

**STANDARDS BASED
GRADING +
REPORT CARD
PRESENTATION
OCTOBER 24, 2022**

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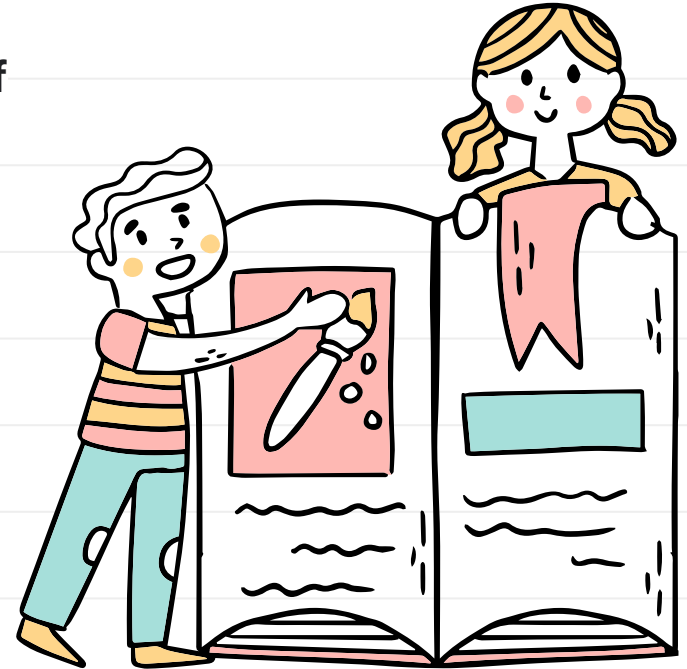
A Closer Look at Standards-Based Grading & Report Cards

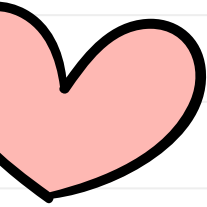
INTRODUCTION

WHAT IS STANDARDS-BASED INSTRUCTION + GRADING?

Standards-based instruction is defined as **instruction for student mastery of a defined set of standards**. It is an ongoing teaching and learning cycle that insures all students have opportunities to maximize their learning.

Standards-based grading is **an intentional way for teachers to track their students' progress and achievements while focusing on helping students learn and reach their highest potential**. It is based on students showing signs of mastery or understanding various lessons and skills.



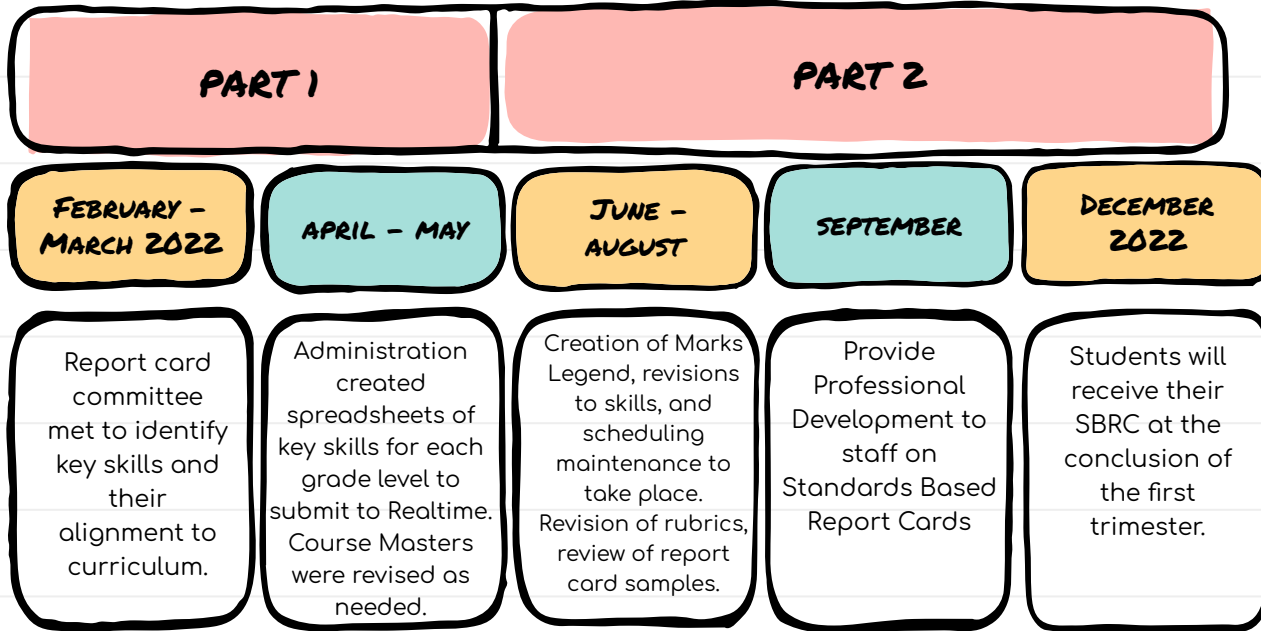


WHY REVISE THE CURRENT REPORT CARD?

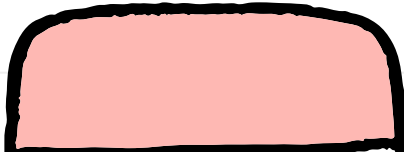
- Standards-based instruction and assessment focuses on student's progress with specific skills
- Skills are aligned to the New Jersey Student Learning Standards (NJSLS) in all content areas
- Instruction is connected to these standards and differentiated based on student need
- Students are assessed on their progress towards meeting these standards rather than receiving a single numeric or letter grade.




IMPLEMENTATION TIMELINE




WHAT IS A STANDARDS-BASED REPORT CARD



Standards-based report cards differ from traditional report cards in that there are multiple averages calculated for an overall subject area.



Teachers are able to identify student strengths and areas for growth. This allows for a more informed approach to student learning.



As opposed to the traditional grading system that only provides students with a single numerical or letter grade, a SBRC identifies how well a child is mastering each skill.

Lanoka Harbor Elementary School

Second Grade Report Card

281 Manchester Avenue, Lanoka Harbor, NJ 08734

Phone: 609-971-2090

Levels of
Support

Student: Brewer, Jayson

Homerom Teacher: H. Meyler

School Year: 2022-2023

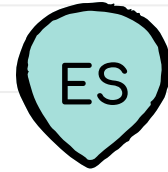
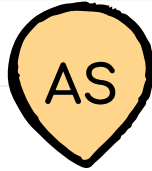
Performance Levels	Levels of Support	Progress Indicators for Personal and Social Growth & Special Areas	Attendance															
<p>ES - Exceeding the Standard: Demonstrates a thorough understanding of skills and concepts</p> <p>MS - Meeting the Standard: Demonstrates a general understanding of skills and concepts</p> <p>AS - Approaching the Standard: Demonstrates a partial understanding of skills and concepts</p> <p>NS - Not Meeting the Standard: Demonstrates a limited understanding of skills and concepts</p> <p>NA - Not assessed at this time</p>	<p>WI - Works Independently</p> <p>SN - Sometimes Needs Support</p> <p>FN - Frequently Needs Support</p> <p>AN - Always Needs Support</p>	<p>C - Consistently</p> <p>O - Occasionally</p> <p>I - Infrequently</p>	<table style="margin: auto;"> <tr> <td></td> <td>T1</td> <td>T2</td> <td>T3</td> <td>Total</td> </tr> <tr> <td>Absent</td> <td>0</td> <td></td> <td></td> <td>0</td> </tr> <tr> <td>Tardy</td> <td>1</td> <td></td> <td></td> <td>1</td> </tr> </table>		T1	T2	T3	Total	Absent	0			0	Tardy	1			1
	T1	T2	T3	Total														
Absent	0			0														
Tardy	1			1														

Performance
Descriptors

Trimester:	1	2	3	Trimester:	1	2	3
READING H. Meyler/D. Weber				SPEAKING H. Meyler			
Level of Support				Engages in collaborative discussions and structured conversations			
Foundational Skills				Asks and answers questions to gather information			
Reads grade-level texts with accuracy and fluency to support comprehension				Expresses thoughts, feelings, and ideas clearly			
Knows and applies phonics and word analysis skills to decode words				MATHEMATICS H. Meyler/M. Costa			
Explains the meaning of unknown or multi-meaning words and phrases				Level of Support			
Literature				Fluently adds and subtracts within 20			
				Understands place value			

Standards

STANDARDS BASED LEARNING PROGRESSION



<p>Not Meeting the Standard: Demonstrates limited understanding of skills and concepts requiring considerable teacher support.</p>	<p>Approaching the Standard: Demonstrates partial understanding of skills and concepts requiring moderate teacher support.</p>	<p>Meeting the Standard: Demonstrates general understanding of skills and concepts with little to no teacher support.</p>	<p>Exceeding the Standard: Demonstrates thorough understanding of skills and application beyond what is taught with distinction.</p>
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Standards Based Grading at a Glance 22-23

Grading Scale Conversion for SBRC

1 ES - Exceeding the Standard 90-100%

2 MS - Meeting the Standard 70-89%

3 AS - Approaching the Standard 50-69%

4 NS - Not Meeting The Standard 0-49%

Levels of Support

WI - Works Independently

SN - Sometimes Needs Support

FN - Frequently Needs Support

AN - Always Needs Support

Progress Indicators for Personal and Social Growth

C - Consistently

- Occasionally

I - Infrequently

Trimester Dates

1st: Sept. 6 to Dec. 8

2nd: Dec. 9 to March 15

3rd: March 16 to June 16

O

RUBRICS

- Teachers will utilize rubrics to evaluate students' progress towards mastering each skill.
- Teachers will collect data to determine a student's progress and identify areas of strength and those that require further instruction.
- Rubrics will be standardized for each grade level, K-4, and will be used throughout the district.

Sample
Rubric

Applies phonics and word analysis skills

Trimester	Not Meeting the Standard	Approaching the Standard	Meeting the Standard	Exceeding the Standard
1st - 3rd	Student applies phonics and word analysis strategies in decoding words less than 50% of the time.	Student applies phonics and word analysis strategies in decoding words 50-69% of the time.	Student applies phonics and word analysis strategies in decoding words 70-89% of the time.	Student applies phonics and word analysis strategies in decoding words 90-100% of the time.

Why switch to trimesters?

*Standards-based instruction and grading requires teachers to collect data and evidence to determine the level of mastery for each skill. Therefore, students need additional learning experiences to demonstrate where they are on the continuum toward achieving the standard.

BENEFITS OF STANDARDS-BASED REPORT CARDS



- Creates consistency across the district in assessing learning goals that are aligned with the New Jersey Student Learning Standards
- Isolates specific strengths and challenges of the students
- Allows for more relevant and differentiated instruction
- Communicates academic progress more clearly with parents
- Increases consistency among teachers and grade levels

