

Standards-Based Report Cards

Kindergarten -2nd Grade

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Purpose of the Report Card

Provide a clear message to parents about:

- what their children know,
- what their children are able to do,
- what their children need to learn.

Why revisit the current report cards?

- Florida standards
 - curriculum
 - assessments
- Grading and reporting practices need alignment
 - teaching
 - assessing
 - current research
- Current reporting process needs to clearly communicate to parents the child's progress in meeting the state standards for learning.

General Conclusions from the Research on Grading

- Grading and reporting:
 - not essential to the instructional process.
 - will always involve some degree of subjectivity.
 - some value as rewards, but no value as punishments.
 - should always be done in reference to learning criteria, never “on the curve.”

General Conclusions from the Research on Grading

- No one method of grading and reporting serves all purposes well.
- Mathematic precision does not yield fairer more objective grading.
- High percentages are not the same as high standards.

General Conclusions from the Research on Grading

- Grade distributions reflect both students' level of performance and the quality of teaching.
- Report cards are only one way of communicating with parents.
- Grading and reporting should be used to enhance teaching and learning.

Dr. Thomas Guskey

General Conclusions from the Research on Grading

- Separate a student's effort , progress, and learning when assigning a grade.
- Begin with a clear statement of purpose.
- Provide accurate and understandable descriptions of student learning.

What do we know about standards-based instruction and reporting?

- Most important advantages:
 - fairness, clarity, and improved learning;
 - more information for parents and students;
 - focused teaching ;
 - a new way of reporting learning.

What is a standards-based report card?

A standards-based report card provides **parents and students** with **information** regarding the **student's progress** in meeting the state **standards** for the **grade level** or course.

What is a standards-based report card?

“Standards represent goals of teaching and learning. **A standards-based report card reports what we want students to know and be able to do as a result of their school experiences.**”

Dr. Thomas Guskey

Why use a standards-based report card?

- Our curriculum is based on Florida standards.
- Our assessments are aligned to what we teach – the standards.
- The current report card does not reflect the student's progress with mastery of the standards.

What does it look like?

- Reports **individual** progress compared to the *grade level* standard
- Reports progress toward meeting the *end-of-year* expectations

What does it look like?

- Instead of subjects being graded – achievement of the standards are measured.
- Not a traditional report card with grades of O, S, N, U in the subject areas
- Longer and more detailed
- Shows student progress on the standards using a rubric

What does it look like?

- A student's progress will be reported with:
 - 3 – Has met grade level standard
 - 2 – Progressing toward grade level standard
 - 1 – Does not meet the grade level standard
 - NA – Not assessed
- All related arts have standards to be reported.
- A Learner Qualities section has replaced the study skills section.

What will be reported?

- Kindergarten Standards:
 - 8 Reading
 - 6 Language Arts
 - 6 Math
 - 6 Science
 - 8 Social Studies
 - 2 Health
 - 3 Art
 - 3 Music
 - 6 Physical Education
 - 3 Instruction Resource
 - 19 Learner Qualities

What will be reported?

- **First Grade Standards:**
 - 8 Reading
 - 6 Language Arts
 - 6 Math
 - 6 Science
 - 8 Social Studies
 - 2 Health
 - 3 Art
 - 3 Music
 - 6 Physical Education
 - 4 Instructional Resource
 - 19 Learner Qualities

What will be reported?

- **Second Grade Standards:**
 - 6 Reading
 - 6 Language Arts
 - 6 Math
 - 7 Science
 - 8 Social Studies
 - 2 Health
 - 3 Art
 - 3 Music
 - 6 Physical Education
 - 4 Instructional Resource
 - 19 Learner Qualities

Sample from Kindergarten

READING	1st	2nd
Demonstrates knowledge of concepts of print and how text is organized and read	2	2
Blends, segments, and manipulate sounds	1	2
Uses appropriate phonics skills to decode words to read grade level text	1	2
Identifies letters and letter sounds quickly and accurately	2	2

Demonstrates knowledge of concepts of print and how text is organized and read.

- **Benchmarks:**
 - Locate a printed word on a page
 - Distinguish letters from words
 - Identify the separate sounds in a spoken sentence
 - Match print to speech
 - Identify parts of a book
 - Move top to bottom and left to right on the printed page
 - Name all upper and lower case letters of the alphabet

Blends, segments, and manipulate sounds.

- Standards: The student demonstrates phonological awareness; ...demonstrates phonemic awareness
- Benchmarks
 - Segment sentences into the correct number of words
 - Identify, blend, segment syllables in words
 - Recognize and produce words that rhyme
 - Identify, blend, and segment onset and rime
 - Blend and segments individual phonemes...
 - Manipulate individual phonemes ...

What process was used to develop this?

- Committee
- Coordinators
- Teacher Focus Groups
- Parent Meetings
- Education Sub-Committee
- School Board Presentation

Committee Membership

- 18 teachers K-5, ELL, ESE, Reading Staff
- ESE Coordinator
- 2 Parents
- 4 Assistant Principals
- 4 Elementary Principals
- 1 Facilitator

Committee Work

- Built background knowledge and understanding
- Researched other districts' standards-based report cards
- Identified features and format
- Revisited the Power Standards
- Developing parent and teacher presentations
- Developing parent and teacher handbooks

Teacher Focus Groups

- 4 elementary schools hosting in January
 - Estates Elementary
 - Lely Elementary
 - Veterans Memorial Elementary
 - Pinecrest Elementary
- K – 2, ESE, ELL, Related Arts, Interested Staff
- Purpose : share information and get feedback

Parent Meetings at Pilot Schools

- The pilot schools are:
 - Mike Davis Elementary
 - Lely Elementary
 - Estates Elementary
 - Veterans Memorial
- Parent meetings at the pilot schools by the end of April.

Timeline for Implementation

- Education Sub-Committee in January
- School Board in February
- Programming March – August
- Pilot in 4 schools 2010-2011
- District-wide implementation K-2 2011-2012
- Develop grades 3 – 5 2010-2011
- Pilot grades 3 – 5 2011-2012
- District-wide implementation 3 – 5 2012 - 2013

Questions ?