

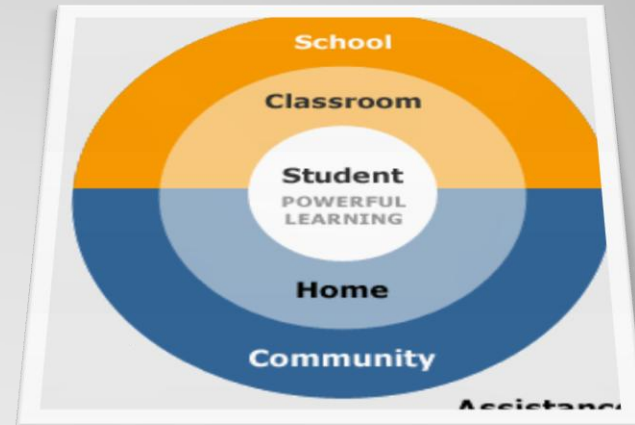
# Standard Based Report Cards

Developed by the  
Valley Stream 30  
Report Card Committee



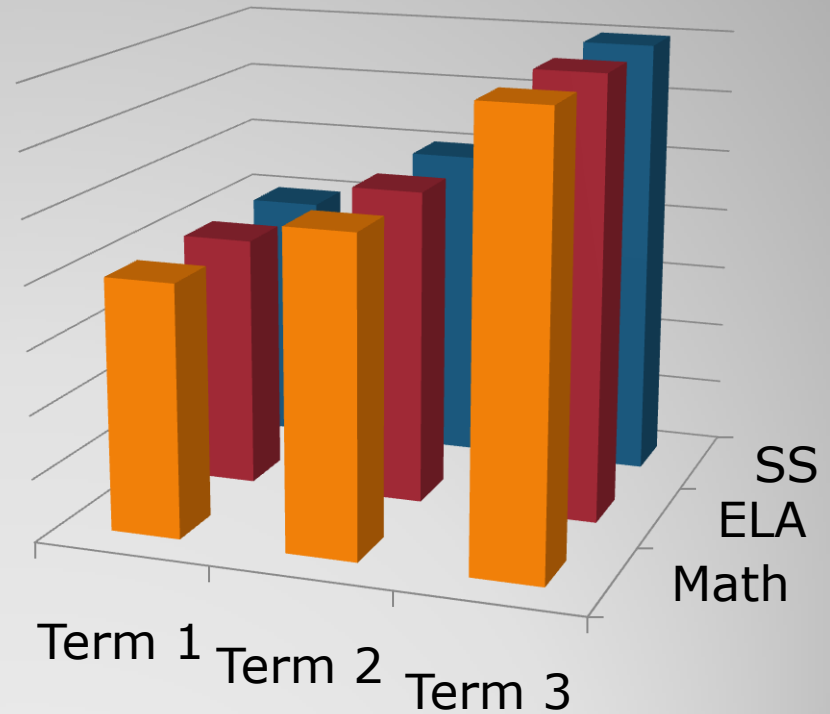
# What are the benefits of standards based report cards?

- Students and parents know what is expected.
- Teachers assess student performance against clear expectations.



# How do they help parents?

- It provides parents with clear indicators and expectations in the academic areas.
- It breaks down academic areas so parents can see their child's strengths and weaknesses more specifically for a content area.

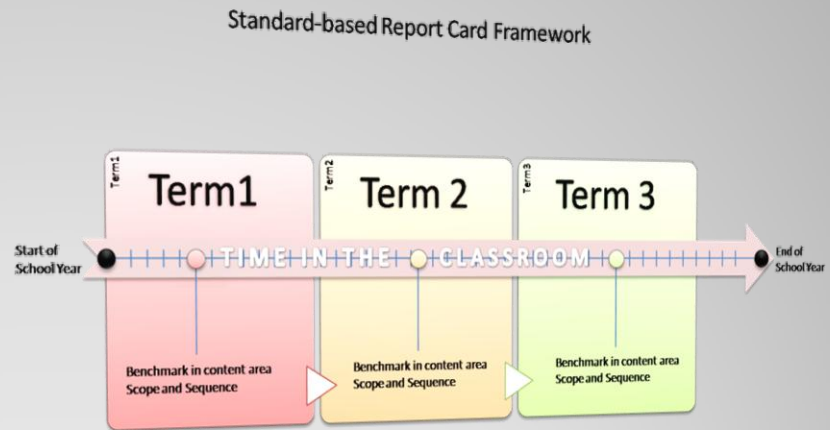


# What are Standards Based report cards measuring?

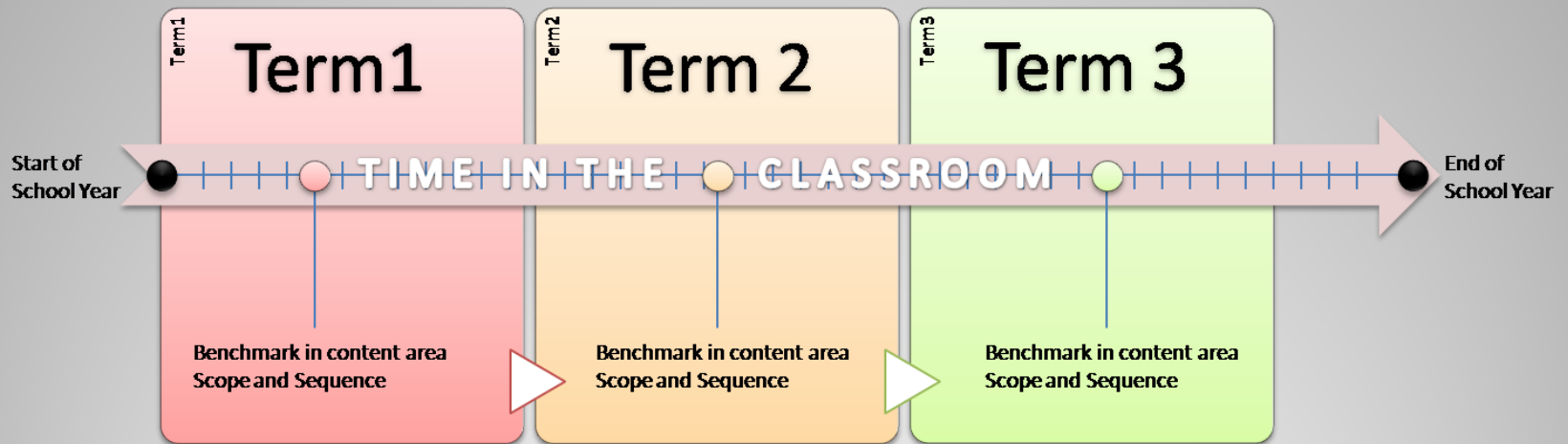
- They measure how well a student is doing in relation to grade level standards for a point in time.

*\*Not to the work of other students.*

- The focus of scoring is on what they have actually learned.



## Standard-based Report Card Framework



# Report Card Key

Guide to help score, interpret and explain student scores on the new report card.

<b>Achievement Key</b>	<b>Grading Guideline</b>
<b><u>4</u></b> Consistently exceeds standard	The student is fluent, independent and can transfer the skill or concept.
<b><u>3+</u></b> Demonstrates mastery of grade level materials	The student is independent at the skill without support.
<b><u>3</u></b> Fulfills grade level expectations	Minimal support is necessary for the student to be independent at the skill.
<b><u>2+</u></b> Although not yet meeting grade level expectations,	Student is independent most of the time but some support is needed.
<b><u>2</u></b> Approaching grade level expectations	Minimal independence in the skill, support is necessary.
<b><u>1</u></b> Not yet meeting grade level expectations	Unable to work in grade level material.

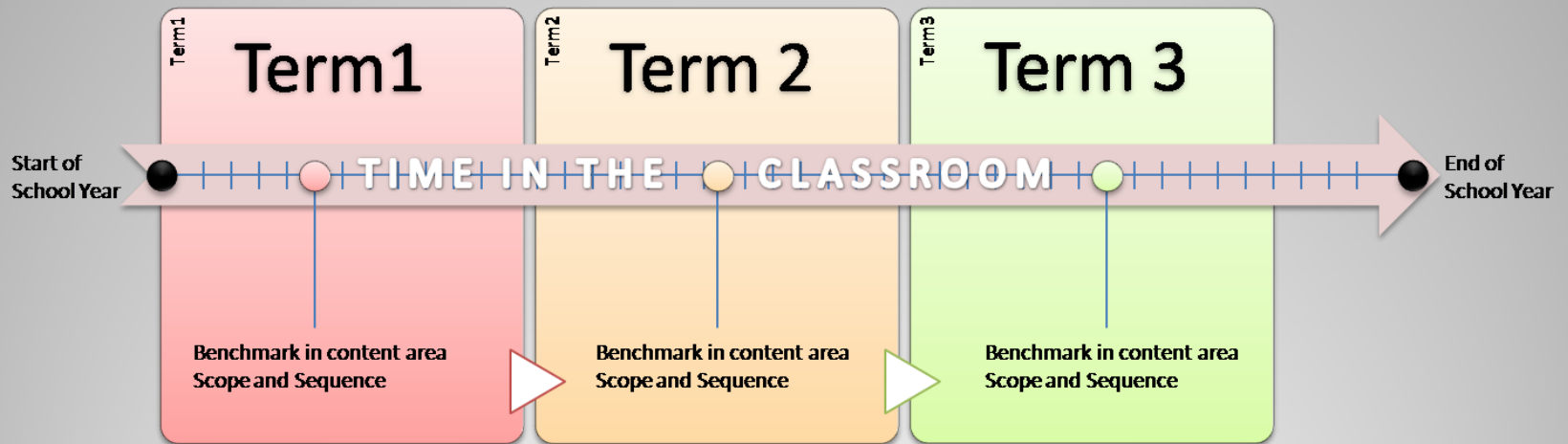
**Remember we are scoring achievement in relation to the acquisition of a standard (set of skills) across a continuum of learning and time.**

If the standard was....

- **Dresses oneself**
- **To score a 3 (Fulfills grade level expectations) a student may have to in:**

November Expectation	Find coat and put arms through sleeves
January Expectation	Put arms through sleeves and button or zipper without assistance.
June Expectation	Put on hat, scarves, mittens, coat and tie shoelaces independently

## Standard-based Report Card Framework



## Grade 2 *Social Studies*

Concept: Use the compass rose to describe the location of objects on a map.

Report Card Key	Grading Guideline	Grading Guideline
<b>4</b> Consistently exceeds standard	The student is fluent, independent and can transfer the skill or concept.	Uses the intermediate compass points to describe the location on a map. Uses compass points to describe how to go somewhere on a map.
<b>3+</b> Demonstrates mastery of grade level materials	The student is independent at the skill without support.	Uses the compass points to describe the location of an object on a map.
<b>3</b> Fulfills grade level expectations	Minimal support is necessary for the student to be independent at the skill.	Uses the compass points to find objects on a map.
<b>2+</b> Although not yet meeting grade level expectations,	Student is independent most of the time but some support is needed.	With prompting can use the compass points to find objects on a map.
<b>2</b> Approaching grade level expectations	Minimal independence in the skill, support is necessary.	Can label the points on a compass rose independently.
<b>1</b> Not yet meeting grade level expectations	Unable to work in grade level material.	Working on learning what the term direction means.

Grade 4 Subject: Science

Vocabulary: Digestive system

<b>Report Card Key</b>	<b>Grading Guideline</b>	<b>Grading Guideline</b>
<b>4</b> Consistently exceeds standard	The student is fluent, independent and can transfer the skill or concept.	Uses the terms to compare the digestive system to other systems.
<b>3+</b> Demonstrates mastery of grade level materials	The student is independent at the skill without support.	Uses terms independently without prompting in conversation and writing to describe the digestive system
<b>3</b> Fulfills grade level expectations	Minimal support is necessary for the student to be independent at the skill.	Can define most of the terms independently. Minimal prompting is necessary.
<b>2+</b> Although not yet meeting grade level expectations,	Student is independent most of the time but some support is needed.	Can match terms to definitions. Can orally explain a term with support
<b>2</b> Approaching grade level expectations	Minimal independence in the skill, support is necessary.	Can match terms to pictures.
<b>1</b> Not yet meeting grade level expectations	Unable to work in grade level material.	Can match simplified terms to pictures with support.

# Thank you

Report Cards are an important tool in building home-school communication designed to support your child's success.

Thank you to all the parents, teachers and administrators who have provided valuable input for this revised report card.