



# **REPORT CARDS**

## **GRADES K-4**

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# WHY?

## WHAT'S OUR STORY?

- Over the last 3 years:
    - Rewrote every curriculum in the district:
      - Language Arts
      - Mathematics
      - Social Studies
      - Science
      - Art
      - Music
      - PE/Health
    - Assessments were written to align with the new curriculum.
    - NJ Learning Standards and NGSS were adopted.
    - New instructional resources were purchased to align with curriculum including: Math, Science, Social Studies and Language Arts to support these expectations.
- \*Curriculum work is ongoing and continuous.
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## AS A RESULT...

- Our educational community within the school district recognized a disconnect between the revised curriculum and the reporting process to parents. As a result, an examination of our report cards became necessary.
  - A report card committee was created during the 2016-17 School Year. This committee included a cross-section of teachers who volunteered to participate in the process.
  - Throughout the school year, this committee researched, studied and reviewed sample report cards from various school districts.
  - A report card was then developed which is aligned to the revised curriculum and provides accurate reporting on individual student performance to parents.
  - A rubric was also developed in order to assist the parents with interpretation of the information on the report card.

# WHAT DOES THIS REPORT CARD MEASURE?

- This report card identifies the most important academic skills the students are expected to learn in each subject which are specific to each grade level.
- It also identifies how well the student has mastered each skill.
- Student behaviors which impact learning, such as social/emotional development and work/study habits, as we know and understand, are critical to the success of each child.
  - This is in a separate area of the report card as it is not an assessment of the student's academic skillset.



# HOW CHILDREN ARE ASSESSED?

- The benchmark rubric for each of the trimesters will be used to determine the student's academic progress in meeting subject and grade level expectations.
- Throughout the school year, the teachers will assess students by gathering various pieces of data. This includes, but is not limited to, performance based assessments, reading, writing, mathematics, science and social studies benchmark assessments.



# ASSESSMENTS

Assessments include, but are not limited to:

- Fountas and Pinnell Reading Assessment
- Star 360
- Grammar Assessments
- Daily informal assessments
- Benchmark and Unit Assessments
  - Writing Assessments
  - Science and Social Studies Assessments
  - Math Assessments



# PROGRESS INDICATORS

4 = exceeding expectations

3 = meeting expectations

2 = approaching expectations

1 = not meeting expectations

N/A = not assessed at this time

- A rubric will be provided to assist parents in understanding specific grade level expectations.



# RUBRIC EXAMPLE

- This is an example of the Grade 3 Mathematics Rubric.
- If a child receives a 3 (Meeting Expectations) for Operations and Algebraic Thinking it means the child...

<b>3</b> <b>Meeting Expectations</b> (The following are grade level expectations; contact teacher for standards taught in a particular marking period.)
Math
<b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"><li>• Demonstrates fluency and accuracy with addition and subtraction facts</li><li>• Demonstrates fluency and accuracy with multiplication and division facts</li><li>• Understands and applies the properties of multiplication and division<ul style="list-style-type: none"><li>○ Student can apply Commutative, Associative, and Distributive Property of Multiplication.</li><li>○ Student can understand and apply Properties of Multiplication and relationship between multiplication and division.</li></ul></li><li>• Uses the four operations with whole numbers to solve word problems</li><li>• Identify and explain arithmetic patterns</li></ul>



# RUBRIC EXAMPLE

- This is an example of the Grade 4 Science Rubric.
- If a child receives a 3 (Meeting Expectations) for Motion and Stability in Science, it means the child...

<b>3</b> <b>Meeting Expectations</b> (The following are grade level expectations; contact teacher for standards taught in a particular marking period.)
Science
<b>Physical Science</b>
<b>Motion and Stability: Forces and Interactions</b> <ul style="list-style-type: none"><li>• Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</li><li>• Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</li><li>• Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</li><li>• Define a simple design problem that can be solved by applying scientific ideas about magnets.</li></ul>



# COMMUNICATING AND REPORTING

- Student progress toward meeting these expectations will be reported three times per school year: December, March and June.
  - Parent Conferences
    - The first set of Parent-Teacher Conferences will be held in November prior to the close of the first trimester so teachers can inform parents about their child's progress.
    - The second set of Parent-Teacher Conferences will be held in February prior to the close of the second trimester so teachers can inform parents about their child's progress.
    - It is imperative that parents attend Parent-Teacher Conferences in order to be provided with an update on their child's progress.
  - All report cards and up-to-date student performance information are accessible on the parent portal daily as we continue our paperless initiative.
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# EXAMPLE OF REPORT CARD

## GRADE 2 SECTION: ENGLISH LANGUAGE ARTS

Domains/Indicators	F	W	S
<b>ENGLISH LANGUAGE ARTS</b>			
<b>Reading - Literature/Informational /Foundational Skills</b>			
Reads grade level texts			
Identifies main idea and key details			
Draws inferences using text evidence			
Describes a character, setting or event using text evidence			
Summarizes text and determines theme			
Compares and contrasts similar themes/topics within and across texts			
Integrates information from two texts on the same topic			
Uses writing to effectively respond to text			
Applies grade level phonics and word analysis			
Reads with fluency (expression, phrasing, rate, accuracy)			
Demonstrates stamina during independent reading			



## IN CLOSING...

- Mrs. Tomback and Mrs. Irizarry as well as your child's classroom teachers will be providing additional information regarding report cards, and assessments at Back to School Night.
- In addition, Dr. Pillari and Mrs. Waibel are always available to answer any questions and address any concerns.

