Driver's test and passes and gets their license!

Special Education Students

- ▶ For students with accommodations, the content of the standard remains the same, but the instructional strategies and methods for demonstrating mastery of the standard may be adjusted.
 - ▶ Special Education progress reports will continue to accompany the report cards for those students with individualized learning goals
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Coming soon to the District's website...

- ▶ Parent toolkits will be created
 - ▶ This PowerPoint
 - ▶ Frequently Asked Questions
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Next steps...

- The report card committee will continue to work on the Standards-Based report cards
- To create a parent advisory group