

Revisions to Elementary Report Cards/Grading and Homework

2017-2018

NEW ~ Elementary Report Cards

- **Trimester reporting at the Elementary Level (December, March, and June).**
- **The number of indicators have been condensed and revised to align with the newly adopted New Jersey Student Learning Standards.**
- **Grade-level rubrics will be created for each indicator to ensure consistent grading. Rubrics will break down/chunk expected progress for each indicator/trimester. Therefore, parents will have a clearer understanding of their child's progress towards the end-of-year standard throughout the school year. Rubrics are currently under construction and will be shared this Fall before the 1st reporting period..**

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Performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- **E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.**
- **3 - The student is meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills.**

(continued on next slide)

NEW ~ Elementary Report Cards

- 2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 - The student is not meeting grade level expectations. At this time performance does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.
- NA - Not assessed

NEW ~ Homework is now “Classroom Extensions”

- The purpose for assigning *Classroom Extension* activities:
 - To give students the opportunity to extend lessons,
 - To practice skills,
 - To develop good work habits.
 - To afford students opportunities for independent study, research, and creative and critical thinking.
- *Classroom Extension* activities can also serve as one form of communication between the teacher and the family. Therefore, it is up to the student, family, and teacher to share the responsibilities of *Classroom Extensions*.

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Responsibilities of Parents

- To ask questions when *Classroom Extensions* are unclear or problematic
- To support students in completion of *Classroom Extensions* to the best of his/her ability
- To make up missed *Classroom Extension* activities that the teacher requires
- To provide a routine and environment that is conducive to completing *Classroom Extensions*
- To generate excitement, foster student independence, and provide materials to complete *Classroom Extensions*
- To remain informed about *Classroom Extension* opportunities
- To encourage nightly reading

NEW ~ Classroom Extension Guidelines

Time allotments include all aspects of the homework assignment- nightly reading, research, and the like.

<u>Grade</u>	<u>Avg. Length of Daily Classroom Extension</u>
Kindergarten- second	Up to 30 minutes*
Third	Up to 45 minutes*
Fourth-Fifth	Up to 60 minutes*

*Important reminder- the above times include nightly reading expectations.