



Joseph C. Caruso Elementary School

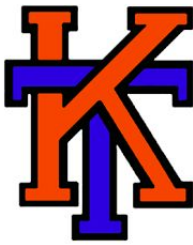
**K-5 Standards Based Grading
Parent Meeting**



District Mission Statement

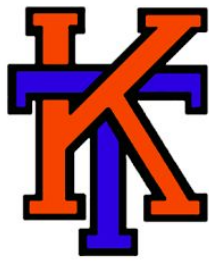
Mission

The Keansburg School District shall graduate students with educational opportunities in college and career readiness. All stakeholders will set rigorous expectations for all students in the classroom, co-curricular activities, attendance, tardiness, and discipline.



Standards - What?

The **Learning Goals** for what a student **should know and be able to** do at each grade level.



Standards - Why?

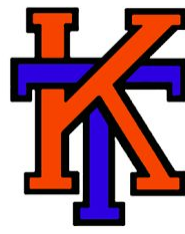
Standards help teachers ensure their students have the skills and knowledge they need to be successful.

Standards help parents understand what is expected of their children.

Goal of Standards Based Report Card



- ❑ Provide more specific feedback to parents about student progress
- ❑ Reflect grading practices that support student learning and provide richer feedback for growth
- ❑ Establish consistency in expectations across grade levels and schools



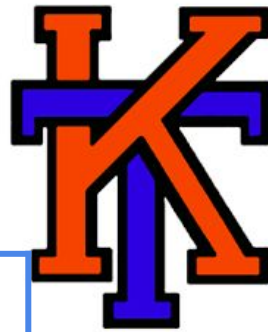
How we arrived at the Report Card

Who was involved:

Administrators, General and Special Education Teachers, Special Area Teachers, Educational Specialists.

Process:

- ☐ Committee attended PD
- ☐ Worked as team to create Report Card and Templates
- ☐ Turn-keyed information and further developed as whole grade level
- ☐ Studied standards and curriculum while thinking about our students and families



Traditional Vs. Standards Based Grades

TRADITIONAL	STANDARDS BASED
Students receive one grade for Reading, Math, and Writing.	Reading, Math, and Writing will be expanded to a list of skills. Students will receive a mark for a learning standard.
Teachers average grades from the entire term.	Final marks will be determined by what student knows and can do. Teachers will prioritize the most recent, consistent level of performance using aligned rubrics.
Teachers typically include work habits and behavior into grades.	Teachers will assess work habits and behaviors separately.
Letter scale (A,B,C,D,F) used to grade.	Proficiency levels used as grading scale.

Something to think about

The way we were graded:

“I got a A in Math!”

What does it mean to get an “A”, “B”, “C”?

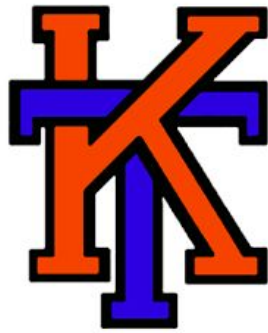


Changing the conversation

What have you learned?

What do you need to work on?

How does this compare to grade level expectations?



What is the Standards Based Report Card?



- ❑ It **highlights** the **most important skills** students should learn in each subject at a particular grade level.
- ❑ Identifies **how well a child has met** each skill within a subject area, as opposed to simply averaging grades.
- ❑ Shows **areas of strength and weakness** to better inform instruction.

Our Report Card: Proficiency Levels



Keansburg School District

Joseph C. Caruso Elementary School

81 Frances Place

Keansburg, NJ 07734-1568

(732) 787-2007 www.keansburg.k12.nj.us

GRADE 3 REPORT CARD

School Year:

Marking Period:

Date Issued:

Student:

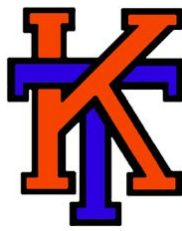
Homeroom Teacher:

Proficiency Levels

ES = Exceeding the Standard	Extends key concepts, processes, and skills. Consistently works beyond grade-level benchmarks.
MS = Meeting the Standard	Consistently grasps and applies key concepts, processes, and skills. Progressing toward grade-level benchmarks.
AS = Approaching the Standard	Beginning to grasp and apply key concepts, processes, and skills. Progressing toward grade-level benchmarks.
NS = Needs Support	Not grasping key concepts, processes, and skills. Area of concern that requires support.
NA = Not Assessed at this time	

* Next to the subject area indicates that the standards have been modified.

Our Report Card: Standards



Content Area

MATHEMATICS		Teacher:		
Operations and Algebraic Thinking		T1	T2	T3
Demonstrates fluency and accuracy with multiplication and division facts				
Solves word problems using the four operations as introduced				
Numbers and Operations in Base Ten		T1	T2	T3
Uses place value understanding and properties to perform multi-digit arithmetic				
Fluently adds and subtracts within 1000 using strategies based on place value and properties of operations				
Uses place value understanding to round whole numbers to the nearest 10 or 100				
Numbers and Operations – Fractions		T1	T2	T3
Represents and explains fractions on a number line				
Explains and compares fractions and their equivalents				
Geometry		T1	T2	T3
Categorizes shapes by their attributes				
Measurement and Data		T1	T2	T3
Solves problems involving intervals of time				
Solves problems using metric measure involving liquid, volume, and mass				
Represents and interprets data using graphs and line plots				
Understands concepts of perimeter and area				

Standard within the domain

Performance Indicator (ES,MS, AS, NS,NA)



Our Report Card: Behaviors

BEHAVIORS THAT SUPPORT LEARNING				
O = Outstanding		Student is a role model in this area or behavior		
S = Satisfactory		Sometimes demonstrates appropriate behavior or work habits in this area.		
N = Needs Improvement		Never demonstrates appropriate behavior or work habits in this area.		
BEHAVIORS THAT SUPPORT LEARNING	Teacher:	T1	T2	T3
Demonstrates academic effort and independence				
Follows classroom rules and routines				
Active listener				
Stays on task and completes classwork independently				
Completes assigned homework				
Displays organizational skills				
Participates in class				
Accepts responsibility for actions				
Respects school staff and peers and school environment				
Stays on task and completes classwork independently				
Follows directions				
Responds well to corrections and suggestions				
Works cooperatively with others				
Has consistent attendance				
DAILY ATTENDANCE				
	Trimester 1	Trimester 2	Trimester 3	Total
TARDY				
ABSENT				

Our Report Card: Comments



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GRADE 3 REPORT CARD

School Year:

Marking Period:

Date Issued:

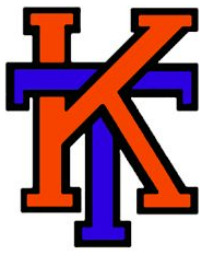
Student:

Homeroom Teacher:

TEACHER COMMENTS

TRIMESTER 1

Proficiency Indicators



STANDARDS-BASED LEARNING PROGRESSION

NS=Needs supports

Developing Proficiency:

Student demonstrates progress toward initial foundational skills of the topic.



AS

Approaching Grade Level Standards:

Student demonstrates proficiency on foundational skills of the topic.



MS (Target)

Meets Grade Level Standards:

Student demonstrates proficiency on all grade level skills of the topic.

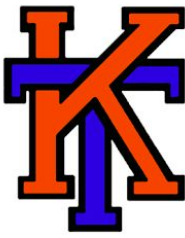


ES

Exceeds Grade Level Standards:

Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.





MS - Meeting the Standard

MS - The student grasps and applies key concepts, processes, and skills.
Progressing toward grade-level benchmarks

MS - Something to be celebrated

**The student has met the grade level expectation for the
NJ Student Learning Standard**

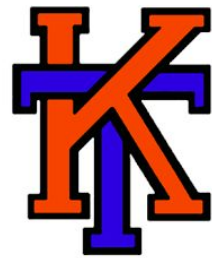


AS - Approaching The Standard

AS - The student is beginning to grasp and apply key concepts, processes, and skills.

Progressing toward grade-level benchmarks.

AS - indicates that the student **may need some extra help or extra time** to practice/understand concepts or skills.



ES - Exceeding The Standard

ES - The student extends key concepts, processes, and skills. Consistently works beyond grade-level benchmarks.

ES - is difficult to obtain and indicates **UNUSUALLY HIGH** achievement **BEYOND** the grade level expectation.



NS - Needs Support

NS - The student is not grasping key concepts, processes, and skills. Area of concern that requires support.

It means that student demonstrates **minimal understanding**.

The student **may need interventions** to learn and stay on track with grade level expectations.



NA - Not assessed at this time

This will be used when a skill has not yet been taught for the marking period.

“*” Indicates that the standards have been modified



Proficiency Levels

- ❑ Indicate current proficiency. These indicators may change from one marking period to the next.
- ❑ Rubrics are used to identify student attainment of standards.



Assessments

- ☐ Formative Assessments
- ☐ Summative Assessments
- ☐ Teacher notes
- ☐ Benchmarks
- ☐ Work Samples



Rubrics

Each grade level created rubrics used to assess and report Proficiency Levels.

- ☐ Rubrics are used to evaluate progress towards the standard at the end of each trimester
- ☐ Rubrics are used by all teachers
- ☐ Rubrics are posted online for parents
- ☐ Data collection for each standard is used to determine a student's progress

Example: Kindergarten Sight Words



Reads introduced sight words

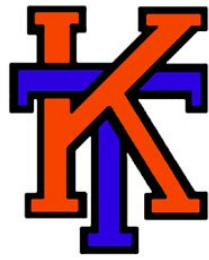
Trimester	NS	AS	MS	ES
1st	Student recognizes fewer than 5 kindergarten sight words.	Student recognizes 5-10 kindergarten sight words.	Student recognizes 11-20 kindergarten sight words.	Student recognizes 21 or more kindergarten sight words.
2nd	Student recognizes fewer than 30 kindergarten sight words.	Student recognizes 30-40 kindergarten sight words.	Student recognizes 41-50 kindergarten sight words.	Student recognizes 51 or more kindergarten sight words.
3rd	Student recognizes fewer than 70 kindergarten sight words.	Student recognizes 70-80 kindergarten sight words.	Student recognizes 81-92 kindergarten sight words.	Student recognizes all 92 kindergarten sight words and reads them within context.



Example: 4th Grade Rounding to Compare

Uses place value understanding to round and compare multi-digit whole numbers

Trimester	NS	AS	MS (Target)	ES
1st - 3rd	Student demonstrates limited ability to use place value understanding to round and compare multi-digit whole numbers.	Student demonstrates an inconsistent ability to use place value understanding to round and compare multi-digit whole numbers.	Student frequently demonstrates the ability to use place value understanding to round and compare multi-digit whole numbers.	Student is consistently able to use place value understanding to round and compare multi-digit whole numbers.



Trimester Dates

Trimester 1 → December 7th

Trimester 2 → March 15th

Trimester 3 → June 19th



What is my role as a Parent

- ☐ Access the rubrics on our school website to help you understand your child's proficiency levels
- ☐ Focus on a few areas of strength and a few areas for growth when talking with your child
- ☐ Do not think of the report card in terms of translating to the traditional grades!
- ☐ Reach out to your child's teacher for specific strategies



