

A 3D rendering of a white desk and chair. On the desk is a blue globe showing the Americas. The background is white with a blue curved border at the top and bottom.

# The Standards-Based Report Card

Adopted & Modified by  
The Office of Early Childhood  
@ NH DOE

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From: Lexington Public  
Schools K-5, Lexington School  
Committee April 24, 2012

# History of the Committee's Work

A 30 member committee convened in 2009 and has spent to date a total of 98 hours each to:

- Study the research
- Collect & review documents from other districts
- Identify the **PRIORITY** standards in each academic area
- Develop pro-social skills
- Prepare for **pilot** implementation year scheduled for 2012-2013

# WHY THE CHANGE?

- To respond to the Common Core State Standards and instructional shifts
- To more accurately and effectively communicate student progress to parents, students and to staff in other grades
- To be clear and specific about the academic and pro-social standards of public education: what all students need to know, shared responsibility of education, student driven learning
- To reduce paperwork burden and move to three reporting cycles during the school year
- To implement meaningful formative assessments and probes to align with student outcomes and learning expectations

# What is a Standards-Based Report Card?

- Assesses student performance against a **specific** and **observable** grade set of skills;
- Measures each student against the identified grade level; **“end of year”** standard
- Does **not** measure how the student performs **compared to the other students.**
- Allows **teachers** to identify standards **“not yet attempted”** based on instructional pace.

# How does the Standards-based report card look?

You will notice two categories:

1. Pro-social Skills and Approaches to Learning
2. Academic Standards for each subject area



# How were the Academic Standards Selected?

Essential Standards representing what **ALL** students should know and be able to do were identified using the Common Core State Standards and Developmental Continuums:

- ❖ In each academic area
- ❖ At a specific grade level
- ❖ With attention to vertical and horizontal coherence

# Comparison- Mathematical Practices

## OLD

- **Problem Solving**
- **Applications of Problem Solving**

## NEW

- **Makes sense of problems and perseveres in solving them**
- **Explains meaning of problem**
- **Plans solution path**
- **Checks answer with a different method**
- **Evaluates reasonableness of answer**

# Comparison- Mathematical Content

## OLD

- **Addition**
- **Subtraction**

## New

- Uses place value understanding and properties of Operations to add and subtract within 100
- Uses diagrams or objects to explain why strategies work
- Uses strategies and algorithms based on place value, properties of operations, and/or relationship between addition and subtraction
- Answers correctly
- Explains answer in context
- Checks answer for accuracy

# English Language Arts & Literacy - Reading

## OLD

- Comprehension
- Spelling
- Listening
- Speaking
- Phonics (?)

## NEW

- Reads 3<sup>rd</sup> grade texts with purpose and understanding
- Lexicon level is \_\_\_\_\_
- Recounts stories, folktales and myths; relates to personal experiences
- Determines the meanings of words and phrases in text
- Engages with **technology** to research new topics

# Literacy - Writing

## OLD

- Written Expression
- Letter Formation

## NEW

- Writes opinion pieces supporting a point of view with relevant reasons
- Introduces the topic, text, states an opinion, lists reasons
- Uses linking words or phrases to connect ideas
- Engages with **technology** to create and produce work

# Pro-social Skills and Approaches to Learning

These skills are measured numerically by the following indicators:

- 4- Student **CONSISTENTLY** demonstrates this skill
- 3- Student demonstrates this skill **MOST** of the time
- 2- Student demonstrates this skill **SOME** of the time
- 1- Student requires **on-going intervention to** develop this skill



# ACADEMIC Performance Indicators

## The academic indicators are assigned letters:

**M** – Indicates that the student consistently and independently demonstrates **Mastery** of/Proficiency in the grade level standard

**P** – Indicates that the student is **Progressing** appropriately toward consistent and independent mastery of/proficiency in the grade level standard

**B** - Indicates that the student is **Beginning** to progress toward the grade level standard

**N** – Indicates that the student is **Not Yet** demonstrating progress toward the grade level standard

/ – Standard **Not Addressed** at this time

# What “other” changes might I see?

We recommend **three** reporting periods with report card distribution following a timeline of:

- Early December (with conference)
- Mid March (conference optional or by request)
- End of School



# New Instruction and Assessment Cycle

- Initial Benchmarking/Assessment completed by 4<sup>th</sup> week of school
- Instructional Cycle – approximately 6 weeks – data review schedule
- Differentiation – regrouping based on ability – Approx early Nov
- Three weeks extended instructional cycle – late Nov
- Reporting Period
- Repeat –
- Mid Year benchmarking mid to late January
- Differentiation - regrouping based on ability – Approx 1<sup>st</sup> of Feb
- Three weeks extended instructional cycle – late Feb
- Reporting Period
- Repeat –



# QUESTIONS?



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