

ELEMENTARY STANDARDS BASED REPORT CARDS
NEW Elementary Report Cards, 2021 – 2022
Frequently Asked Questions

What is a standards-based progress report?

A standards-based progress report describes a child's learning based on district curricula and end-of-year grade-level expectations aligned to the New Jersey Student Learning Standards (NJSLS). Standards-based grading focuses on progress toward mastery of essential grade-level standards in each discipline.

What is the purpose of a standards-based progress report?

The purpose of this type of progress report is to provide parents with a clear picture of their child's achievement toward key grade-level content and performance targets. These targets, reflecting the student-learning standards adopted by New Jersey, have been identified as particularly important for students' success as they continue through school. A standards-based report provides parents with accurate, consistent, meaningful, supportive information about their child's current learning.

What are the benefits of standards-based reporting?

A standards-based approach to grading:

- creates consistency across all elementary schools within a district
- isolates specific strengths and challenges of the learner
- allows for more differentiated instruction and opportunities for enrichment
- communicates academic progress more clearly to parents
- increases instructional consistency across teachers and within grade level

Does the new Standards Based Report Cards give information about behavior, effort, and student skills?

Yes, the information on behavior, effort, and study skills is reported in a section called *Student Work and Social Skills*. As students learn to be active participants in their school and classroom, they develop important skills for successfully navigating life in a global society. There is also a place on the report for written comments where teachers may speak specifically to the student's growth in these areas.

How often will I receive a progress report for my child?

Written Interim reports will be available three times a year. This is in addition to parent-teacher conferences. These various updates are intended to provide parents with information about their children's growth over the course of the school year.

The schedule for 2021-2022 is:

November 3 rd	Interim Report- Parent Portal Display Date
December 7 th , 8 th , 9 th	Parent-Teacher Conferences
December 22 nd	Trimester One Report Card- Parent Portal Display Date
February 11 th	Interim Report- Parent Portal Display Date
April 1 st	Trimester Two Report Card- Parent Portal Display Date
May 20 th	Interim Report- Parent Portal Display Date
June (or last day)	Trimester Three Report Card- Parent Portal Display Date

What are the advantages of a standards-based report card for a parent?

A standards-based report card provides a parent with in-depth information about key content and skills being taught in school and where their child's achievement level is at the time of the report. Through this more specific feedback based on standards, both teachers and parents will be better able to focus on important grade-level skills rather than simply on earning grades. Additionally, standards-based reporting, with the accompanying rubrics, allows for consistency of reporting across teachers and schools.

How do I find my student's Lexile level?

Lexile Levels are available via EasyCBM. EasyCBM is the K-5 Classroom benchmark given to students three (3) times during the school year (Fall, Winter, Spring).

What do the proficiency levels on the report card mean?

- **4- Exceeding the Standard/Expectation:** Student consistently grasps, applies, and extends key concepts, processes, and skills. Works beyond Standards
- **3- Meeting the Standard/Expectation:** Student grasps and applies key concepts, processes, and skills. Meets Standards.
- **2- Approaching the Standard/Expectation:** Student is beginning to grasp and apply key concepts, processes, and skills. Approaching Standard.
- **1- Does not meet the Standard/Expectation:** Student is not grasping key concepts, processes, and essential skills. Area of concern.
- **NA- Not Assessed at this time**
- **P- Pass** (Applies only to World Language and Health Classes)
- **F- Fail** (Applies only to World Language and Health Classes)

It is important to note that a “4” on a standards-based report does not equal an “A” in the traditional grading method. The proficiency levels reflect whether a child’s performance on key assignments and assessments typically exceeds, meets, approaches, or falls below the standards for their grade at the specific time of the report.

Because the progress report is measuring end-of-year standards, it is also important to note that appropriately achieving students may not attain a rating of “4” until the year’s end, unless the particular item represents a skill or understanding that the teacher guided to mastery and formally assessed earlier in the year.

Also, please keep in mind that while in traditional reporting, an “A” may have meant that the student is meeting grade-level expectations as measured by tests and assignments, in standards-based grading, this would be represented by a rating of “3”. A “4” on the new standards-based report card means that a student is readily able to demonstrate higher level of concept and skill application beyond the proficiency level for the grade.

Will all indicators across all grade levels be introduced over all Trimesters?

No. For areas that are not introduced by a staff member, N/A will be utilized for that indicator. The district will look to standardize the indicators where N/A will be utilized to begin the school year. Additionally, due to the Back-to-Basics Re-introduction to the school year, some indicators that typically are introduced in the first Trimester might have been slightly delayed.

How do teachers determine students’ proficiency levels?

Teachers use multiple measures including formative and summative assessments to determine where students are on the grade-level journey. Rubrics clearly delineate what a student needs to know and be able to do in order to reach each proficiency level. The rubrics are aligned to the New Jersey Student Learning Standards (NJSLS) and end-of-year grade-level expectations. You can find the NJSLS here:

[New Jersey Student Learning Standards](#)

What is a rubric and how is it used?

A rubric is a scoring tool for teachers that lists the criteria for a piece of work or a specific task. Standards Based Report Card rubrics clearly describe levels of quality for the criteria listed. Our Standards Based Report card rubrics identify current performance as Exceeding, Meeting, Approaching, or Not Meeting related to each standard. Multiple learning activities and assessments are used to determine a student’s placement on the rubric and progress toward the grade-level standards.

Should I share the progress report with my child?

Exactly how you share the report card with your child is up to you and your family. We recommend that you always focus on strengths and growth, including what they've learned and what they haven't learned *yet*. Having focused conversations on specific skill areas may help children set more targeted goals for their learning.

What other forms of assessment are used to measure my student's growth?

While this might vary across grade-levels and buildings, the following forms of assessment/materials can be used to measure a student's success:

- Paper assessments and classroom work
 - Homework
 - Classwork
 - Tests/Quizzes
 - Notebooks
 - Journals
 - Student-Based Projects
- IXL Diagnostic and skill assessments (Accessible through IXL Website)
- Teams Assignments accessed via Microsoft Teams
- Online EnVisions Assessments
- NewsELA
- EasyCBM Assessments (Fall, Winter, Spring)

If I have further concerns about my student's progress, how can I discuss with their teacher?

If after conferences parents' still have concerns about their student's progress, they may contact the teacher for a further discuss either via phone or e-mail. If persistent questions continue to exist about an indicator on the report card, the parent can address that concern with the subject specific supervisor/director prior to reviewing with the building principal. The subject area supervisors are as follows:

Mathematics- Dr. Jean Ferrara- jferrara@obps.org

Elementary English- Dr. Denise Lombardi- dlombardi@obps.org

Science- Mr. Jeff Caulfield- jcaulfield@obps.org

Social Studies- Mr. Rocco Celentano- rcelentano@obps.org

Art, Music, World Language- Ms. Anahita Keiller- akeiller@obps.org

Physical Education- Mr. Daniel Dimino- ddimino@obps.org