# Standards Based Report Cards

# Tonight's Goals

- Understand Standards and Standards Based Report Cards
- Understand why we use Standards Based
   Report Cards



# What are Standards?

PA Department of Education developed standards that describe what students should know and be able to do at the end of each grade level in all subject areas



#### **Examples of Standards**

#### K: ELA

Standard - CC.1.1.K.D

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondence.
- Associate the long and short sounds with common spellings for the five major vowels.
- Read grade-level high-frequency sight words with automaticity.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### 1st: Math

Standard - CC.2.1.1.B.2

Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.

#### 2nd: Science

Standard - 3.1.2.A5

Explain how different parts of a plant work together to make the organism function.

## Purpose of Report Cards



#### Purpose statement on K-2 report

The purpose of the standards-based report is to provide you with information about your child's progression toward meeting grade-level standards and learning-related behaviors.

This report details what students should know and be able to do by the end of the year.

Traditional Report Cards vs/	Standards Based Report Cards
W	

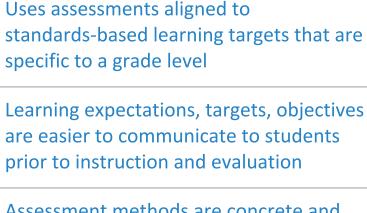
Traditional Grading

Grades may or may not be a combination of achievement, attitude, effort, and behavior

Grades may or may not include a combination of individual performance and group grades

Variation in assessment quality; assessments may or may not align directly to the PA Core standards for the grade level

Students may be less familiar with the learning targets to be assessed or what mastery looks like



Standards-Based Grading

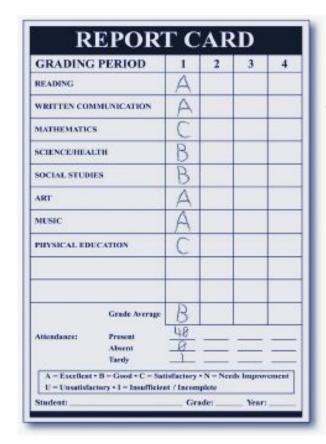
assessed

Only learning related to the standards is

Student performance in comparison to

the standard is assessed

Assessment methods are concrete and reflect student performance toward the standard



## Traditional Report Cards

- Generally provide one indication of performance (a grade) for each subject
- Communicates how a child is doing overall in a subject area
- Reflects achievement during that marking period



## Standards Based Report Cards

- Each content area is broken down into specific skills and knowledge
- Progress relative to end of year standard

Language Arts	T1	T2	Т3			
1.1 Foundational Skills						
1.1 Foundational Skills						
Demonstrates concepts of print.						
Identifies and produces rhyming words.						
Segments and blends syllables.						
Segments and blends phonemes.						
Identifies all upper and lower case letters.						
Identifies sand produces letter sounds.						
Decodes single syllable words.						
Manipulates sounds in words to create new words.						
Recognizes and reads common sight words.						
1.2 Reading Informational Text						
Identifies the main topic and supporting details.						
Asks and answers questions about text to demonstrate comprehension.						
Connects two ideas within the same text.						
Compares two texts on the same topic						



# Why Standards Based Reporting in WCASD?

 It is a comprehensive system that aligns instruction and assessment to standards

 Provides a more detailed reflection of what students know and are able to do



#### Westtown Thornbury Elementary School

Principal: Dr. Nora Wheeler

her concepts, processes and skills.

Teacher:

Student Number:

Student Name:

PERFERENCE .	4.000.000	C-Section Community
Chartest Alberton	0	0
Convent Tanders	9.7	
YTD Abamore	3.	2
YTD Teelies		

#### 2018-2019 First Grade Student Report

The purpose of the First Grade Student Report is to communicate achievement of learning related behaviors and grogory soward Pennsylvania Standards.

"The advanced level is rare to receive, even at the end of the year, because the student should be significantly above the standard expectation

4 - Advanced

2/2+ Basic 2+: The student's performance demonstrates significant progress toward meeting the standard as required for the grade level. 2: The student's performance demonstrates progress toward meeting the standard as required for the grade level. The student is developing an understanding of key concepts, processes and skills.

The student's performance consistently exceeds the standard as

required for the grade level. The student is able to extend the

3 - Proficient

The student's performance consistently meets the standard as required for the grade level. The student applies the key concepts, processes and skills,

1 - Below Basic

The student's performance demonstrates limited progress toward meeting the standard as required for the grade level. The student displays insufficient understanding of the key concepts, processes and skills.

N.A - Not Assessed at this time.

Proficiency Levels

year goal. The expectation is that students meet standards with a 3 by the third and final report.

A header identifies each core subject with standards noted underneath.

Language Arts		TI	12	73
1.1 Foundational Skills		a second	100000	1000
Demonstrates concepts of print.	Trimester 1 often has many 2's. It is appropriate and indicates that children	121	2	2+
Identifies and produces storning words.	are making expected progress toward the end of year expectation.	2	2*	3.
Segments and blends willables.	are many expense progress source are any or year expension.	127	2+	3
Segments and fornds phonemes		NA	2	2+
Identifies all upper and lower case letters.		2+	2+	3
Identifies and produces letter sounds.		2	Will.	3.
War and the second seco		35.4		

until there is an appropriate amount of data collected.

Learning Related Behaviors	11	12	-13
Self-Directed Learning	1 200	SHEE	
Follows directions	NI	NI	301
Mageragia ethetrion	St	N2	30
Contributes to classeoms discussions	P		DC
Follows classroom routions	NI	201	281
Works and ependently	NI NI	.50	N
Seeks help when appropriate	P	DC	DC
Produces neat work	M	202	-30
Demonstrates organizational skills	NI -	NL	201
Completes work on time	DC DC	DC.	DC

NI - Needs Improvement

Progressing DC - Demonstrates Consistently

"In order to achieve the DC, the child must exhibit the expectation close to 100% of the



## Real Life Example of Proficiency Scale

Standard	1	2	3	4
Ride a bike by yourself.	You are riding a bike with training wheels.	You are pedaling well and staying upright as long as someone is holding on and giving you a little push.	You are successfully riding a bike by yourself.	You not only ride a bike on your own, but you can pop a wheelie, or jump ramps. You are continuing to learn new tricks.



#### 1 - Below Basic

Demonstrates limited progress toward meeting the standard. Displays insufficient understanding of the key concepts, processes, and skills.

#### 2/2+ - Basic

- <u>2+</u>: Demonstrates significant progress toward meeting the standard.
- <u>2</u>: Demonstrates progress toward meeting the standard. Developing an understanding of key concepts, processes, and skills.

#### 3 - Proficient

Consistently meets the standard. Applies the key concepts, processes, and skills

#### 4- Advanced

Consistently exceeds the standard.
Able to extend the key concepts, processes, and skills.

## **Proficiency Indicators**

## Sample Proficiency Scale

1st Grade ELA Standard	1	2	3	4
Can consistently identify the main topic and retell key details of an informational text	With prompting and support, identifies the main topic and retells key details of an informational text.	Inconsistently identifies the main topic and retells key details of an informational text	Can consistently identify the main topic and retell key details of an informational text	Determines the main topic of an informational text, retells key details, and explains how they support the main topic



### Children learn and grow at their own rate and in their own way! Standards Reporting reflects that learning in an accurate way.



## Timeline

- September 2019: Parent Resource (s'more) communicated via email
- October 2019: Tonight's Presentation
- November 2019: Parent Conferences
- December 2019: First Report Card
- January 2020: Parent Survey/Focus Groups

