

# Standards-Based Report Cards



**PRESENTED BY**

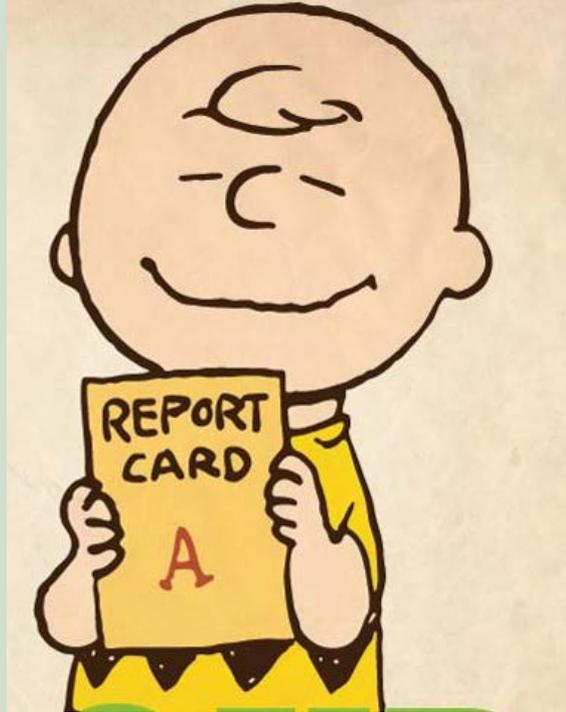
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# Agenda



- Purpose
- History
- Transition
- Example of a Standard
- Discussion

# Defining the Purpose of the SBRC



- To communicate information about students' achievement
- To provide information to students for self-evaluation
- To select, identify, or group students for certain educational programs
- To provide incentives for students to learn
- To evaluate the effectiveness of instructional programs

*(Guskey, 2010)*

# History



**2011**

*New Jersey adopts the  
Common Core State Standards*

**2012**

*SDoC revises K-5 ELA and Math  
Curriculum to reflect CCSS*

# History



## **2013 - 2014**

*Teachers implement curriculum based on CCSS*

*Kindergarten assesses CCSS math on report card  
Two fourth grade teachers pilot a SBRC*

## **2014 - 2015**

*LAS implements a SBRC*

*Supervisors revise K-3 report cards based on CCSS  
Supervisors present K-3 SBRC to team leaders/principals for feedback  
SBRC revised according to feedback*

## **2015 - 2016**

*SBRC Implemented in Grades K and 1  
Supervisors and 2-3 grade level leaders meet to determine SBRC assessments*

# *Transitioning to Standards -Based Comparisons*



- Standards -Based Levels of Proficiency reflect where students stand in reference to specific expectations for their learning.
- Standards-Based reporting changes a parent's perspective from,
  - *How is my child doing compared to other students in the class?* to *How is my child doing with regard to the learning standards for this level?*
- In order to promote understanding and facilitate parents' transition from the previous norm-referenced report card to the standards-based report card, it is important that teachers provide clear examples of student work at the various performance levels. These examples enhance parents' knowledge of teachers' expectations.

*The Communication Challenge Of Standards-Based Reporting*, Guskey, Phi Delta Kaplan, December, 2004

# *What are the Indicators for Achievement?*



A score of “4” indicates that the student has an **advanced understanding** and **exceeds grade-level** expectations as defined by the standard. A student receiving a “4” demonstrates mastery of the specific skill and the ability to apply the skill in ways that go beyond the standard.

A score of “3” indicates that the student consistently **demonstrates proficient** understanding and mastery of grade-level standards and academic expectations. In order to meet grade level expectations, a student should score a "3" **by the completion of the academic year.**

# *What are the Indicators for Achievement?*



A score of “2” indicates that the student demonstrates **partial understanding and is progressing** toward meeting grade-level expectations. A student receiving a “2” understands the basic concept or skill but has not yet reached the proficient level and/or cannot demonstrate that skill independently. A “2” indicates to parents that their child may **need more time to practice** and apply that skill or concept.

A score of “1” indicates the student **does not meet grade-level** expectations and is unable to or rarely able to demonstrate the particular skill. A student receiving a “1” is not meeting the grade level standards and **interventions may be needed**.



**Proficiency levels of “3” and “2” reflect that a student is working within grade-level expectations.**

# *Example of a Standard Assessment*



Standard: Recognizes and generates simple equivalent fractions; explains why fractions are equivalent.

1- Not able to recognize or generate equivalent fractions.

2- Recognizes and generates equivalent fractions.

3 - Recognizes, generates and explains why simple fractions are equivalent.

4 - Recognizes, generates and explains why complex fractions are equivalent.

# Thank You For Your Time



We value your feedback and appreciate your time.

Please contact me with questions or concerns.

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