



# PreK - 4 Standards-Based Report Card

Rumson School District



# What is standards based grade reporting?

- A Standards-based grade reporting system is designed to inform parents about their child's progress towards achieving specific learning standards.
- The New Jersey Student Learning Standards establish high and challenging performance expectations for all students.
  - describe what students should know and be able to do,
  - serve as the basis for our curriculum, instruction and assessment model.
- A concept we have embraced in Rumson (in modified form) for report cards in the past.

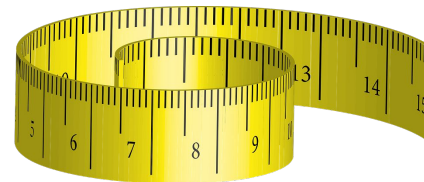
## Why are we using standards based grade reporting?

- Provide more information to parents about student progress.
- Each of these subject areas is further expanded by a list of skills and knowledge students are responsible for learning.
- Students receive a separate score for each item on the list.
- Allows parents and students to understand more clearly what is expected at each grade level.
- Parents are better able to guide and support their child and to help their child be successful in a rigorous academic program.
- Measures how well an individual student is doing in relation to the grade level standards at various points in the school year, not the work of other students.
- Encourages all students to do their best.

# How do we measure levels of proficiency?

- Defining performance levels by standard
  - Rubric with descriptions (see website)

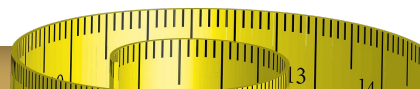
Level	What does this mean?
E	This is NOT an “old” 4. This level means that the student is meeting grade level expectations with distinction. Performance is characterized by <b><u>self- motivation</u></b> and the ability to apply skills with <b><u>consistent accuracy</u></b> and <b><u>independence</u></b> and at a <b><u>high level of quality</u></b> .



# How do we measure levels of proficiency?

- Defining performance levels by standard
  - Rubric with descriptions (see website)

Level	What does this mean?
3	This level means that the student is meeting grade level expectations with <b><u>little or no support</u></b> . Performance is characterized by thorough understanding of concepts and skills.



# How do we measure levels of proficiency?

- Defining performance levels by standard
  - Rubric with descriptions (see website)

Level	What does this mean?
2	This level means that the student is <b><u>progressing</u></b> toward grade level expectations. Performance is characterized by the ability to <b><u>apply skills with increasing success</u></b> . Performance <b><u>varies</u></b> regarding accuracy, quality, and level of support needed.



# How do we measure levels of proficiency?

- Defining performance levels by standard
  - Rubric with descriptions (see website)

Level	What does this mean?
1	This level means that the student is not meeting grade level expectations at this time. Performance is <b><u>inconsistent with guidance and support.</u></b>



# A Sneak Peak

Language and Writing			
Writes grade levels pieces across the curriculum (narrative, informational, and opinion)			
Draws evidence from text to support analysis, reflection, and research			
Produces research-based projects across content areas			

Please refer to the report card templates posted by grade level on website.



#### 4th Grade Report Card Rubric

#### Language and Writing

**AREA OF ASSESSMENT:** Writes grade levels pieces across the curriculum (narrative, informational, and opinion)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can <b>consistently and independently</b> write an engaging lead/conclusion, provide key details in a logical sequence, and accurately use paragraphs and transition words to show the passing of time in complicated ways; show characters' motivations by including their thinking and responses to what happened; student voice is used to convey the emotion or tone; peer conference to help others. (narrative)	Student can <b>consistently and independently</b> write an engaging lead/conclusion that draws in the reader and may call for action, provide key details in a logical sequence, accurately use paragraphs and transition words; influence the audience to care about the piece; accurately cite outside sources, when applicable; peer conference to help others. (narrative and opinion)	Student can <b>consistently and independently</b> write an introduction that hooks the reader and explain the subtopics that will be discussed in the piece; use different kinds of information to teach about the subject; write a thoughtful and insightful ending, which restates the topic; include a variety of information such as examples, details, dates, and quotes; use trusted sources and cite when appropriate; peer conference to help others. (narrative, opinion, and informational)
3	Student can <b>consistently</b> write an engaging lead/conclusion, provide key details in a logical sequence, and accurately use paragraphs and transition words to show the passing of time; slow down some parts of the story and speed other parts up; show characters' motivations by including their thinking; student voice is used; edit and revise the piece. (narrative)	Student can <b>consistently</b> write an engaging lead/conclusion, where he/she may have to state a claim; use words and phrases to glue parts of the piece together; give reasons to support his/her opinion; choose precise details and facts to help make his/her points; use figurative language to draw readers into his/her line of thought; accurately cite outside sources, when applicable; edit and revise the piece. (narrative and opinion)	Student can <b>consistently</b> hook the reader by explaining why the subject mattered, telling a surprising fact, or giving a big picture; write an ending in which he/she reminds readers of the subject and suggest a follow-up action or leave readers with a final insight; add thoughts, feelings, and questions about the subject at the end of the piece; use non-fiction text features to write informational pieces; organize the piece into structured paragraphs; edit and revise the piece. (narrative, opinion, and informational)
2	<b>With prompting and support</b> , student can write a lead/conclusion, provide key details in a logical sequence, and accurately use paragraphs and transition words to show the passing of time; take out unimportant events in a story; show characters' motivations by including their thinking; make revisions. (narrative)	<b>With prompting and support</b> , student can write a lead/conclusion, where he/she may have to state a claim; cite outside sources, when applicable; identify reasons to support his/her opinion; begin to accurately paragraph; cite outside sources, when applicable; make revisions. (narrative and opinion)	<b>With prompting and support</b> , student can attempt to hook readers by explaining why the subject mattered; write an ending in which he/she reminds readers of the subject; use non-fiction text features in order to write informational pieces; organize writing into structured paragraphs; make revisions. (narrative, opinion, and informational)
1	<b>With consistent prompting and support</b> , student <b>has difficulty</b> writing an engaging lead/conclusion, providing key details in a logical sequence, using paragraphs and transition words to show the passing of time; including unimportant events in the story; showing characters' motivations; making revisions. (narrative)	<b>With consistent prompting and support</b> , student <b>has difficulty</b> writing a lead/conclusion, where he/she may have to state a claim; identifying reasons to support his/her opinion; beginning to accurately use paragraphs; citing outside sources, when applicable; making revisions. (narrative and opinion)	<b>With consistent prompting and support</b> , student <b>has difficulty</b> hooking readers; writing an ending in which he/she reminds readers of the subject; using nonfiction text features in order to write informational pieces; organizing writing into structured paragraphs; making revisions. (narrative, opinion, and informational)

Rubrics will be posted by grade level on website before November P/T Conferences.

# Habits of Mind

## EXECUTIVE FUNCTIONING / WORK HABITS

S – Area of Strength

G – Area for Growth

Remains engaged.			
Follows classroom rules and routines			
Maintains self-control			
Completes classroom work independently			
Displays organizational skills			
Follows multi-step directions			
Works collaboratively			
Completes Homework			

# Specials Grading

<b>SPECIAL SUBJECT AREAS</b> O - Outstanding - Exceeds grade level expectations M - Meeting - Meets grade level expectations P - Progressing - Progressing towards grade level expectations N - Needs Improvement			
<b>Art</b>			
Student cooperates with teacher and peers in the special subject area.			
Student actively participates in the special subject area.			
Student understands the art concepts and applies to their individual project.			

Each special subject area has two identical “participation / cooperation” marks and one subject-specific academic mark.