

NORWOOD K-4 STANDARDS-BASED REPORT CARDS

1. What is Standards-Based grade report?

A Standards-Based grade reporting is designed to inform parents about their child's progress towards achieving specific learning standards. The Common Core State Standards and New Jersey 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 Norwood curriculum, instruction and assessment model.

The Standards-Based Report Card:

- Highlights most important student skills in each subject area and grade level
- Assesses "how well a child mastered each skill" within a subject area
- Identifies areas of student strength and weakness to better inform instruction

2. What is the purpose of the Standards-Based report card?

This report cards allows parents and students to understand more clearly what is expected at each grade level. With this understanding, parents will be better able to guide and support their child helping him/her to be successful in a rigorous academic program.

3. How is this Report Card different?

- Indicators for content areas are specified each marking period
- A benchmark-based assessment scale
- Students are assessed based on grade level standards
- Each grade level has its own unique report card

4. How does the Standards-Based Report Card compare to the letter grade system?

- Letter grades do not tell parents which skills their children have mastered or whether they are working at grade level.
- A Standards-Based Report Card gives parents a better understanding of their child's strengths and weaknesses and encourages all students to do their best

5. What is the role of the marking period benchmarks?

- A benchmark is an explicit set of criteria used for assessing student performance of a specific skill.

- Benchmarks are developed for each skill in Language Arts and Mathematics.
- The benchmarks in each subject area will change in each grade level across marking periods.

6. What is the Assessment Scale?

Our Standards-Based benchmarks for Language Arts and Math in grades K-4 and for Social Studies and Science in grades 3-4 are designed on a scale of 1-4.

4-Exceeds Standard

The student independently and consistently exceeds marking period benchmark standards. Earning a “4” means the student has advanced understanding and exceeds grade-level expectations. A student receiving a “4” demonstrates academically superior skills in that specific area. This student shows initiative, challenges himself or herself, and demonstrates this advanced knowledge at school. A “4” indicates unusually high achievement.

3- GRADE LEVEL EXPECTATION

The student meets marking period benchmark standards. Earning a “3” means the student has proficient understanding and meets grade-level expectations. We want all of our students to reach a level “3”. A student receiving a “3” is right on track with our high academic expectations. A “3” is something to be celebrated!

2-Progress toward Meeting Standard

The student demonstrates progress toward meeting marking period benchmark standards. Earning a “2” means the student has basic understanding and partially meets grade-level expectations. A student receiving a “2” understands the basic concept or skill, but has not yet reached the proficient level. A “2” should indicate to parents that their child may need some extra help or extra time to practice/understand that concept or skill.

1-Limited Progress toward Meeting the Standard

Earning a “1” means the student demonstrates limited progress toward meeting marking period benchmark standards. A student receiving a “1” has academic delays according to our district standards, and interventions may be needed to learn and stay on track with district expectations.

7. How can parents 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 and 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 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.

8. How do teachers determine proficiency levels in standards based grading?

Teacher uses a variety of methods and tools to assess students proficiency levels based on the standards for that grade level. They look at evidence of student proficiency by analyzing work samples and reviewing student performance on classroom participation and anecdotal notes. This collected evidence of a student's learning is compared to what a student is expected to know or do according to the district grade level standards.

9. My child has special needs and has an Individual Education Plan. How will he or she be assessed?

Modifications and accommodations in your child's IEP are written to support his or her progress on grade level standards. Your child's progress will be assessed and reported using grade level standards, with the appropriate accommodations or modifications as outlined in the I.E.P. We strive through our district teaching and assessments to help all students master grade level curriculum standards. Different students make progress at different rates, so standards may be met in varying amounts of time, with varying amounts of teacher support.