



Tolland Public Schools



*Where Excellence is Achieved Through Each
Individual's Success*

Standards-Based Reporting

Information Guide

INCLUDING

Frequently Asked Questions (FAQs)

Grades K-5

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Standards-Based Report Card (SBRC) FAQs

1. *What are standards-based report cards (SBRC) and why is Tolland Public Schools using them?*

The SBRC gives you information about how your child is progressing towards meeting the Connecticut Core Standards for Math and English Language Arts (ELA) during the course of the school year. Standards specify what all students should know and be able to do by the end of their school year.

Other positive attributes of SBRCs are:

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his/her class.
- The SBRC measures how well your child is doing in relation to the grade-level standards as compared to the traditional letter-grade system that gives a compiled grade for work completed in a subject area.
- It gives every child in every school the opportunity to demonstrate application of Connecticut Core Standards in context and across curriculum.
- It gives you, the parent or guardian, a more detailed and accurate assessment of how your child is progressing academically.

Our report card is part of our system of “Best Practices” in education. For many years, our teachers have been using standards to organize their teaching. Now, they grade students using these same standards. The report cards provide parents and teachers with more clear information about what we want students to learn (standards) and what students should be able to do as a result of what they have learned (proficiency). The SBRC has been in use at many of our schools since 2007.

2. *What is the difference between a traditional and standards-based report card?*

| Traditional Report Card | Standards-Based Report Card |
|---|---|
| Looks different at each school. | Looks the same at all schools. |
| Reporting based on subject area. | Reporting based on grade-level expectations and/or evidence outcomes from the Connecticut Core Standards. |
| Assessments based on teacher-defined criteria. | Assessments based on specific state standards. |
| Grades are given for each subject area, such as reading, writing, math, etc. | Subject areas are sub-divided into a list of concepts/skills that students need to master. |
| Work habits may be calculated in the letter grade (missing assignments, late work, homework, effort, etc.). | Work habits are reported separately and are not calculated in students’ proficiency towards a standard. |
| Not electronic - entered by hand. | Electronic and tied to the student database in Power School. |
| Measures how well students do in comparison to their classmates. | Measures how well an individual student is doing in relation to the grade-level standards. This will give parents a better understanding of their child’s strengths and weaknesses and encourage all students to do their best. |

3. What are the components of the SBRC? I don't quite understand some of the terminology.

A labeled copy of a 2015-16 first grade SBRC is on the [page 6](#). Also, the scoring system of 4, 3, 2, 1, and N are defined on [page 7](#). The table below summarizes the subjects and categories reported on the SBRC.

| SBRC Reporting Categories by Subject | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| English Language Arts (ELA) | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 |
| CONCEPTS OF PRINT | X | | | | | |
| PHONEMIC AWARENESS AND PHONICS | X | X | | | | |
| PHONICS | | | X | X | X | X |
| FLUENCY | | X | X | X | X | X |
| READING COMPREHENSION | X | X | X | X | X | X |
| WRITING | X | X | X | X | X | X |
| LANGUAGE | X | X | X | X | X | X |
| VOCABULARY | X | X | X | X | X | X |
| HANDWRITING | X | X | X | X | X | |
| LITERACY BEHAVIORS | X | X | X | X | X | X |
| | | | | | | |
| Mathematics | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 |
| COUNTING & CARDINALITY | X | | | | | |
| PLACE VALUE | X | | | | | |
| OPERATIONS AND ALGEBRAIC THINKING | X | X | X | X | X | X |
| NUMBER AND OPERATIONS IN BASE TEN | | X | X | X | X | X |
| NUMBER AND OPERATIONS-FRACTIONS | | | | X | X | X |
| MEASUREMENT AND DATA | X | X | X | X | X | X |
| GEOMETRY | X | X | X | X | X | X |
| FACT FLUENCY | X | X | X | X | X | X |
| MATHEMATICAL REASONING | X | X | X | X | X | X |
| | | | | | | |
| Science | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 |
| Assessed by standards-based unit content/ skills/ inquiry | X | X | X | X | X | X |
| | | | | | | |
| Social Studies | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 |
| Assessed by standards-based unit content/ skills/ literacy | X | X | X | X | X | X |
| | | | | | | |
| PE/ Health/ Library/ Music/ Art | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 |
| Assessed by standards-based unit content/ skills | X | X | X | X | X | X |
| | | | | | | |

4. How will I know if a concept/skill/indicator is not being taught or assessed on the SBRC?

N is used to indicate that a concept/skill/indicator has not yet been taught or that a concept/skill/indicator has been taught but not yet assessed.

5. What if a concept/skill/indicator is taught and assessed in one marking period, but not in the next reporting period?

N is used to indicate that a concept/skill/indicator is not being taught or assessed in that reporting period.

6. *How often will SBRCs be distributed to parents?*

SBRCs will be generated on a trimester basis for all subjects Kindergarten through grade 5. The K-5 report card can be viewed on-line through our student information system PowerSchool. Parents/ Guardians have access through the Power School Parent Portal except for a designated period of time at the end of each grading term.

Parent Portal: <https://tollandschools.powerschool.com/public/home.html>

Paper copies of the report card will be provided upon request. Final report cards will be printed and sent home with each student at the end of the school year. Call your child's school for more information about the reporting dates.

7. *What do you mean by end of the year standards?*

One of the biggest adjustments for students and parents is that standards-based report cards focus on end-of-the-year goals. This means that in the first or second grading period, instead of getting a 3 for trying hard and doing well on tests, a high-achieving student may have several marks indicating that she is not yet proficient in some skills. Although it is normal that most students will not meet all of the year's goals in the first trimester, it can be hard for parents and students used to seeing all 4's and 3's.

8. *Is it possible for students to "drop" from one marking period to another?*

It is important to note that the student does not necessarily drop a grade. The score is an indication of performance with expectations of difficulty that increases throughout the school year. In other words, the concepts increase in difficulty as the year progresses. Therefore, a student who demonstrates a score of "3" in the first trimester could earn an "2" in the second trimester when the rigor of the standard has been increased. This shift from an "3" to an "2" indicates the student understands the major elements of the concept but may need more development of the details or application and more teacher support.

9. *How does a standards-based report card improve teaching and learning?*

Knowing where the students are in their progress toward meeting standards-based learning objectives is crucial for planning and carrying out classroom instruction. Teachers teach to the needs of each student. Standards-based assessment gives teachers more information about each student's progress in meeting the level of proficiency required by each standard. In addition, teachers share the standards with students and parents, helping them to better understand the learning that needs to take place.

10. *How will the teacher decide the scores my child receives on the SBRC?*

Each teacher uses a variety of assessments and/or assignments. Progress is determined by looking at overall trends of the student's performance on these assessments and/or assignments. Averaging of these assessments and/or assignments will not be used to determine a trimester or final score on individual standards. The goal is for the student to learn the concept, not to determine a "grade". Teachers use rubrics that show the progression of the standards across 3 grade levels to assist them in determining the level of student understanding of the standards.

A Diagram of the On-line SBRC Components (using a Grade 3 2017-2018 SBRC)

Quick Lookup Standards Grades Analytics

| Exp | Attendance By Class | | | | | | | | | | | | | | T1 | T2 | T3 | Y1 | Absences | | Tardies | |
|------------|---------------------|---|---|---|---|-----------|---|---|---|---|-------------------|-------|-------|-------|-----|----|----|----|----------|--|---------|--|
| | Last Week | | | | | This Week | | | | | Course | 17-18 | 17-18 | 17-18 | | | | | 17-18 | | | |
| | M | T | W | H | F | M | T | W | H | F | | | | | | | | | | | | |
| 1(1-5) | | | | | | | | | | | Homeroom Gr 3 | [i] | [i] | [i] | [i] | 0 | 0 | 0 | 0 | | | |
| 2-14(1-5) | | | | | | | | | | | Math Gr 3 | [i] | [i] | [i] | [i] | 0 | 0 | 0 | 0 | | | |
| 15-20(1-5) | | | | | | | | | | | Learning Lab Math | [i] | [i] | [i] | [i] | 0 | 0 | 0 | 0 | | | |

Click on the {i} to view assignments

| Due Date | Category | Assignment | Flags | Score | % | Grade | [i] [c] |
|------------|--------------------|-------------------------------------|-------|-------|---|-------|-------------------------------|
| 10/13/2017 | Housekeeping | Fall Field Trip \$ | | | | | Information and comments View |
| 09/22/2017 | Housekeeping | Room Parent/ Directory | | -- | | | View |
| 09/15/2017 | Homework | Lost and Found Fragment & Sentences | | --/10 | | | View |
| 09/13/2017 | Homework | Fragments & Sentences Homework | | | | | View |
| 09/12/2017 | Homework | Re teach 1.2 pages 5 & 6 | | -- | | | View |
| 09/08/2017 | Housekeeping | Emergency Card | | -- | | | View |
| 09/05/2017 | Graded Assignments | Morning Work #1 | | -- | | | |

No Assignments Scored

Click to see standards on the assignment

To view standards:

- Navigation
- Grades and Attendance
- Grade History
- Standards Based Report Card
- Attendance History
- Email Notification
- Teacher Comments
- School Bulletin
- Class Registration
- My Schedule
- School Information
- Account Preferences

Grades and Attendance:

Grades and Attendance Standards Grades Analytics

| Exp | Attendance By Class | | | | | | | | | | | | | |
|-------|---------------------|---|---|---|---|-----------|---|---|---|---|--------|--|--|--|
| | Last Week | | | | | This Week | | | | | Course | | | |
| | M | T | W | H | F | M | T | W | H | F | | | | |
| B1(A) | | | | | | | | | | | | | | |
| B2(A) | | | | | | | | | | | | | | |
| B3(A) | | | | | | | | | | | | | | |
| B4(A) | | | | | | | | | | | | | | |
| B5(A) | | | | | | | | | | | | | | |

Current THS Simple GPA (Q1):
Show dropped classes also

1. Click on the standard's tab

2. Use the drop down arrows

- Current Classes
- 1-2(1-5) Homeroom Gr 4 - 17-18
 - 3-13(1) PE Gr 4 - 17-18
 - 3-13(2) Music Gr 4 - 17-18
 - 3-13(3) Library Gr 4 - 17-18
 - 3-13(4) Guidance Gr 4 - 17-18
 - 3-13(5) Art Gr 4 - 17-18
 - 14-20(1-5) 51-66(1-5) Lang Arts Gr 4 - 17-18
 - 21-26(1-5) Learning Lab Math - 17-18
 - 27-38(1-5) Math Gr 4 - 17-18
 - 39-43(1-5) Recess GR 4 - 17-18
 - 44-50(1-5) Lunch Gr 4 - 17-18
 - 67-72(1-5) Learning Lab Reading - 17-18
 - 73-78(1-5) Science Gr 4 - 17-18
 - 73-78(1-5) Soc Studies Gr 4 - 17-18

Definition of Academic Performance Levels for Standards Indicators

The next two pages contain the scores and definitions used for students who are taught and evaluated on standards that are ***On Grade Level, Above Grade Level, and Below Grade Level.***

Academic and Specials Areas Performance Indicators: Report card shows student progress toward the end-of-year goals in the major categories in each subject. Each of the major categories in each subject on the SBRC will be reported using this scale.

| Level | Description |
|-----------------------|--|
| 4 | <p>This grade indicates that the student is able to demonstrate the standard independently and consistently, while applying its use to new learning and in various contexts.</p> <p>Ex. ELA.K5.G1.007c - Apply knowledge of capitalization when writing Students must consistently and independently demonstrate knowledge of capitalization in other subjects, not just during ELA.</p> <p><u>CCSS.MATH.CONTENT.K.CC.B.4</u> - Understand the relationship between numbers and quantities; connect counting to cardinality. Students must consistently and independently demonstrate knowledge of counting different amounts of objects and identifying how many objects total are in a group in other subjects (play, reading, clean up time etc.), not just during Math.</p> |
| 3 | <p>This grade indicates that the student is able to demonstrate the skill or concept for that standard. If the teacher has taught to end-of-year content standards and the student has met the standard by the time of the reporting period, your child may receive an “3” (there may be some foundational standards and math standards that are completed by December).</p> |
| 2 | <p>The student receiving this grade is progressing and demonstrates basic or inconsistent application of end-of-year concepts and skills. This grade would be appropriate for an “on-level” student in the Fall and Winter for many of the standards. The student is making expected progress but is not yet at end-of-year standards. It is important to communicate to your child that a “2” indicates that he or she is “on track” to achieving a “3” by the end of the school year. This is not a “bad” grade!</p> |
| 1 | <p>The student receiving this grade shows limited understanding of end-of-year concepts and skills. Student is performing “below” grade level and may need more support at school to catch up. Your child’s teacher may share ideas for helping him or her grow closer to grade – level work.</p> |
| N N/A | <p>Teachers will use the NA grade, meaning “Not Addressed or Assessed” when there is a standard on the report card that has not been taught yet. Some subjects and standards are taught only during certain times of the school year. For example, some math standards are taught only in lessons that will be used in the Spring.</p> |
| P IEP Plan | <p>IEP Plan Used with 4, 3, 2, 1 and indicates level is based on IEP Plan.</p> |

11. What are rubrics, and why do teachers use them?

A rubric is

- a continuum that articulates distinct levels of knowledge and skill relative to a specific topic.
- a specific tool that helps teachers design and score assessments that can be used to generate both formative and summative scores.
- a tool that helps the students know how their work will be evaluated before the work begins.

There are many advantages to using rubrics.

- Teachers can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students.
- Students have explicit guidelines regarding teacher expectations.
- Students can use rubrics as a tool to develop their abilities.
- Teachers can reuse rubrics for various activities.

12. How will I know about my child's social and academic behavior?

- Your child's classroom teacher will assess the following non-academic learning skills. The major categories below (bold print) are reported.

Participation

- Actively participates.
- Shows enthusiasm.
- Positive influence on others.
- Works cooperatively in large and small groups.

Engagement

- Completes work on time.
- Perseveres in challenging situations.
- Works independently with focus.
- Actively engages in learning.

Academic Behaviors

- Produces quality work.
- Comes to class prepared.
- Pays attention and resists distracting others.
- Remembers and follows directions.
- Begins work promptly and stays on task.
- Displays appropriate organizational skills.

Interpersonal Behavior

- Allows others to speak without interruption.
- Respects adults and peers.
- Appropriately responds to social situations.
- Practices established rules, transitions, and routines.
- Practices self-control.

How Student Achievement is Determined on the SBRC

- Before the grading period begins, the teacher or team of grade-level teachers may determine which SBRC concepts/skills/indicators will be taught and evaluated and therefore reported on the SBRC within a particular trimester. For each of the SBRC concepts/skills/indicators, the assessments and/or assignments are evaluated to demonstrate student learning.
- When collecting evidence for each student, a rubric score (4, 3, 2, 1) is recorded.
 - The level is determined by comparing the student work to the expectations of grade-level standards.
 - The number of assessments/ assignments will vary depending on the concepts/ skills/ indicator, as well as what the teacher needs to accurately and confidently report on each student's learning and progress.
- Traditionally, students' report card scores were based on averaging assessments and/or assignments such as practice work, late assignments, extra-credit, missing assignments, quizzes and/or tests. On an SBRC, students are able to show growth with their final trimester score reflecting where they are on a continuum of mastery towards meeting standards.
- The final SBRC score is determined by looking at overall growth from the beginning to the end of the trimester of the student's performance on assessments and/or assignments for each reporting indicator.
- Averaging of these assessments and/or assignments will not be used to determine a trimester score on individual SBRC indicators. Teachers look at a student's growth from the beginning to the end of a trimester to determine their overall indicator scores. The final score reflects overall growth and how the student is progressing with the required skills.

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Standards-based Reporting and Special Education

- Students with Individualized Education Programs (IEPs) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards; this is a civil right.
- Since special education students are a heterogeneous group with various abilities which impact learning, some may not achieve certain grade-level standards without special services and supports.
 - For students with accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of a standard may be adjusted.
 - Modifications, on the other hand, can mean changing the standard itself, identifying standards that are fundamentally related but also developmentally appropriate.
- The Planning and Placement Team (PPT) makes decisions regarding what content areas, if any, require modifications of the grade level standards. For all students with an IEP, grades, relative to goals & objectives will be reported using the letter "P" in addition to the Performance Indicators to indicate the grade is based on an IEP.

Tolland Public Schools

Department of Curriculum & Instruction

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