
Haddon Township Elementary Report Card

August 20, 2015

Purpose of a Report Card

- Communicate with parents/guardians and students about on-going achievement
 - Identifies a student's areas of strength and vulnerability in terms of the district's learning expectations in each grade
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Why Change?

- Help parents/guardians understand the learning expectations **in each grade**
 - Communicate student progress toward **end-of-year** learning goals based on each subject's standards
 - Identify a student's areas of **strength** within each subject as well as areas that require **support**
 - Have a report card and state assessments that tell a **similar story**
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Process

- Grade Level Representatives identified issues/challenges and positives
 - Parent survey - 258 responses
 - Research (other school districts, articles, book)
 - Grade level meetings - feedback, concerns
 - Two years of development
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Former Report Cards - Academic Areas

Grades K-3

- Scale: M, P, AC, NA
- Continuum for Reading and Writing
- Math: strands
- Science and SS: participation/understanding of material
- Isolated by marking period

Grades 4-5

- Scales: A-F and E, S, I, N, U
- Each area (Math, Science, SS, Writing, Reading) graded for quality of work and effort
- Isolated by marking period

New Report Card

All academic areas (including “specials”) will be evaluated on a 1-4 scale

| GRADING KEY | |
|--|--|
| <p>1 - Not Meeting Standard</p> <ul style="list-style-type: none">· Student consistently requires support or intervention to apply grade level standard.· Student is working below grade level expectations.· Student does not demonstrate an understanding of expected knowledge and skills. | <p>2 - Partially Meets Standard</p> <ul style="list-style-type: none">· Student needs assistance to apply grade level standard· The student is progressing. The skills are not yet mastered.· Student demonstrates a partial understanding of expected knowledge and skills |
| <p>3 - Meets Standard</p> <ul style="list-style-type: none">· Student independently applies grade level standard.· Student consistently demonstrates and independently applies an understanding of expected knowledge and skills. | <p>4 - Advanced understanding and application of standard</p> <ul style="list-style-type: none">· Student independently exceeds grade level standard. |

Categories and Indicators

- Reading (fiction and nonfiction; foundations)
 - Writing
 - Language & Word Study
 - Math
 - Science
 - Social Studies
 - Special Areas (PE, Health, Art, Music, Spanish)
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Reading - Grade 4 Example

| READING | T1 | T2 | T3 |
|---|----------|----------|----------|
| Grade Level Reading Benchmark | Q | R | S |
| Meets marking period benchmark (yes/no) | Yes | Yes | Yes |
| Reading Fiction and Nonfiction | | | |
| Explains text elements using details and examples from the text | 2 | 2 | 3 |
| Identifies the main idea/theme of a text | 2 | 2 | 3 |
| Describes a character, setting, event, ideas, procedures, or concepts from a text using details | 2 | 2 | 3 |
| Identifies, explains and contrasts the organizational features of texts | 2 | 3 | 3 |
| Compares and contrasts point of view, theme, characters, texts or topics | 1 | 2 | 3 |
| Uses visual elements in a text to gain meaning (picture, chart, etc.) | N/A | 2 | 2 |
| Makes inferences about texts and supports them with evidence | 2 | 2 | 3 |

Writing - Grade 2 Example

| Writing | T1 | T2 | T3 |
|---|----|----|----|
| Meets Marking Period Expectations (yes/no) | | | |
| Writes narratives | | | |
| Writes opinion pieces | | | |
| Writes informative/explanatory texts | | | |
| Applies learned writing strategies | | | |
| Uses an opening in writing | | | |
| Provides details to support topic | | | |
| Uses transition words | | | |
| Uses a closing in writing | | | |
| Edits and improves writing | | | |

Indicators to Standards

| 2nd Grade Language Arts and Reading Standards and Expectations | 2nd grade students will be able to... |
|--|--|
| Writes Narratives Standard W.2.3 | <ul style="list-style-type: none">·Writes narratives in which they recount a well-elaborated event or short sequence of events·Includes details to describe actions, thoughts, and feelings·Uses temporal words to signal event order and provide a sense of closure |
| Writes Opinion Pieces Standard W.2.1 | <ul style="list-style-type: none">·Writes opinion pieces in which they introduce the topic or book they are writing about·States an opinion·Supplies reasons that support the opinion· Uses linking words (because, and, also) to connect opinion and reasons· Provide a concluding statement or section |

Math- Grade 1 Example

| Math | T1 | T2 | T3 |
|--|----|----|----|
| Meets Marking Period Expectation (yes/no) | | | |
| Operations and Algebraic Thinking | | | |
| Represents and solves problems involving addition and subtraction | | | |
| Understands and applies properties of operations and the relationship between addition and subtraction | | | |
| Demonstrates multiple strategies to fluently add and subtract within 20 | | | |
| Solves +/- problems | | | |

Indicators to Standards to Skills

| 1st Grade Math Standards and Expectations | 1st grade students will be able to... |
|---|---|
| <p>Represents and solves problems involving addition and subtraction Standards 1.0.AA1 and 1.0.AA2</p> | <ul style="list-style-type: none">• Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem• Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. |
| <p>Understands and applies properties of operations and the relationship between addition and subtraction Standards 1.0.AB3 and 1.0.AB4</p> | <ul style="list-style-type: none">• Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i>• Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i> |

Another Important Area

| Behaviors That Support Learning | T1 | T2 | T3 |
|------------------------------------|----|----|----|
| Follows directions | | | |
| Listens attentively | | | |
| Stays focused and on task | | | |
| Participates in group activities | | | |
| Practices self control | | | |
| Uses time constructively | | | |
| Takes responsibility for materials | | | |

Key: S (satisfactory), I (improving), N (needs improvement), U (unsatisfactory)

3 Is the Goal!

- By the end of the year, students should be independently applying the grade level standard consistently demonstrating an understanding of expected knowledge and skills
 - 4 indicates that a student has far exceeded the standard for that grade level rare occurrence, especially with current expectations
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And Back to “Why Change?”

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