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.

Frank P. Long
Stefanie Rucsinski
Alicia Ulberg
Theresa Tietjen
Lisa Nabi
Camilla Ciervo
Tracy Behl
Rosa Kalomiris
Brookhaven
Dr. Kathleen Munisteri
Dr. Rebecca Raymond
Susan Bugden
Kristen Shanley

Kreamer
Sean Clark
Corinne Figueroa
Deirdre Wittmann

Verne W. Critz
Brian Ginty
Jill DeRosa
Melissa Fels

Districtwide
Amy Brennan
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*
Refer to these sources for support in students’ developing fluency

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Add/subtract within 5</td>
</tr>
<tr>
<td>1</td>
<td>Add/subtract within 10</td>
</tr>
</tbody>
</table>
| 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 |
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

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*
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
## 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

<table>
<thead>
<tr>
<th>1</th>
<th>BELOW GRADE LEVEL STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrates minimal understanding</td>
</tr>
<tr>
<td>2</td>
<td>Beginning to develop skills</td>
</tr>
<tr>
<td>3</td>
<td>Seldom completes quality work</td>
</tr>
<tr>
<td>4</td>
<td>Requires extra time and constant instructional teacher support</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Goal</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving a car</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
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</tr>
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<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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<th>T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Driving a Car</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

By the end of the trimester the student has met the goal of driving a car
### Ride a bike by yourself

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 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!