



**LESTER C. NOECKER SCHOOL**  
**ROSELAND SCHOOL DISTRICT**

# Report Card Revision

imagine  
THE  
possibilities

Parent Meeting  
September 24, 2019



# The Why



# READY

We found that while our curricula had been aligned to [New Jersey Student Learning Standards \(NJSLS\)](#), our report cards were not aligned to our teaching. They became challenging tools to document student learning and communicate progress towards grade level goals.

As our [standards-based curriculum](#) and instructional practices become Noecker School culture, our report cards need to accurately portray student progress and classroom work.

We were ready and it was time!

# The Purpose of the Report Card



- Transparency and communication of student progress toward meeting end-of-year learning standards
- Consistent focus on grade level goals
- Greater consistency of expectations across the grade level and subject areas
- Availability and use of standards-based data to support and challenge students
- Authentic feedback about student growth in both academic and socio-emotional areas for both parents AND students
- **A tool to further our shared understanding and conversations about student growth**

# The Committee

Elissa Eccleston (K)

Julieth Santos (5 Math)

**Jenna Buccelli** (1)

**Nicole Leone** (5 Literacy)

**Gina Ortiz** (2)

Colleen Lavorgna (6 Math)

**Richard Celebre** (SE)

Janet Maikisch (6 Literacy)

Christina Melillo (3)

Jason Giumara (SS)

**Michele Tedeschi** (4)

**Candace Thomas** (Sci)



Special Area Teachers  
were also consulted on  
Comments and their  
learning standards!



# The Process

- Identified the Need
- Planned a Budget; Assistance
- Built a Committee
- RESEARCHED
- Developed **Pro/Con Lists** - what we liked, what we didn't!
- Gathered Feedback (including a parent survey!)
- Analyzed the Standards
- Targeted POWER Standards
- Reflected on Alignment to Assessments
- Developed OUR Indicators
- Selected Performance Levels
- Revised Comments & Learning Behaviors
- Began Sharing and Discussing!



# The Survey

Feedback received prior to the revision included questions about the alignment of some areas to what was happening in classrooms and confusion with the 4-3-2-1 scoring. These areas were also identified by teachers as “cons” on our list!

The survey sought additional feedback from the parent community on the report cards, as well as, a quick check on views regarding trimesters.



Take the online  
survey

*Survey was open:  
Aug 5th to  
Sept 3rd  
46 responses*

# The Survey

## Key Comments' Focus:

- \*Value of **comments & comments**, in general!
- \*Confusion of grades (A, B, C) vs performance levels (4-3-2)
- \*Grades for each marking period (specials, 1st MP)
- \*Continual **feedback** was more important than 3 or 4 report card cycles
- Very balanced results with regards to trimesters
- E-blast notice when report cards are posted
- Accessibility of portal
- \*Consistency



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survey

*Survey was open:  
Aug 5th to  
Sept 3rd  
46 responses*

\* items were also on the teachers' pro/con list!

# Summary of Revisions



- Revised standards/skills for all grades and subject areas
- Added Mathematical Practices (K-6) and Science Practices (Grades 4-6)
- Separated Library Media/Technology into TWO subject areas
- Revised Performance Levels (from 4-3-2-1 to ES, MS...)
- Letter Grades are only in Grades 4-6
- Aligned Grade 4 to the Grade 5 and 6 Report Card (SS/Sci)
- Revised Learning Behaviors (K-3) and Comments (Grades 4-6)
- Revised Scoring of Practices (K-6) and Learning Behaviors (K-3) to (C) Consistently, (U) Usually, and (I) Inconsistently Demonstrates
- Moved to Trimester Schedule for Grade Reporting



**Standards-Based**

Standards-based report cards break down each subject area or course into specific learnings. Reporting on each of these standards within each subject area gives parents and students detailed descriptions of achievement where a single letter grade cannot.

Standards-based grading communicates more information about a student's specific strengths or particular challenges. This understanding ultimately enhances school to home communication  
([Guskey & Jung, 2006](#))

**Q: What do you mean by standards??**

**The State of New Jersey has “standards” in each of the subject areas taught in our district. They describe what students should KNOW and be able to DO. They serve as a basis for the district’s curriculum, instruction, and assessment model.**

## Standards-Based



# The Revisions - Skills/Standards

## LANGUAGE ARTS LITERACY

### Reading

Teacher:

Grade:

Applies comprehension strategies

Distinguishes main idea and details from fiction and nonfiction text

Uses textual evidence to support ideas

Compares and contrasts story elements and details

Infers word meaning

## Our Previous Grade 4 Report Card

- Five skills listed for Reading
- Generally Aligned to Standards
- Lacking specificity

Used scale of 4-3-2-1  
(plus a letter grade!)

4-Exceeding Standards

3- Meeting Standards

2 - Working Towards Standards

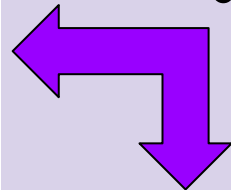
1- Below Standards

Reading

- Describes characters, settings, or events, drawing on specific details in the text to support thinking (RL.4.3)
- Determines a theme of a story, drama, or poem (RL.4.2)
- Compares and contrasts structural elements within and across texts (RL.4.5)
- Determines the main idea of a text and explains how it is supported by key details (RI.4.2)
- Interprets and utilizes nonfiction text features and text structure (RI.4.4)
- Utilizes strategies to understand vocabulary used in a text (NJSLA.R4)
- Understands how two or more texts address similar themes or topics as a means to build and support knowledge (NJSLA.R9)

# How to

- **Be Specific**
- **Be Measurable**
- **Inform**
- **Support**
- **Communicate**



# The Revisions - Skills/ Standards

<b>LITERACY</b>
<b>Teacher:</b>
<b>READING</b>
Refers to details and makes relevant connections about what the text says explicitly
Refers to details when drawing inferences from the text
Supports thinking with characters, settings, events, or specific details
Determines theme through summary of a text
Compares and contrasts structural elements within and across texts
Determines main idea and supports with key details
Interprets and utilizes nonfiction text features and text structure
Utilizes strategies to understand vocabulary used in a text
Understands how two or more texts address similar themes or topics to build and support knowledge
Reads and comprehends narrative nonfiction and literature at grade level text-complexity

**Link to All Samples!**

[Kindergarten](#)

[Grade 1](#)

[Grade 2](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

[Grade 6](#)

# Communicating Growth and Performance



# Lester C. Noecker School

## Roseland School District

100 Passaic Avenue  
 Roseland, NJ 07068  
 (973) 226-7644

# Fourth Grade Report Card

School Year:

Student:

Homeroom Teacher:

<u>Grading Key</u>				<u>Performance Levels</u>		<u>Attendance</u>				
A+	97-100	C+	77-79	ES	= Exceeding Standard		MP1	MP2	MP3	Total
A	93-96	C	73-76	MS	= Meeting Standard *Expected Performance	Days Absent				
A-	90-92	C-	70-72	AS	= Approaching Standard Independently	Days Tardy				
B+	87-89	D+	67-69	PS	= Progressing towards Standard with Support	Excessive absences/tardiness can affect progress				
B	83-86	D	63-66	NS	= Not Meeting Standard	<u>Mathematical and Science Practices</u>				
B-	80-82	D-	61-62	X	= Not Assessed at this Time	C = Consistently Demonstrates				
		F	60 or below			U = Usually Demonstrates				
						I = Inconsistently Demonstrates				

Grades 4-6

Grades K-6

Grades K-3  
 &  
 Grades 4-6

# The Revisions - Grading- Letter Grades (4-6)

Letter grades indicate how a student performs within a content area.

Traditional letter grades are often **averages** calculated by combining the following factors:

- teacher expectations;
- student performance on assignments, including homework, quizzes, tests, and projects;
- Effort and participation

Letter grades do not always tell parents which skills have been mastered or how the student is progressing toward mastery of the standards.



No Change



The elementary level report card is based primarily on **growth**.

At the beginning of the school year, or when a standard is just being introduced, most students in a classroom will not be “meeting the standard” on the skill or concept.

Performance levels, or “progress indicators,” report where a student is on the path towards “meeting the standard.” **Our goal is that by the end of the school year, students will be “meeting the standard” for their grade level skills and concepts.**

Teachers will use X, “Not Addressed or Assessed” when there is a standard on the report card that has not been taught yet. Some subjects and standards are taught only during certain times of the school year.



## The Revisions - Grading for Progress

# Performance Levels

towards end-of-year grade level expectations

**NS=**  
**Not Meeting**  
**Standard**



**PS=**  
**Progressing**  
**towards**  
**Standard with**  
**Support**



**AS=**  
**Approaching**  
**Standard**  
**Independently**



**MS=**  
**Meets Standard**  
**\*Expected**  
**Performance**



**ES=**  
**Exceeding**  
**Standard**



**X= Not Assessed at this time**

# “Exceeding” Does Not = an A

If a 4th grade student received A’s on every math test during the marking period, completed homework regularly, and participated in class they would likely just receive an A on a traditional report card.

If those math items measured only concepts 4th graders are **expected** to master, the A is the equivalent of “meeting the standard” as the student is performing as expected, but not necessarily **more**.

Performance that exceeds standards is characterized by high degrees of self-motivation and the ability to apply skills with consistent accuracy, independence, and at a higher level beyond the current grade level.

“Meeting the Standard” is the **Expected** Performance by year end.

# Learning Behaviors & Comments

## Trimesters

# The Revisions - Learning Behaviors & Practices

For both Learning Behaviors (K-3) and Mathematical (K-6) and Science (4-6) Practices, we are using a scale of C, U, and I. **Students are expected to attend to these areas the entire school year.**



**C = Consistently  
Demonstrates**

**U = Usually  
Demonstrates**

**I = Inconsistently  
Demonstrates**

# The Revisions - Comments

**Comments will be provided under specific content areas on the revised report card:**

**Grades K-3 - Brief Narratives under Literacy, Math, and Learning Behaviors; longer end of year comments**

**Grades 4-6 - “Drop down” comments for ALL subject areas; many specific to the content area**



**Two conferences per year continue! One a month prior to the MP 1 Report Card and one just after the MP2 Report Card!**

# The Revisions - Trimesters

<b>Fall Conferences</b>	<b>Trimester 1 Report Card</b>	<b>Trimester 2 Report Card</b>	<b>Spring Conferences</b>	<b>Trimester 3 Report Card</b>
<b>Early November</b>	<b>Early December</b>	<b>Mid-March</b>	<b>End of March</b>	<b>End of Year</b>

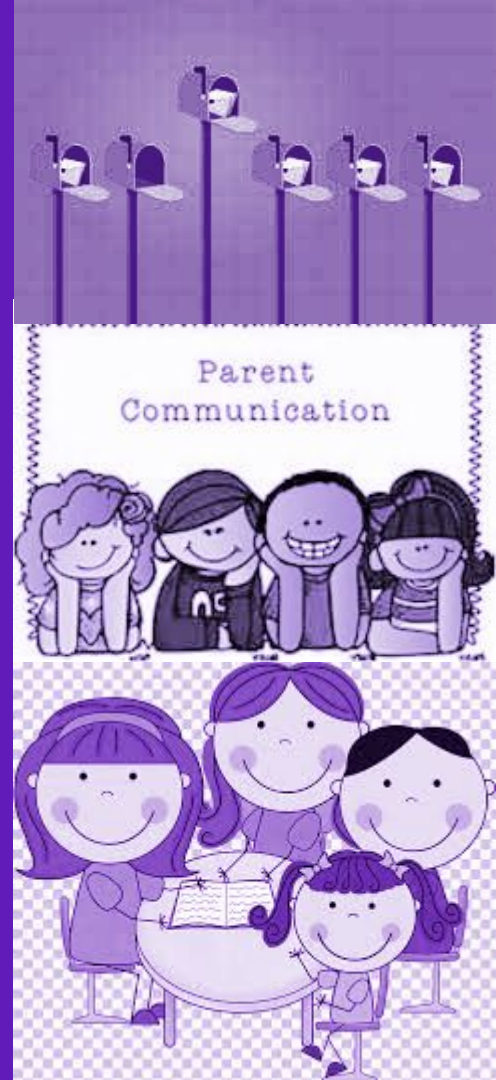
## Provides:

- FIVE Progress Updates
- More even and equal time across marking periods
- Time for students to demonstrate progress
- Additional time for teachers and parents to identify and support areas of concern during the grading period, particularly prior to the end of the first trimester
- Provides greater flexibility for teachers to pace curriculum and ensure student mastery of instruction



# Parent Portal

- E-Blast reminders will be sent when grades are posted each trimester.
- Report Cards will “look different” than they have as they have been fully revised, but what is taught and assessed is better communicated!
- See Samples of Grade Level Report Cards on the [Report Card page of our website!](#)







# LESTER C. NOECKER SCHOOL

## ROSELAND SCHOOL DISTRICT

Thank you for being our partner!



imagine  
the possibilities

