



**An Introduction to the
Revised Elementary
Standards Based
Report Cards & *New*
Companion Rubrics**

The Road to Revision...

- Elementary Home School Connection Committee
- Stakeholder Surveys & Community/Staff Feedback
- Analysis of previous report cards and newly adopted New Jersey Student Learning Standards/ Next Generation Science Standards

Key Elements of *Revised* Report Cards

- ***TRIMESTERS***- extended grading periods to collect additional evidence of student progress and allow for developmental growth with academic and social-emotional standards/expectations
- Overall reduction of standards/indicators included in the report cards- to highlight most important concepts/skills studied
- Reader/User friendly language

NEW Companion Rubrics

- Feedback from many parents/guardians conveyed the sentiment that their child was predictably a 2-2-2-3 on most indicators; this was due to the fact that on our prior standard based report card a student's grade each marking period reflected their progress toward the **end of year standard**
- With our redesigned report cards, students can achieve a score of 1, 2, 3, or E based upon the skills/concepts taught **within each trimester** as detailed on the rubric, with the **last** trimester reflecting reaching the end of the grade level standard
- ***Learning Progressions-*** chunking of skills/concepts to “breakdown” end of year standards into trimester expectations/goals
- Increased transparency of curriculum and academic standards

Grading Key

- **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.
- **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 students 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
- **M** - The standards for the area indicated have been modified.

English Language Arts Example

AREA OF ASSESSMENT: Compares and contrasts characters, themes, settings, and plots of stories across texts (Grade 3)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently compare and contrast story elements across texts, identifying key similarities and differences.	Student can consistently and independently compare and contrast story elements across texts, identifying key similarities and differences. <u>Student can elaborate on them by citing evidence from the texts.</u>	Student can consistently and independently compare and contrast story elements across <u>benchmark or above benchmark texts</u> , identifying key similarities and differences. Student can elaborate on them by citing evidence from the texts <u>and explain how elements influence characters' thoughts and/or actions.</u>
3	Student can consistently identify story elements across <u>benchmark texts</u> .	Student can consistently compare and contrast story elements across <u>benchmark texts</u> , identifying key similarities and differences.	Student can consistently compare and contrast story elements across <u>benchmark texts</u> , identifying key similarities and differences. <u>Student can elaborate on them by citing evidence from the texts.</u>
2	With prompting and support , student attempts to identify story elements across <u>benchmark or below benchmark texts</u> . May include minor errors and/or misconceptions.	With prompting and support , student attempts to <u>compare and contrast</u> story elements across <u>benchmark or below benchmark texts</u> . May include minor errors and/or misconceptions.	With prompting and support , student can compare and contrast story elements across <u>benchmark texts</u> , identifying key similarities and differences.
1	With consistent prompting and support , student has difficulty identifying story elements across <u>below benchmark texts</u> .	With consistent prompting and support , student has difficulty <u>identifying, comparing, and contrasting</u> story elements across <u>below benchmark texts</u> .	

Mathematics Example

AREA OF ASSESSMENT: Adds and subtracts within 20 (using mental strategies)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently demonstrate fluency using mental strategies to apply addition and subtraction facts beyond 20.		
3	Student can consistently demonstrates fluency using mental strategies and apply addition and subtraction facts up to and including 20.		
2	With teacher support , student is developing fluency and using a variety of mental strategies, when adding and subtracting combinations up to and including 20. Student may use counting on fingers and number lines as well as mental strategies at times.	Student is developing fluency using mental strategies to add and subtract combinations up to and including 20. Student may use number lines as well as mental strategies at times.	
1	Student is not yet developing fluency with using mental strategies when adding and subtracting combinations up to and including 20.		

By end of Grade 2, know from memory all sums of two one-digit numbers.

Science

With 2017-2018 being the first year of implementation of the *Next Generation Science Standards* and *New Jersey Student Learning Standards for Science* at the elementary level, the report card indicators for science have been written with more detail already provided in them and with the majority of content indicators being taught during one or two trimesters. Based on teacher experience implementing and assessing student progress toward accomplishing these standards this year, rubrics to further outline expectations in science may be established for 2018-2019 as appropriate.

Social Studies Example

AREA OF ASSESSMENT: Demonstrates understanding of American democracy and the rights, responsibilities, and roles of an American citizen (Grade 4)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently and independently demonstrate understanding that the US functions as a representative democracy, explain the rights and responsibilities of an American citizen, and the impact of these rights.	
3		Student can consistently demonstrate understanding that the US functions as a representative democracy and explain the rights and responsibilities of an American citizen.	Student can consistently demonstrate understanding that the US functions as a representative democracy, explain the rights and responsibilities of an American citizen, <u>and the impact of these rights.</u>
2		With prompting and support , student can demonstrate understanding that the US functions as a representative democracy, and explain the rights and responsibilities of an American citizen.	
1		With consistent prompting and support , student has difficulty demonstrating understanding that the US functions as a representative democracy and explaining the rights and responsibilities of an American citizen.	

Roll-out of New Documents...

- Information will be shared at November PIC meeting and October-December PTA/PFA meetings at each school
- This presentation will be available on the District and Elementary School websites along with new report cards and companion rubrics
- Staff have already been introduced to new documents and providing feedback, which will continue to be collected throughout the school year
- Committee will revisit report card and companion rubric documents at the end of the school year to make additional revisions, as necessary