



**K-5 Report Card  
Parent Guide Book**

## **Standards-Based Report Cards Q & A**

### **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 grade-level learning standards. The New Jersey Student Learning Standards establish high and challenging performance expectations for all students. They describe what students should know and be able to do, and serve as the basis for the Morris School District's curriculum, instruction, and assessment models.

### **What is the purpose of the standards-based report card?**

The purpose of the standards-based report card is to provide feedback that is more detailed to parents and students regarding progress towards specific content indicators at each grade level. This report card allows parents and students to understand more clearly what is expected at each grade level. With this understanding, parents and teachers will be better able to guide and support students and help them to be successful in a rigorous academic program.

### **How does the standards-based report card compare to a traditional letter grade system?**

Standards-based reporting is different from traditional letter grade reporting. Letter grades are often calculated by combining how well the student met a teacher's expectations, how the student performed on assignments and tests, how much effort the teacher believes the student put in and how the student is doing in comparison to classmates. Letter grades do not tell parents which skills their child has mastered or whether he or she is working at grade level. The standards-based report card measures how well an individual student is doing in relation to the grade level standards, not the work of other students. This gives parents a better understanding of their child's strengths and weaknesses and encourages all students to do their best.

### **Why are all the standards not listed on the report card?**

A standards-based report card is not the same as a list of standards. The report card was developed by a group of Morris School District teachers and administrators who reviewed the New Jersey Student Learning Standards and chose report card descriptors that best summarize the learning at each grade level.

### **How are the standards-based report card and i-Ready reports different. Is this the same information?**

The report card is a summative report used to inform parents of their student's growth and performance during the first and second halves of the year. The i-Ready reports are created from a diagnostic test that is used to help teachers guide their instruction and give a snapshot of their current performance. The i-Ready report and the report card are both assessing the standards. i-Ready is one assessment that is used to help determine students' abilities. It is just one tool that is used by teachers when scoring students on the the report card.

**What are the grade level expectations for February and June?**

A “2” reflects normal progress and is expected in the February reporting period. A student is expected to progress towards meeting the standards over the course of the year because the standards are end of grade-level expectations. The goal is for all students to be at a level “3” by the June reporting period.

**How can your child exceed the standards?**

Exceeding is not the equivalent of an A on a traditional report card. For example, if a fourth grader received A’s on every math test during the marking period, he or she would probably receive an A on a traditional report card. If those math tests measure only the concepts fourth graders are expected to master, those A’s would be the equivalent of meeting the standard (or a score of 3) on a standards-based report card; the student is doing what he or she should be doing very well, but not necessarily more. standards-based report cards encourage students to demonstrate their ability to apply skills and knowledge beyond grade level expectations. Exceeding performance is characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a higher level of quality.

**How do you expect parents to explain to their children why they did not get a 4?**

It is important that parents and teachers have honest conversations with students. Some concepts or skills are more difficult to grasp than others, but given time and motivation students can continually challenge themselves. Attitudes are contagious and it is important that adults involved convey to the child that learning is a process that needs to be respected. A score of 2 while learning a new skill or concept is appropriate. A score of 3, demonstrating mastery, is to be celebrated. A score of 4 indicates a strength being recognized that is above and beyond the grade level expectations.

**What should I do if my child scores below a 2 in February or below a 3 in June?**

Contact the teacher regarding how you can help your child continue progressing at home.

**Can a student’s performance move to a lower level in the next marking period?**

The expectations change from one marking period to the next as students move towards the end of grade-level expectations. This means a student may meet grade-level expectations during the February reporting period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the June reporting period. This could result in a 3 during the February reporting period and a 2 in the June reporting period.

**Won't the entire grade level receive the same grades, mostly 2's and 3's?**

Learning is a process and it should be expected that repeated exposure and experiences are necessary to gain ownership of new skills and strategies. An assessment score of 2 indicates the student is progressing towards the standard. Once a student demonstrates thorough understanding of concepts and skills with a performance characterized by the ability to apply skills with accuracy and quality, he or she would receive a 3. This move from a 2 to a 3 can take place at any point during the school year and is very student specific. Once a student demonstrates he or she meets the standard, they can then consistently demonstrate their ability to apply a thorough in-depth knowledge of basic and extended concepts and skills with performance characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality. This would result in a 4. This, again, is very student specific and can occur at any time during the school year.

**My Child has an IEP. How will he or she be assessed?**

There are modifications and accommodations in your child's IEP to support his or her progress on grade level standards as assessed on a standards-based report card. A lack of indicated progress on the report card could require further exploration of additional modifications and accommodations.

**When are the reporting periods?**

Students will receive a report card in February and June. Parent teacher conferences will take place during November/December and March/April. Please refer to the district calendar for specific dates.

**Summary**

This standards-based report card benefits students, teachers, and parents/guardians. It allows students to be more aware of what is expected of them. It provides parents with a detailed outline of the expectations in each of the major academic areas. We believe that your understanding of your child's expectations and how well your child is progressing towards grade level goals is of the utmost importance. We look forward to working together to provide your child with knowledge and tools to be successful and reach his or her fullest potential.

**MSD K-5 Report Card Progress Indicators**  
**for Language Arts, Mathematics & Special Area Subjects**

<b><u>4</u></b>	<b><u>3</u></b>	<b><u>2</u></b>	<b><u>1</u></b>	<b><u>N/A</u></b>
The student independently and consistently exceeds grade level standards.	GRADE LEVEL EXPECTATION: The student meets grade level standards.	The student demonstrates progress toward meeting grade level standards.	The student demonstrates limited progress toward meeting grade level standards.	Not assessed at this time.
<p>Grade level expectations are not only met but exceeded in the classroom setting.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● Shows initiative, challenges himself or herself, and demonstrates this advanced knowledge at school.</li> <li>● Learning is not only absorbed but applied. Written work and conferences reflect thought that is rigorous and insightful.</li> <li>● All work is completed with care and proofread thoroughly.</li> <li>● The student takes responsibility for his or her learning. Questions are not only answered but expounded upon, demonstrating deeper understandings.</li> </ul>	<p>Grade level expectations are met consistently.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● Student consistently completes work accurately and exhibits understanding</li> <li>● Understanding of skills and content is displayed but deeper understanding is not pursued or conveyed.</li> <li>● Student doesn't need to be prodded or pushed to complete work or stay on task.</li> </ul>	<p>Grade level expectations are developing.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● Student is developing understanding of concept, but does not yet have repeated mastery.</li> <li>● Student requires consistent instructional attention and is not consistently independent with the concept.</li> <li>● Classroom work is attempted but oftentimes requires remediation.</li> <li>● Student is not able to work independently on grade level task.</li> </ul>	<p>Grade level expectations are rarely met and need improvement.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● Student exhibits, basic, inconsistent understanding of concepts and learning material.</li> <li>● Student requires constant guidance and assistance from teachers to complete tasks.</li> <li>● Classroom work is attempted, but rarely completed without extensive assistance and correction.</li> <li>● Student often is inattentive and distracted. Staying on task is challenging.</li> <li>● Skills are emerging but require considerable growth and refinement.</li> </ul>	

**MSD K-5 Report Card Progress Indicators for Lifelong Learning**

<b><u>O</u></b>	<b><u>S</u></b>	<b><u>P</u></b>	<b><u>N</u></b>
Outstanding	Satisfactory	Progressing	Needs Improvement
<u>Exceeding Expectations:</u> Student independently exceeds expectations through role modeling and leadership.	<u>Meeting Expectations:</u> Student consistently demonstrates skill.	<u>Progressing Toward Expectations:</u> Student demonstrates skill some of the time with support.	<u>Not Meeting Expectations:</u> Student requires ongoing intervention and support.

## **What Can You Do To Help Your Child?**

- Maintain an open and ongoing dialogue with your child's teacher.
- Take care of your child's social, emotional, and physical health. Every child needs rest, a balanced schedule of activities, and a healthy diet.
- Know what kind of homework is expected of your child and develop a routine for homework completion.
- Ask your child specific questions about school activities. Listen, converse, plan, and celebrate with your child.
- Make reading a natural part of your family's daily routine. Read to your child. Have your child read to you. Read and discuss books together.
- Discuss current events. Allow your child to express opinions about what's happening in the community and in the world.
- Encourage activities that involve problem solving. Let your child find solutions to problems by asking for suggestions and comments.
- Expose your child to new cultural, environmental, and social experiences that support and stimulate learning.
- Guide, limit, and monitor television viewing, video games, and internet usage. Focus on programs with educational value and discuss them with your child.

## Clarification of Specific Indicator Language

### Indicators

- Each indicator is directly tied to the New Jersey Student Learning Standards.
  - In some cases, indicators have been combined or separated.
- **Reading Clarifications**
  - Fluency:
    - Students at Developmental Reading Assessment (DRA) below level 14-a child who is fluent at this level reads “primarily in larger, meaningful phrases; fluent, phrased reading with a few word-by-word slow downs for problem-solving; expressive interpretation is evident at places throughout the reading; attention to punctuation and syntax; rereading for problem-solving may be present but is generally fluent.”
    - Students at Developmental Reading Assessment (DRA) level 14 or above-At this stage, fluency is defined based on words read per minute.
  - One-to-one Correspondence- The student points to each word in the sentence/text as he/she is reading.
- **Math Clarifications**
  - Fluency- Student can solve math facts automatically (i.e.  $5+8=13$  or  $6\times 4=24$ ), without hesitation (2-3 seconds).
  - Fluency within a Specific Number-The student can automatically solve math facts up to the specified number, e.g. a student who is fluent within 5 is expected to solve  $1+4$  and  $2+3$ , but not  $3+3$ , since the sum exceeds 5.
  - One-to-one Correspondence-The student can accurately count a group of objects, saying one number for each object. The student does not skip numbers or count objects twice.

## Report Card Guidelines for Reading on Grade Level

All Developmental Reading Assessment (DRA) levels listed are independent unless otherwise noted.

<b><u>February Grade Level Standards</u></b>				
<b><u>Grade Level</u></b>	<b><u>Progress Indicators</u></b>			
	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>
K	Below A	A-1	2	3
First	4 or below	6-8	10-12	14 or above
Second	14 or below	16-18	20-24	28 or above
Third	24 or below	28-30	34	38 or above
Fourth	30 or below	34 independent 38 instructional	38 independent 40 instructional	40 independent or above
Fifth	38 and below	40 instructional	40 independent 50 instructional	50 independent or above

<b><u>June Grade Level Standards</u></b>				
<b><u>Grade Level</u></b>	<b><u>Progress Indicators</u></b>			
	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>	<b><u>4</u></b>
K	A-1	2	3	4 or above
First	10 or below	12-14	16	18 or above
Second	18 or below	20-24	28	30 or above
Third	28 or below	30-34	38	40 or above
Fourth	30 or below	34-38	40 independent	50 or above
Fifth	38 or below	40 independent	50 independent	60 or above

### Reading Level Correlation Chart

<b><u>Grade Level</u></b>	<b><u>Developmental Reading Assessment (DRA) Level</u></b>	<b><u>Fountas &amp; Pinnell Level</u></b>
<b><u>K</u></b>	A	A
	1	A
	2	B
	3	C
<b><u>Grade 1</u></b>	4	C
	6	D
	8	E
	10	F
	12	G
	14	H
	16	I
<b><u>Grade 2</u></b>	18	J
	20	K
	24	L
	28	M
<b><u>Grade 3</u></b>	30	N
	34	O
	38	P, Q
<b><u>Grade 4</u></b>	40	Q, R, S, T
<b><u>Grade 5</u></b>	50	T, U, V, W
<b><u>Grade 6</u></b>	60	W, X, Y