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

<table>
<thead>
<tr>
<th>READING</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of concepts of print and how text is organized</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>and read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blends, segments, and manipulate sounds</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Uses appropriate phonics skills to decode words to read grade level</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies letters and letter sounds quickly and accurately</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
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 ?