



Standards Based Report Cards, K-4 - Overview

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Standard Based Report Cards K-4

“Improvement is not doing one thing exceedingly well; it’s doing many aligned things well.”

- McAdams, 2006



Standard Based Report Cards K-4

Introduction

What is standards-based instruction & grading?

Standards-based instruction is defined as instruction for student mastery of a defined set of standards. It is an ongoing teaching and learning cycle that insures all students have opportunities to maximize their learning.

Standards-based grading is an intentional way for teachers to track their students' progress and achievements while focusing on helping students learn and reach their highest potential. It is based on students showing signs of mastery or understanding various lessons and skills.

What are our Elementary Schools using now?:

- Tilton and Silver Hill School - Standards Based Report Cards
- All other Schools out dated report card- Jen Rubera tell you more about this



Standard Based Report Cards

Why Revise the Current report card?

- Ensure that student learning is measured against a consistent set of academic criteria
- Align the indicators for academic performance
- Standards-based instruction and assessment focuses on student's progress with specific skills
- Skills are aligned to the MA Curriculum Frameworks in all content areas
- Instruction is connected to these standards and differentiated based on student need
- Students are assessed on their progress towards meeting these standards rather than receiving a single numeric or letter grade.



New Standards Based Indicators for Academic Performance

Content and Practice Standards

E - Exceeding Expectations

M - Meeting Expectations

P - Partially Meeting/Approaching Expectations

N - Not Yet Meeting Expectations

N/A- Not Assessed


***Students are assessed using the end-of-year grade level standards.**

H Mock Up Sample

Haverhill, MA Report Card 2022 - 2023	
GRADING	
E = Exceeds standards	Extends key concepts, processes and skills. Consistently and independently works beyond stated grade-level benchmarks.
M = Met standards	Consistently and independently grasps and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.
A = Approaching standards	Beginning to grasp and apply key concepts, processes, and skills. Progressing towards stated benchmarks with and/or without support.
NS = Needs support	Not grasping key concepts, processes, and essential skills. Area of concern that requires support.
NA	Not Assessed at this time.

TRIMESTERS	1 - December	2 - March	3 - June
Student:	03		
Grade:			
Teacher:			

ATTENDANCE	T1	T2	T3
Days Absent		7.00	
Days Tardy			
Days Dismissed		1.00	



ART	T1	T2	T3
Overall Grade	E	E	
Modified Curriculum			
Effort	E		
Behavior	E		
Understands and applies concepts			

WRITING-GRAMMAR	T1	T2	T3
Overall Grade	A-	A-	
Modified Curriculum			
Effort	S	S	
Organizes ideas in writing	NI	S	
Develops content	NI	S	
Writes varied/complete sentences	NI	S	
Applies rules of usage & grammar	NI	S	
Edits and revises work	NA	S	
Produces required writing	S	S	
Writes neatly and legibly	S	S	

MATHEMATICS	T1	T2	T3
Overall Grade	A-	A	
Modified Curriculum			
Effort	S	S	

Mastery of # facts: addition/subtraction	S	S
Mastery of # facts: multiplication/division	NI	NI
Understands / uses math vocabulary	NI	S
Uses problem solving strategies	S	S
Uses math estimation skills	NA	S
Computes accurately	S	S
Explains problem solving - orally	S	S
Explains problem solving - written	NI	S

MUSIC	T1	T2	T3
Overall Grade	E	E	
Modified Curriculum			
Effort	E	E	
Behavior	G	G	
Understands and applies concepts	E	E	

PHYSICAL ED	T1	T2	T3
Overall Grade	E	E	
Modified Curriculum			
Effort	E	E	
Behavior	E	E	
Understands and applies concepts	E	E	

PERSONAL GROWTH	T1	T2	T3
Completes homework	S	S	
Works independently	S	S	
Follows directions	S	S	
Strives for quality work	S	S	
Organizes time & materials	S	S	
Cooperates as a group member	S	S	
Listens attentively	S	S	
Follows school rules/classroom rules	S	S	
Demonstrates self control in structured settings	S	S	
Demonstrates self control in unstructured settings	S	S	

READING	T1	T2	T3
Overall Grade	A-	A	
Modified Curriculum			
Reads at or above grade level	Y	Y	
Effort	S	S	
Acquires / uses basic vocabulary	NI	S	
Uses decoding / word attack skills	S	S	
Uses comprehension strategies	NI	S	
Reads with fluency and expression	NI	S	
Uses context clues	NI	S	

Format will include attendance graphic and information about attendance.

Attendance Matters:

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.



- Satisfactory = Absent less than 9 days a year or 3 days a term



- At Risk = Absent 10-17 days a year or 4-5 days a term



- Chronic = Absent more than 18 days a year or 6 days a term



Feedback from Survey

- I love it and hope it can be implemented in the fall!!
- This report card looks SO GOOD! This is so user friendly for teachers, parents and students. I love the handwriting part and also memorizing math facts (because both are so crucial for third grade). Love how writing is broken down into steps in a paragraph (matches Wit and Wisdom curriculum) and love how it's broken up by type of writing. Also love how simplified math is.
- Love it! Excited about having a common report card across the district that reflects the content standards in each subject area. It gives a broader picture of what the child can do and what they still need support with as opposed to a letter grade in elementary school.
- I think the report cards look great! I like the wording and I think it will be great to have consistency across the district.



Support for Families

DESE Family Guides

<https://www.doe.mass.edu/highstandards/>



Next Steps

Progress Monitor:

- Report Card Focus Group (open to all stakeholders) that will meet 2-3 times during the 24-25 school year
- Report Card Feedback Form where stakeholders can give feedback
- Schools' Site Council Meetings
 - Add to the agenda to give stakeholders the opportunity to share feedback/complete the Report Card Feedback Form
- Professional Development