STANDARDS BASED REPORTING

NOVEMBER 15, 2021

THE EVOLUTION OF REPORTING STUDENT PROGRESS

- Educators were teaching a standards-based curriculum but the report card we were using did not align.

- Parents wanted more information as to how they could support their children at home

- Educators wanted to report on progress toward grade level standards rather than a summation of work

- We wanted students to be more involved in the assessment process.

The standards-based report card committee consists of representatives across the district including…

- K-6 Classroom Educators
- Special Educators
- Unified Arts Educators
- A Behavior Specialist
- Language Arts Coordinators
- Administrators

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Mastricola Upper Elem.
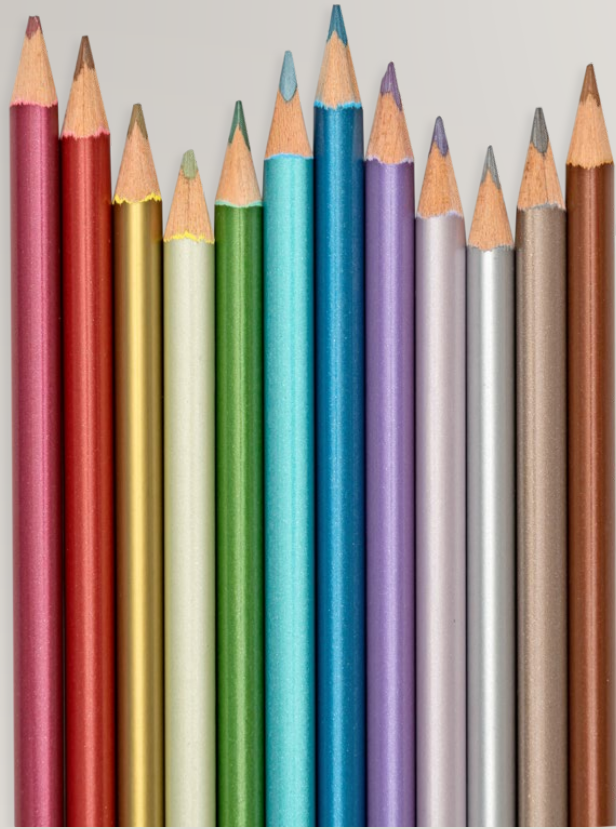
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COMMITTEE MEMBERS

JMUES	RFS	MES	TFS	MMS
• Nicole Frazzetta	• Sherry Rosswaag	• Holly Lubelczyk	• Meghan Bohn	• Nicole Diggins
• Adam Goodman	• Jeanette Cote	• Kelly Marble	• Jennie Calnan	
• Tracy Ruyffelaert	• Allison MacGuire	• Debbie Fournier	• Kara Daly	
• Sarah Garbarz	• Noel Rosenswaike	• Kathy Theriault	• Deb Walter	
• Jennifer Monroe	• Kristen Herr	• Maryanne Sabat	• Julie DeLuca	
• Anders Benson	• Sarah Claire	• Michelle Romein		
• Marsha McGill	• Kimberly Yarlott			
• Nicole Rheault	• Laura Livie			

MERRIMACK SCHOOL DISTRICT GRADE 4 REPORT CARD

GUIDING QUESTION:

How do we communicate personal growth and academic achievement so that parents and students have an accurate understanding of learning progressions across all educational environments?

SIX PURPOSES OF GRADING

Communicate	Communicate achievement status to parents
Provide	Provide information to students for self-evaluation
Select, identify, or group	Select, identify, or group students for instruction
Provide	Provide incentives for students
Evaluate	Evaluate the effectiveness of instructional programs
Document	Document students' effort of responsibility

Reference: Guskey, T.R. (2020). *Get Set, Go! Creating Successful Grading and Reporting Systems.* Bloomington, IL: Solution Tree.

WHAT IS THE PURPOSE OF THE MSD REPORT CARD?

- The purpose of this report card is to communicate with parents/guardians and students regarding the achievement of specific standards-based learning goals. It identifies students' levels of progress, relevant to those goals, areas of strengths, and areas where additional time and effort are needed.

Research and Investigation

- Review of model products across the U.S. (NH, NY, PA, MA, CT, VT, TX, CA)
- Book study of *Developing Standards-Based Report Card* by Thomas R. Guskey and Jane M. Bailey
- Presence at workshops and conferences presented by Guskey
- Research of CASEL (Collaborative for Academic Social and Emotional Learning) Standards

Image from: https://forestlawn.com/2019/06/07/good-ideas/canva-clear-light-bulb-placed-on-chalkboard/

Reporting Timeline

Conferences: Early/Mid-November

Trimester One: Ends December 10th, Report Cards sent home December 22nd

Conferences: Late February/Early March

Trimester Two: Ends March 25th, Report Cards sent home April 8th

Trimester Three: June 15th, Report Cards sent home last day of school.

Reporting Standards	Curriculum Standards
Designed for Reporting on Student Learning	Designed for Planning Instruction and Assessments
Relatively Few in Number (Usually 4-6 per subject)	Many in Number (10-50)
Broad and More General	Highly Specific
Clear and Understandable	Complicated and Detailed
Expressed in Parent-Friendly Language	Expressed in Complex, Educator Language

REPORTING STANDARD EXAMPLE

<u>Reporting Standard</u>: Uses a variety of decoding and/or word analysis strategies. (Grades 1-6).

<u>Curriculum Standards</u>

- <u>CCSS.ELA-Literacy.L.1.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- <u>CCSS.ELA-Literacy.L.1.4.a</u>
- Use sentence-level context as a clue to the meaning of a word or phrase.
- <u>CCSS.ELA-Literacy.L.1.4.b</u>
- Use frequently occurring affixes as a clue to the meaning of a word.
- <u>CCSS.ELA-Literacy.L.1.4.c</u>
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- <u>CCSS.ELA-Literacy.RI.1.4</u>
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RELATIONSHIP OF ESSENTIAL LEARNING COMPETENCIES TO THE REPORTING STANDARDS

- Each grade level Essential Learning Competency (ELC) was chosen from the curriculum standards for each grade level.

- These Essential Learning Competencies were chosen as the most critical curriculum standards to teach to mastery at each grade level.

- Each Essential Learning Competency aligns with a Reporting Standard and will be reported on under that Reporting Standard on the report card.

Image taken from: https://fineartamerica.com/featured/light-bulb-on-a-chalkboard-chevy-fleet.html?product=art-print

ALIGNMENT AND CROSSWALK OF GRADE LEVEL STANDARDS

- Ensured that all grade level curriculum standards were aligned to a reporting standard

- Aligned kindergarten through grade six curriculum standards to ensure they were consistently represented in the same reporting standards

- Revised reporting standards accordingly

- Completed process for all subject areas: Reading, Writing, Speaking and Listening, Math, Science, Social Studies, Unified Arts, and Characteristics of a Successful Learner

Image taken from: https://fineartamerica.com/featured/light-bulb-on-a-chalkboard-chevy-fleet.html?product=art-print

SUPPORTING DOCUMENTS

- A Guide to the Merrimack School District K-6 Trimester Report Card

- MSD Family Guide to Support the Standards Based Report Card

- MSD Educator Guide to Support the Standards Based Report Card

- MSD Family Guide to the Characteristics of a Successful Learner

- [MSD Family Guide for End of Grade 4 Expectations](#)

PERFORMANCE INDICATORS

Beginning: The student is beginning to make progress toward meeting the expectation for this trimester.

Developing: The student is progressing toward meeting the expectation for this trimester.

Meeting: The student is meeting the expectation for this trimester.

Comments: An educator may include comments to give more specific information relative to a student's performance.
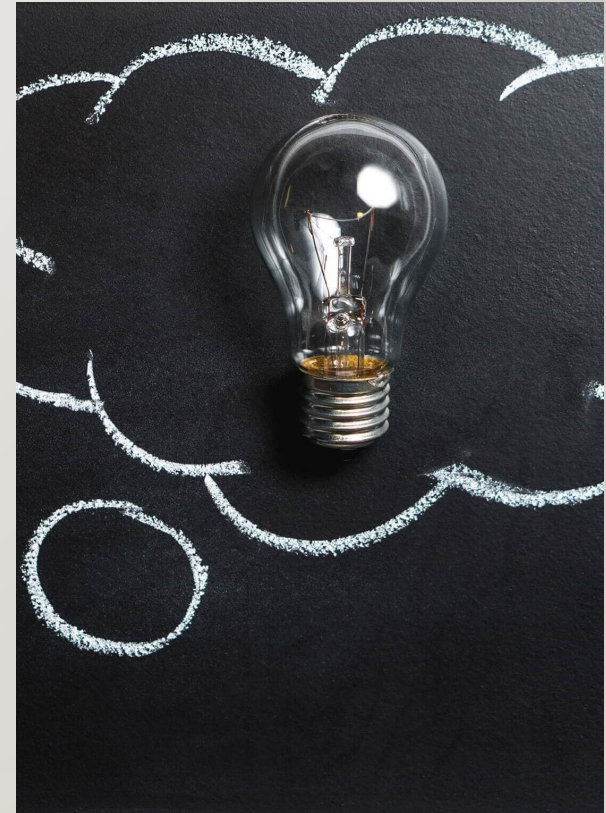
The explicit standards or learning goals students are expected to be met at the end of the trimester.
The indicators show each student's level of progress or proficiency in meeting those standards at the end of the trimester.

NEXT STEPS…

- Creation of grade level assessment rubrics for each subject

- Gathering of feedback from educators, families, and students

- Utilizing Canvas as a communication tool

THANK YOU

Image taken from: https://connectionsforkids.org/