

Standards-Based
Instruction
Assessments
Report Cards

Elementary Report Cards K-5

Branchburg Board of Education
Curriculum Committee

July 27, 2011

FOCUS

- Standards-Based **Assessment and Reporting** of Pupil Progress and Achievement
- **New Jersey Standards & Grade Level Benchmarks**
 - Revised NJCCCS (2009)—7 content areas
 - **Common Core State Standards**
 - English/Language Arts
 - Mathematics
- **State Assessments** – *PARCC and SBAC Consortia
 - *New Jersey is a member of BOTH Consortia!

The future is ahead, prepare for it.

STATE ASSESSMENTS

2012/2013: FIELD TESTING

2014-15: OPERATIONAL

SBAC -Smarter Balanced Assessment Consortium

PARCC -Partnership for the Assessment of Readiness
for College and Careers

Summative Assessment Score(s) = Accountability
Individual Student Growth = Teacher & Principal
Effectiveness

What do Standards-Based Report Cards have to do with this?

“Don’t wait. The time will never be just right.”

-Napoleon Hill (American author, 1883-1970)

BIG IDEAS

1. The growing emphasis on standards and performance assessments makes our current reporting practices inadequate.
2. Parents and community members are demanding more and better information about student learning progress and achievement.

Spring 2010 Teacher/Parent Survey

Common Threads



Parents would like to receive **more and better information** about their **child's learning progress** in school.

- Parents don't necessarily want report cards more often; they simply want information about their child's learning progress on a more regular basis.
- Because most parents see report cards as the principal or even single source of such information, they request more regular distribution schedules.

Common Threads



Parents would like to receive **more detailed information** about how their child is doing in school; however, they want that **information** in jargon-free form that **they can understand**.

- **This appears to be the reason why many parents prefer letter grades on report cards. It's not that they are convinced of the merits of letter grades but, rather, they have experienced letter grades themselves and believe they are easy to interpret.**

Common Threads



Parents want and need practical suggestions about how they can help their children.

Parents are often unsure of what their child's strengths and weaknesses are *specific to* what their child is expected to know and be able to do at that grade level.

The “formative” aspect of grading/reporting is very important to parents.

Guiding Premises

- **The primary goal of grading and reporting is communication.**
 - *The report card's purpose is to provide high-quality information in a form parents and teachers can understand clearly and use effectively.*
- **Grading and reporting are integral parts of the instructional process, much like assessment.**

Guiding Premises

- **Grading and reporting should *always* be done in reference to specific learning criteria and based on good evidence.**
 - *useful information*
 - *quality evidence on which that information is based*
- **Improvements in grading and reporting are best achieved through the development of a comprehensive reporting system.**
 - *The report card is not the only tool!*

The REPORTING FORM

- 1.** The same report form or format & the same grading key will be used across all
- 2.** Only the grade-level standards and benchmarks will be different
- 3.** The report card will be accompanied by a detailed document
 - Describes what each standard means (specific skills, knowledge, understanding)
 - For each benchmark point or reporting period during the school year

Reporting Periods: TRIMESTERS

- 4.** Trimesters instead of quarterly reporting
 - **Assessments at the beginning of the year shorten the 1st marking period!**
 - **45 day marking period too short to evaluate meaningful “growth over time”**
 - **Reporting periods: Approx. December 9, March 15, June 18**
 - **“Specials”**
If no change from a 6-day to a 5-day cycle, reporting will be January and June

OCTOBER Conferences

5. Schedule parent conferences in October

Purpose of conference: time to discuss with parents

- ✓ the learning goals (standards & benchmarks),
- ✓ how student will be assessed,
- ✓ where the student is at this time based on formative assessments;
- ✓ feedback/input from parents regarding their child

Proposed Dates: October 18, 19, 20

6. Consider spring conferences

Sample Report Card and Trimester Benchmarks

Evaluation Code, Performance Levels & Descriptors

4 Exceeds the Standard

—*Learning and performing beyond grade level standards/ expectations—independently, thoroughly and accurately*

3 Mastery/Proficiency of the Standard

—*Meets performance expectations for grade level standards*

2 Progressing Toward the Standard

—*Progressing toward grade level standards/expectations with additional support*

1 Not Meeting the Standard

—*Experiencing difficulty meeting required grade level standards/expectations; consistently requires help and support*

• **N/A** — *This standard has not been addressed or assessed at this time.*

Communications

- Print and website information
 - ✓ Brochure; Newsletter (series); Q & A
- Parent Information Nights
 - Districtwide
 - At each school