## October 2017





We will take feedback across the 2017-2018 school year

Committee will review for revisions 2019-2020

If you have questions or feedback today, write them on an index card and turn in at the end of the meeting Ensure all SCCSD elementary teachers and administrators receive the same information to support their work with the revised standards based report cards

Present revised report cards that will be used for communicating students progress to parents beginning 2017-2018 school year

Ensure an understanding of standards-based reporting

\*This presentation does not address every possible scenario, your professionalism is needed and expected in order to meet the particular needs of your students and families

Aligns report cards to standards and current practices

Ensures equity through student achievement and accountability

Identifies individual strength and stretch areas

Helps teachers adjust instruction & design interventions

Helps students, families, and teachers understand what students are expected to know and be able to do by the end of each grade level

Supports students, families and teachers in monitoring progress toward grade-level standards

The Academic Standards Key is used to demonstrate a student's level of understanding

Students are NOT graded on their average scores, nor their performance compared to their peers.

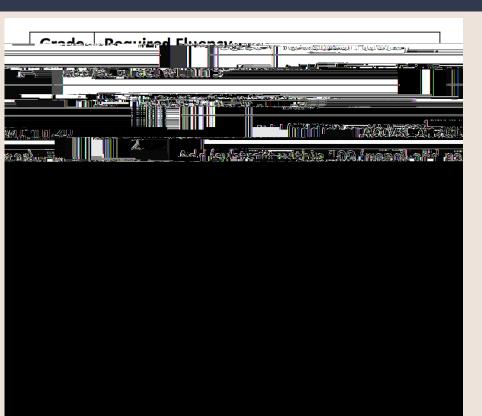
Effort is reported separate and NOT included in the proficiency level for each standard. This helps all stakeholders understand a student's progress toward the CCLS for the grade level

Standards set clear goals for success and a pathway from grade to grade

Independent Reading level will be reported each trimester Supports students reading at home independently without instructional support

Math fluency will be indicated on the report card

Consistent language of the standards for each grade level, vertically and horizontally



Refer to these sources for support in students' developing fluency

### Level 4

# **Exceeding Grade Level Standards**

Demonstrates **extended** understanding with **exceptional** skills

Applies and extends learned skill

Produces work of **outstanding** quality and accuracy

\*In order to achieve a level 4 students must consistently demonstrate deeper extension/application of grade level concepts/skills. Fewer students will achieve at this level.

Level 3

**Meeting Grade Level Standards** 

### Level 1

### **Below Grade Level Standards**

Demonstrates minimal understanding

Beginning to develop skills

Seldom completes quality work

Requires extra time and constant instructional teacher

support



Not based on an average of grades and quizzes or tests

Based on day-to-day student work across a variety of assessments including, but not limited to:

**Conferences with teachers** 

Work in reading and writing notebooks

Answers to questions during class and small

group discussions

**Projects and other assignments** 

Based on day-to-day student work across a variety of assessments, formal, informal, formative and summative

Consider the progressions of a standard

Goal	T1	T2	Т3
Driving a car	3	2	3

Student was taught vehicle and traffic laws. Student demonstrated that she knows the rules and laws.

Based on day-to-day student work across a variety of assessments, formal, informal and both formative and summative

Consider the progressions of a standard

Goal	<b>T</b> 1	T2	Т3
Driving a Car	3	2	3

Student is expected to demonstrate the ability to drive on the road and parallel park. At the end of the trimester the student is driving on the road but having difficulty with parallel parking

Based on day-to-day student work across a variety of assessments, formal, informal, formative and summative

Consider the progressions of a standard

Goal	T1	T2	Т3	
Driving a Car	3	2	3	

By the end of the trimester the student has met the goal of driving a car

Provide grades for standards you taught and assessed during the trimester Some standards may not have been taught during the trimester, the N/A mark may be used for standards and concepts that are not yet taught (district wide grade levels will provide consistent areas to mark N/A) Use assessment sources for those standards, along with student work samples, to determine a student's proficiency level toward meeting that standard

