A Standards-Based Report Card for Kindergarten through Grade 6

Standards-based Reporting:
Assessing Students for Learning
Goal of this Presentation

Present an overview of the new report card that will be used for communicating student progress beginning with the 2013 – 2014 school year.
Why Use a Standards-Based Report Card (SBRC)?

- Promotes equity through student achievement and accountability.

- It is an objective tool to measure a student’s progress toward proficiency in the NYS Common Core Learning Standards (CCLS).

- Provides clear information for students, teachers, and parents on what students are expected to know and be able to do by the end of each grade level.

- Supports students, teachers, and parents in monitoring progress toward mastery of grade-level standards.

- Students are NOT graded on their effort, average scores, nor their performance compared to their peers. Teachers identify Proficiency Levels (1-4) for each standard. This method of reporting helps all stakeholders understand student’s progress toward the CCLS standards for the grade level.
Why use a standards-based report card?

• The Standards do not dictate **HOW** and **WHAT** we teach, the standards describe what a student should know or be able to do at an identified point in time consistently from school to school.
• Standards provide an outline of the required knowledge and skills at each grade level.
• Standards are a set of clear goals for success and a pathway from grade to grade.
• Student monitoring on progress toward proficiency of the standards helps to ensure success for the child.
### Example of SBRC Entry – Grade 4

**English Language Arts**

<table>
<thead>
<tr>
<th>CCLS Domain</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Literature/Informational Text</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read closely to support responses and inferences with text based evidence</td>
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</tr>
<tr>
<td>Determine the theme/main idea of text using key ideas/summarizing</td>
<td></td>
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</tr>
<tr>
<td>Describe and compare the structure of information presented in a variety of texts (e.g. chronology, compare/contrast, cause/effect, problem/solution).</td>
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<tr>
<td>Determine the meaning of words and phrases as they are used in a text, including academic and content-specific vocabulary</td>
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<tr>
<td>Compare/contrast the author’s point of view and identify the way the text is organized and presented</td>
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<tr>
<td>Read with sufficient accuracy and fluency for comprehension</td>
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</tbody>
</table>
Is the Report Card *Summative* or *Formative*?

**BOTH!**

<table>
<thead>
<tr>
<th>SUMMATIVE</th>
<th>FORMATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Performance levels at the end of each quarter reflect the student’s proficiency in that standard at that point in time.</td>
<td>➢ Performance levels should be used to determine where further support or challenge is needed.</td>
</tr>
</tbody>
</table>

The goal is for all students to achieve a “3” (or higher) in each standard by the end of the school year.
Reporting for Each Quarter

- Provide grades for standards taught and assessed during the quarter.
- Some standards may not have been taught in the quarter, the N/A mark may be used for standards and concepts that are not yet taught.
- Use assessment sources for those standards, along with student work samples, to determine a student’s proficiency level toward meeting that standard.
## Proficiency Levels

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Student is well below proficient in standards for this grade level</strong></td>
<td><strong>Student is not proficient in CCLS for this grade level</strong></td>
<td><strong>Student is proficient in CCLS for this grade level</strong></td>
<td><strong>Student excels in CCLS for this grade level</strong></td>
</tr>
<tr>
<td></td>
<td>(support &amp; interventions are needed to meet the standard)</td>
<td>(partial but insufficient)</td>
<td>(needs more practice and support to meet the standard)</td>
<td>(consistently and flexibly applies the concept in a variety of situations)</td>
</tr>
</tbody>
</table>
Important Dates

- Elementary Marking Period
  - Quarter 1: September 4 – November 1*
  - Quarter 2: November 4 – January 24 (Report card distributed, Friday, January 31)
  - Quarter 3: January 27 – April 11 (Report card distributed, Friday, April 25)
  - Quarter 4: April 22 – June 26 (Report cards distributed, Thursday, June 26)

- *Parent Conferences (Sign Up during Meet the Teacher)
  - Conference Day: Tuesday, November 5, 2013
  - Evening Parent conferences: Thursday, November 7, 2013
  - Early Dismissal Dates for Parent Conferences: Thursday, November 7 and Wednesday, November 13
Parent Communication

To Support Communication Between Home and School:

Students and families should not be surprised by performance levels on the report card.

- Teachers use many informal & formal assessments and know early on where students really struggle. Teachers know their students!

- For students identified as far below proficiency in Math or English Language Arts standards based on these assessments, teachers will make Mid-Quarter Communication with students and families before the reporting period ends.
Common Questions

My child has a performance level of “2” on the 1st quarter report card. Is that to be expected?

- Yes, because they are working toward being proficient by the end of the year. **BUT**, any student with a “1” or “2” in an ELA or Math standard should be supported with interventions and re-teaching and the standard should be re-assessed each quarter to work toward proficiency.

If my student got a “3” in the first quarter, will they have a “3” in the other marking periods, if the standard was not taught again?

- No. Students will only have a level when the standard was taught and assessed. If you the teacher **did not** return to that standard with that student, a “N/A”. Will be reflected for that standard. Usually, all standards will be marked because the report card reflects “power standards,” which are basic foundational skills that students should master at each grade level.
What happens if my child is at proficiency level 3 or 4 before the end of the year?

- If a student meets or exceeds the standards ("3" or "4") in the early part of the school year, challenge/extension activities may be planned to extend understanding and application of the standard. This is an opportunity to differentiate instruction to meet a student’s individual needs.
Questions