

A STANDARDS-BASED REPORT CARD FOR KINDERGARTEN THROUGH GRADE 6



Standards-based Reporting:
Assessing Students for Learning

2013 – 2014

Goals of this presentation:

1. Ensure *all* HUFSD elementary teachers and administrators receive the same information to support their work with the new standards based reporting system.
 - ▶ *It will not address every possible scenario- your professionalism is needed and expected in order to meet the particular needs of your students and families.*
2. Present the new report card that will be used for communicating student progress beginning with the 2013 – 2014 school year.
3. Ensure an understanding of standards-based reporting



WHY USE A STANDARDS-BASED REPORT CARD?

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

THE STANDARDS BASED MODEL

<p>CCLS STANDARDS</p> <p>District, state, and nationally driven</p>	<p>CURRICULUM AND INSTRUCTION</p> <p>District Plan, Curriculum Committee Work, Professional Development, etc.</p>
<p>ASSESSMENTS</p> <p>Portfolios, Unit Tests, Weekly Tests, AIMSweb Protocols, District Assessments, State Assessments, etc.</p>	<p>REPORTING</p> <p>Conferences, Report Cards, Rtl and Team Meetings, Progress Reports, etc.</p>

IS THE REPORT CARD *SUMMATIVE* OR *FORMATIVE*?

BOTH!

SUMMATIVE	FORMATIVE
<p>➤ Performance levels at the end of each quarter reflect the student's proficiency in that standard at that point in time.</p>	<p>➤ Performance levels should be used to determine where further support or challenge is needed.</p>

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 you **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. (See math standards on report card.)
- ▶ Use **assessment sources** for those standards, along with **student work samples**, to determine a student's **proficiency level** toward meeting that standard.

CCLS
Domain

EXAMPLE OF SBRC ENTRY – GRADE 4

English Language Arts				
	Q1	Q2	Q3	Q4
Reading Literature/ Informational Text				
Read closely to support responses and inferences with text based evidence				
Determine the theme/main idea of text using key ideas/summarizing				
Describe and compare the structure of information presented in a variety of texts (e.g. chronology, compare/contrast, cause/effect, problem/solution).				
Determine the meaning of words and phrases as they are used in a text, including academic and content-specific vocabulary				
Compare/contrast the author's point of view and identify the way the text is organized and presented				
Read with sufficient accuracy and fluency for comprehension				

Standards

Proficiency Levels

1	2	3	4
<p>Student is <u>well below proficient</u> in standards for this grade level</p> <p>(support & interventions are needed to meet the standard)</p>	<p>Student is <u>not proficient</u> in CCLS for this grade level (partial but insufficient)</p> <p>(needs more practice and support to meet the standard)</p>	<p>Student is <u>proficient</u> in CCLS for this grade level</p>	<p>Student <u>excels</u> in CCLS for this grade level</p> <p>(consistently and flexibly applies the concept in a variety of situations)</p>



More on Reporting for Each Quarter

- ▶ Mark all standards that have not yet been **taught** and **assessed** with a “/” or “N/A” (to be determined).
- ▶ For any student at a proficiency of LEVEL 1, or 2, include in the *Comments* section what you are doing to support progress in that standard.
- ▶ Any **Language Arts or Math Skill** in which a student was previously at a level 1 or 2 **should be re-taught and re-assessed each** quarter to help the student to meet proficiency.
- ▶ A rating should NOT BE carried over from the previous period without assessment or work product that demonstrates the level of proficiency, as a student’s understanding may have changed.

BE PREPARED AT CONFERENCES TO SHARE THE STUDENT WORK AND ASSESSMENTS USED TO DETERMINE THE REPORT CARD LEVELS.



When examining the grade level report card with your colleagues discuss the following questions:

- **What does this standard look like** for students at our grade level for each quarter?
- **How** will we measure students' proficiency of these standards?
- **How often** will we measure this standard so that we have a fair assessment of their proficiency and understanding?
- **What can you learn about the student's learning** from this portion of the Standards Based Report Card?
- **What supports** will you have in place to help the student attain proficiency in a future marking period?

Important Dates Related to Reporting Student Progress

When do marking periods begin and end?

Quarter 1: September 4 – November 1

Quarter 2: November 4 – January 24

(Report cards distributed Fri., Jan. 31)

Quarter 3: January 27 – April 11

(Report cards distributed Fri., Apr. 25)

Quarter 4: April 22 – June 20

(Report cards distributed Fri., June 27)

When are parent conferences?

Conference Day: Tuesday, November 5, 2013

Evening Parent Conferences: Thursday, November 7, 2013

Early Dismissal Dates for Parent Conferences: Thursday, Nov. 7 and Wednesday, Nov. 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 should make a **Mid-Quarter Communication** with students and families before the reporting period.

COMMON QUESTIONS

- Many of my students have performance levels 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 the student got a “3” in the first quarter, do I put a “3” in the other marking periods, if I never taught that standard again?

No. Only put a level for those trimesters when the standard was taught and assessed. If you **did not** return to that standard with that student, put a “N/A”. If you **did** return to that standard with that student, assess again and mark the appropriate level.

COMMON QUESTIONS

- **By the 3rd week of school, I see that my 4th grade student uses no punctuation in her writing. Should I wait until the parent conference in November to talk to the family about it?**

No, Nothing should be a surprise for families in November. There should be on-going communication between the teacher and parents. Work samples and other methods of evaluation should

What do I do if students are 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 needs.

FREQUENTLY ASKED QUESTIONS

- What if I only partially taught the standard (e.g. standard is to know value of all coins but teacher has only covered pennies and nickels)?
- **Recommendation:** Slash the standard but make a note in the comments section on the students' progress toward mastering the standard.
 - However, this may be something to discuss at your site and handle how the site best sees fit.



NEXT STEPS FOR PRINCIPALS...

- ▶ Ongoing Faculty discussions about SBRC and reporting on standards through grade level meetings.
- ▶ Make the Power Point materials available to staff as a reference tool (PPT will be posted on Dr. Card's eBoard)
- ▶ Provide time for on-going conversations regarding implementation of the new report cards with each grade level – beyond first report period!
- ▶ Share HUFSD Report Card Handbooks with teachers.