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

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

Why do we have 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 Grading	Standards-Based Grading
• Grades may or may not be a combination of achievement, attitude, effort, and behavior	• Only learning related to the standards is assessed
• Grades may or may not include a combination of individual performance and group grades	• Student performance in comparison to the standard is assessed
• Variation in assessment quality; assessments may or may not align directly to the PA Core standards for the grade level	• Uses assessments aligned to standards-based learning targets that are specific to a grade level
• Students may be less familiar with the learning targets to be assessed or what mastery looks like	• Learning expectations, targets, objectives are easier to communicate to students prior to instruction and evaluation
	• Assessment methods are concrete and reflect student performance toward the standard

Traditional Report Cards vs/ Standards Based Report Cards

WC

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	T3
1.1 Foundational Skills			
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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

West Chester Area School District

Westtown Thornbury Elementary School

Principal: Dr. Nora Wheeler
Teacher:
Student Number:
Student Name:

Attendance	Excused	Unexcused
Current Absences	0	0
Current Tardies	0	0
YTD Absences	3	2
YTD Tardies	0	0

2018-2019 First Grade Student Report

The purpose of the First Grade Student Report is to communicate achievement of learning related behaviors and progress toward 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
The student's performance consistently exceeds the standard as required for the grade level. The student is able to extend the key concepts, processes and skills.

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.

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
Each standard represents an end of 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	T1	T2	T3
1.1 Foundational Skills			
Demonstrates concepts of print.	2	2	2+
Identifies and produces rhyming words.	2	2+	3
Segments and blends syllables.	2	2+	3
Segments and blends phonemes.	N/A	2	2+
Identifies all upper and lower case letters.	2+	2+	3
Identifies and produces letter sounds.	2	2+	3

Trimester 1 often has many 2's. It is appropriate and indicates that children are making expected progress toward the end of year expectation.

We use N/A to report progress until there is an appropriate amount of data collected.

Learning Related Behaviors	T1	T2	T3
Self-Directed Learning			
Follows directions	NI	NI	NI
Maintains attention	NI	NI	NI
Contributes to classroom discussions	P	P	DC
Follows classroom routines	NI	NI	NI
Works independently	NI	NI	NI
Seeks help when appropriate	P	DC	DC
Produces neat work	NI	NI	NI
Demonstrates organizational skills	NI	NI	NI
Completes work on time	DC	DC	DC

NI – Needs Improvement
P – Progressing
DC – Demonstrates Consistently

*In order to achieve the DC, the child must exhibit the expectation close to 100% of the time.

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

2+: Demonstrates significant progress toward meeting the standard.

2: 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