



Standards Based Reporting (SBR)

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL

BOARD OF EDUCATION PRESENTATION FEBRUARY 2017

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Why the change?

- To be clear and specific about academic and pro-social standards (i.e. what all students need to know and be able to do in each domain)
- To respond to the adoption of the Common Core State Standard by the New Jersey Department of Education
- To honor requests of stakeholders who expressed the report cards used were outdated
- To more accurately and effectively communicate student progress to parents and students
- To vertically align reporting K-6

South Harrison SBR Timeline- Highlights



- + ELA & mathematics **curriculum and pacing guide** documents developed
- + Development/introduction of SBRC grades **K-2**



- + Implementation of SBRC grades **K- 2**
- + Move to **trimester** schedule
- + **Standards Based Rubrics** for grades K, 1, & 2
- + **Model Curriculum Assessments** introduced
- + **Parent advisory committee** for SBRC

South Harrison SBR Timeline



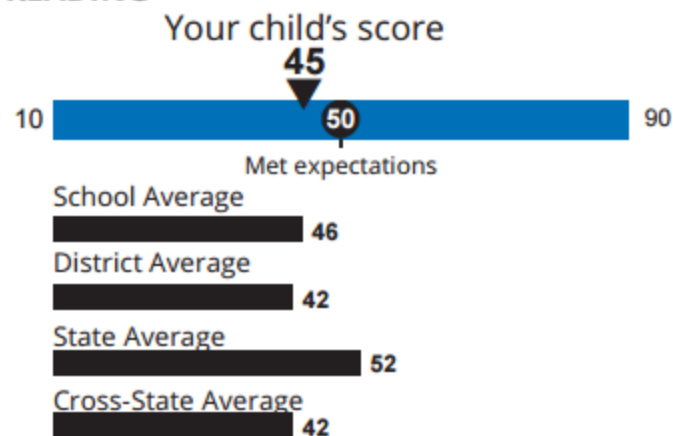
- + Development and introduction of SBRC and related rubrics in grade **three**
- + **Refinement** of rubrics for grades K-2 & K-1 Model Curriculum Assessments task based assessment Development of SBRC for grade **four**
- + Continued participation of a parent advisory committee for SBRC



- + Introduction of SBRC in grade **four**
- + **Revision of** Model Curriculum Assessment to **Common Summative Assessments** based on the on the DOE curricular framework K-1
- + Development of Standards Based **Rubrics** for grade **four**
- + Development of SBRC for grade **five for 2017-18**

How Did Your Child Perform in Reading and Writing?

READING



↑ LITERARY TEXT

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

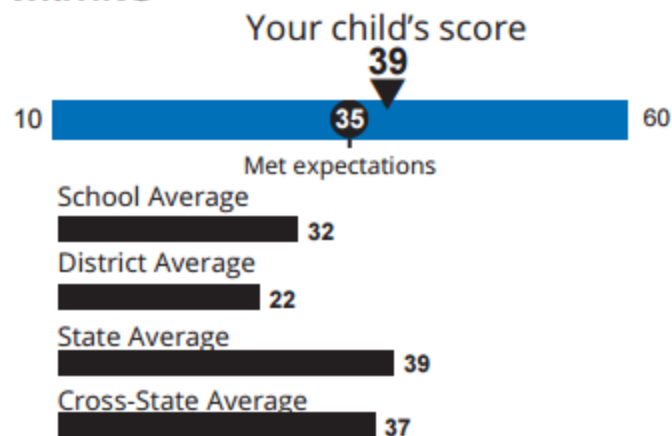
↔ INFORMATIONAL TEXT

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

↓ VOCABULARY

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

WRITING



↔ WRITING EXPRESSION

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

↑ KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

LEGEND

Your child performed about the same as students who:

- | | | |
|--------------------------------|---------------------------|--|
| ↑ Met or Exceeded Expectations | ↔ Approached Expectations | ↓ Did Not Yet Meet or Partially Met Expectations |
|--------------------------------|---------------------------|--|

South Harrison Township Elementary Report Card – Grade 4 - 2016-2017

Student Name _____

Home Room Teacher:	
Principal:	
Date:	

Key
E – Exceeds the Standard (Above Grade Level Expectation)
3 – Meets the Standard (Developing Appropriately)
2 – Approaches the Standard (Beginning to Develop)
1 – Does not yet meet the Standard (Needs to Develop)
<i>*An M in the box in front of the subject area indicates that the standards were modified.</i>

Language Arts (NJ SLS LA Standards) Mrs. Crouch & Mrs. Sinor	T1	T2	T3
Independent Reading Level (RF.4.3-4) A- Above O- On B-Below			
Reading			
Reads and demonstrates comprehension of fourth grade level complex literacy text (RL.4.1-3, RL.4.5-7, RL.4.9)			
Reads and demonstrates comprehension of fourth grade-level complex informational texts (RI.4.1-3, RI.4.5-9)			
Uses context to determine the meaning of words and phrases (RL.4.4, RI.4.4, L.4.4-6)			

Writing			
Writing Expression: Write effectively when using and/or analyzing sources. (W.4.1-10)			
Knowledge and Use of Conventions: Composes writing using the rules of standards English including those for grammar, spelling, and usage (L.4.1-3) ELA Section of the Report Card works for 4 grade S. Crouch			

Extends understanding of fraction equivalence and ordering (4.NE.A.1-2)			
Builds fractions from unit fractions by applying and extending previous understanding of operations on whole numbers (4.NF.B.3.A-D, 4.NF.B.4.A-C)			
Understands decimal notations for fractions, and compares decimal fractions (4.NF.C.5-7)			
Measurement and Data			
Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit (4.MD.A.1-3)			
Represent and interprets data (4.MD.B.4)			
Geometric measurement: Understands concepts of angles and measures angles (4.MD.C.5.A-B, 4.MD.C.6-7)			
Geometry			
Draws and identifies lines and angles, and classify shapes by their lines and angles (4.G.A.1-3)			

Science NJ CCCS & NGSS Mrs. Donofrio	T1	T2	T3
Demonstrated an understanding of content and concepts in physical science (4-PS3-1-4, 4-PS4-1-3)			
Demonstrated an understanding of content and concepts in earth science (4-ESS1, 4-ESS2-1-2, 4-ESS3-1-2)			
Demonstrated an understanding of content and concepts in life science (4-LS1-1-2)			
Differentiates observations from inference (interpretation) and knows scientists explanations come partly from what they observe and partly from how they interpret their observations			
Formulates and justifies predictions based on cause-and-effect relationships			

Reading Fiction and Non Fiction: Grade 4 SBRC – Parent & Supporting Standards

- Reads and demonstrates comprehension of fourth grade level complex literacy text (RL.4.1-3, RL.4.5-7, RL.4.9)

- **RL.4.1:** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.2:** Determine the key details to identify theme in a story, drama, or poem and summarize the text.
- **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RL.4.5:** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
- **RL.4.6:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.4.7:** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
- **RL.4.9:** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events in stories, myths, and traditional literature from different cultures.


Grade K-3

- References “**Power**” Standards
- **Breaks down** each area reported into its component parts (e.g. Reading- Fiction/Non fiction, Foundations of reading and writing)
- Each section reports the academic standards and effort/behavior is reported in “**Behaviors that Support Learning**”
- 3,000 character narrative comments section

Grade 4

- Online reporting capabilities using **ALL standards in ALL content areas**
- Each content area is described using **evidence statement** with comprehensive information from special area teachers
- **21st Century Skills**
 - ~Including Mathematical Practices (MPS) and Speaking and Listening (SL) standards
 - + Narrative comment section allows all departmentalized teachers to comment

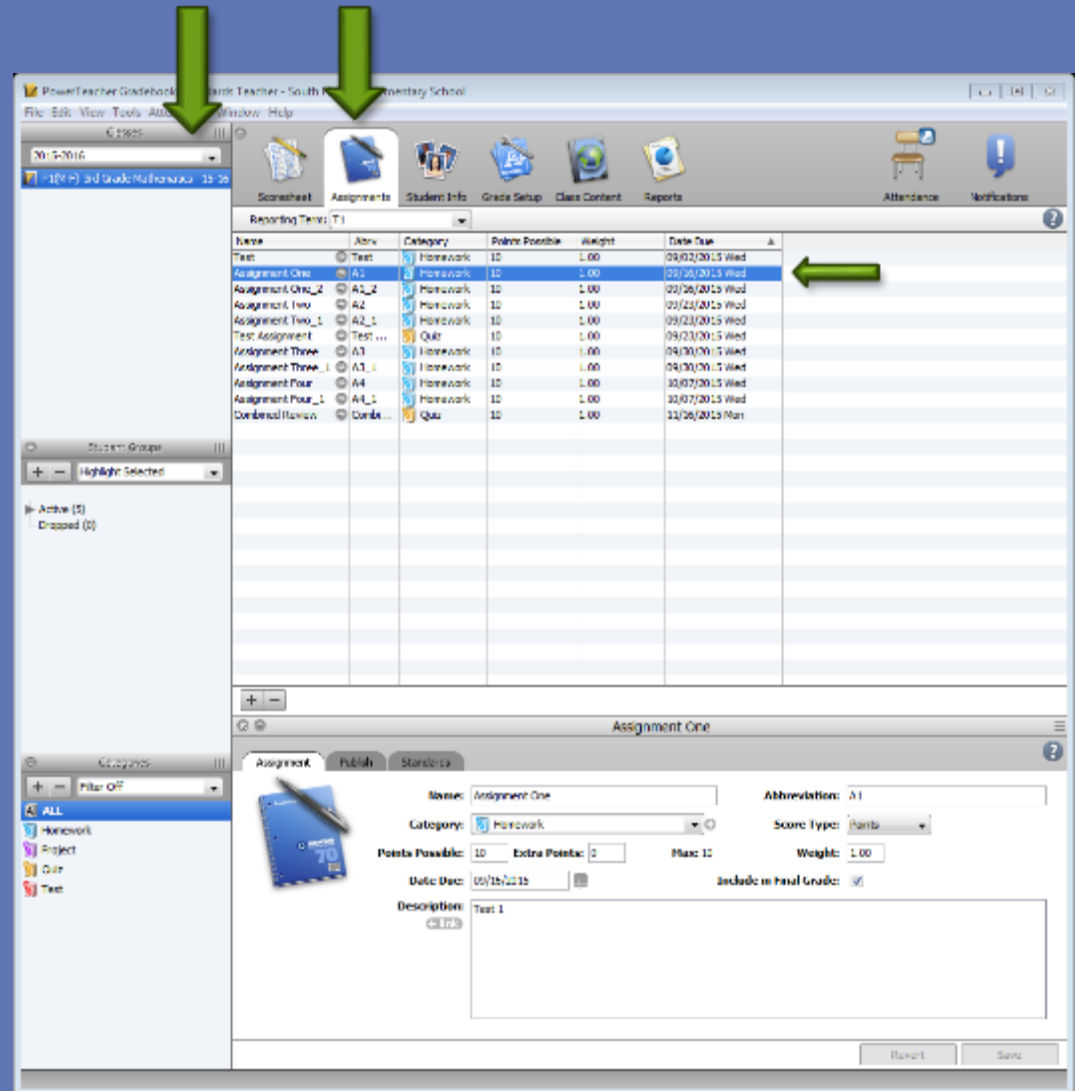
Grades 4: Assignments

- Assignment grades are automatically calculated as a standard final grade on the report card
 - Teachers can override the calculated standards final grade when appropriate
 - For each assignment, teachers can select standards attached to the course
 - Standards are associated to a course by the district and attached to the course are only the standards reported on the report card
 - Grading methods: Final grades are configurable using: **mean**, **median**, **mode** or **weighted** such as on the final 3 standards assessed
- 
- A decorative graphic of a plant with several leaves and small round fruits, rendered in a light blue color, positioned on the right side of the slide.

STEP ONE

To associate standards with an Assignment:

1. Select a class from the class pane
2. Click the assignment tab. The assignment window will appear
3. Double click on the applicable assignment. The assignment window will appear

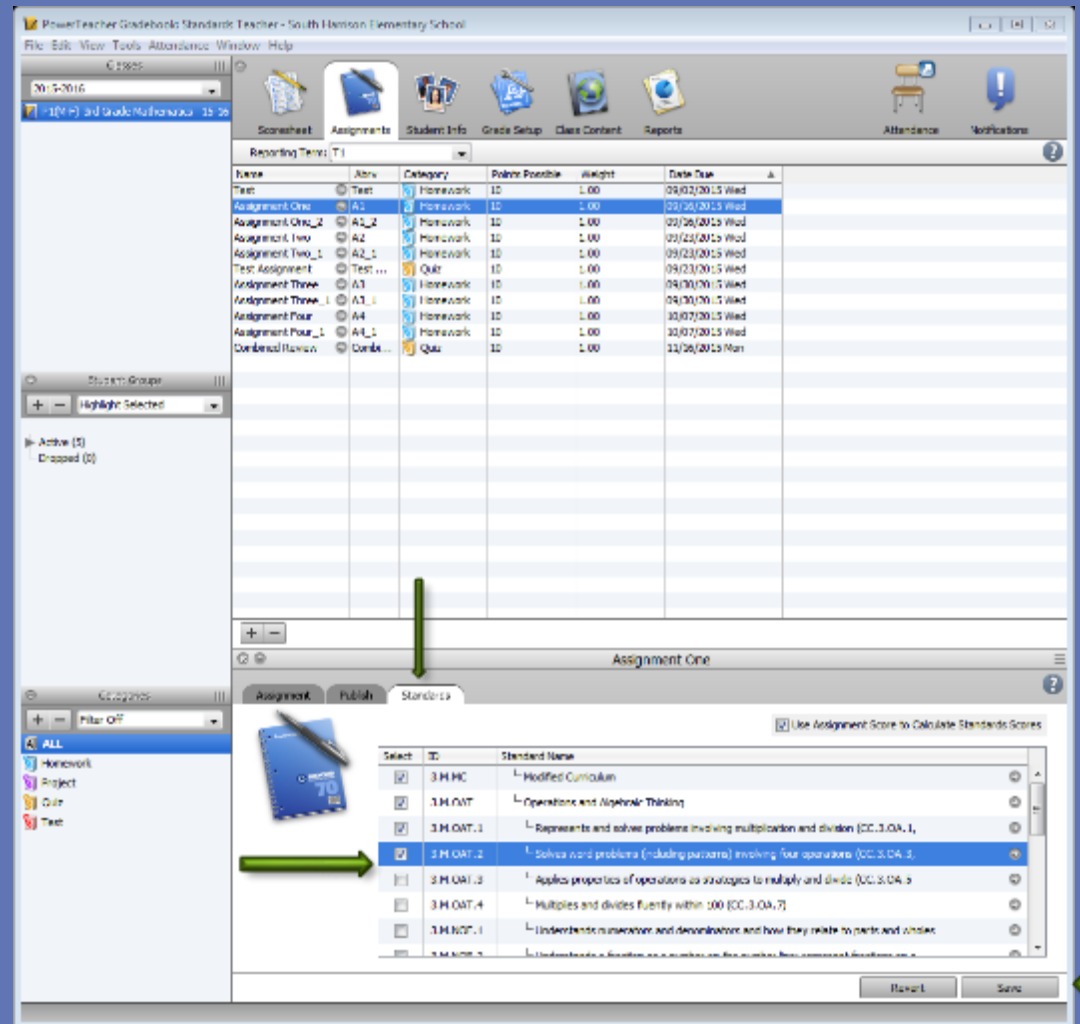


STEP TWO

4. Click on the standards tab. The available standards appear.

5. Select the checkbox next to the standards you want to associate to the assignment

6. Click save



Assignments with Standards

- Standards associated with an assignment will be hidden but are designated with an “s” in the description.
- To view the standards associated with an assignment click the “s” and they will be displayed.

Gradebook: Standards Teacher - South Harrison Elementary School

Tools Attendance Window Help

asses

Mathematics 15-16

Scoresheet Assignments Student Info Grade Setup Class Content Reports Attendance

Reporting Term: T1 Mode: Assignments Final Grades Student View

T1 In Progress

Students (5)	(T1) Final Grade	A	T	Test 09/02/2015 pts: 10	Modified Curriculum... Modified Standard LTR	Operations and... Elementary Stan... LTR	Represents... Elementary St... LTR	Solves word... Elementary St... LTR	Assignment One 09/16/2015 pts: 10	Assignment On... 09/16/2015 pts: 10
Test, Student 1	73 73%	n/a	-	-	5	M	NE	NE	NE	8
Test, Student 2	78 78%	n/a	-	-	-	-	-	-	-	
Test, Student 3	62 62%	n/a	-	-	-	-	-	-	-	
Test, Student 4	70 70%	n/a	-	-	-	-	-	-	-	
Test, Student 5	60 60%	n/a	-	-	-	-	-	-	-	

Summary percentage:0 grade:NE Revert

Assignment Publish Standards

Use Assignment Score to Calculate Standard

Select	ID	Standard Name
<input checked="" type="checkbox"/>	3.M.MC	Modified Curriculum
<input checked="" type="checkbox"/>	3.M.OAT	Operations and Algebraic Thinking
<input checked="" type="checkbox"/>	3.M.OAT.1	Represents and solves problems involving multiplication and division (CC.3.OA.1,
<input checked="" type="checkbox"/>	3.M.OAT.2	Solves word problems (including patterns) involving four operations (CC.3.OA.3,
<input type="checkbox"/>	3.M.OAT.3	Applies properties of operations as strategies to multiply and divide (CC.3.OA.5
<input type="checkbox"/>	3.M.OAT.4	Multiplies and divides fluently within 100 (CC.3.OA.7)
<input type="checkbox"/>	3.M.NO.1	Understands numerators and denominators and how they relate to parts and wholes
<input type="checkbox"/>	3.M.NO.2	Understands a fraction as a number on the number line; represent fractions on a

Revert

What do grade 4 parents see when looking at assignments?

The screenshot displays the PowerSchool website interface. At the top, the PowerSchool logo is on the left, and navigation links for 'Welcome, a test', 'Help', and 'Sign C' are on the right. Below the header, a black bar lists student names: Kusheni, Andrew, Chelsea, L'Moni, Lexa, Zachary, Antonio (highlighted), Jonathon, Will, Amanda, and Student 1. On the left, a 'Navigation' sidebar lists various options: Grades and Attendance, Grade History, Report Card, Attendance History, Email Notification, Teacher Comments, School Bulletin, My Schedule, Progress Reports, Testing Information, School Information, Account Preferences, Access Logs, and Graduation Progress. The main content area is titled 'Grades and Attendance' and features a 'Class Score Detail' section. This section includes a table with columns for Course, Teacher, Expression, and Final Grade¹. The data row shows '3rd grade Language Arts', 'Wagner, Heidi', 'P2-P4(M-F)', and '--'. Below this, there are sections for 'Teacher Comments' and 'Section Description'. The 'Assignment Scores' section contains a table with columns: Due Date, Category, Assignment, Standard, Score, %, Grd, and Codes. The table lists several assignments with their respective scores and standards.

PowerSchool Welcome, a test | Help | Sign C

Kusheni Andrew Chelsea L'Moni Lexa Zachary **Antonio** Jonathon Will Amanda Student 1

Navigation

- Grades and Attendance
- Grade History
- Report Card
- Attendance History
- Email Notification
- Teacher Comments
- School Bulletin
- My Schedule
- Progress Reports
- Testing Information
- School Information
- Account Preferences
- Access Logs
- Graduation Progress

Grades and Attendance

Class Score Detail:

Course	Teacher	Expression	Final Grade ¹
3rd grade Language Arts	Wagner, Heidi	P2-P4(M-F)	--

Teacher Comments:

Section Description:

Assignment Scores

Due Date	Category	Assignment	Standard	Score	%	Grd	Codes
03/15/2016	ELA - Writing	Unit 4, Quiz 1		--/3			
			Applies learned writing strategies (W.3.1, W.3.2, W.3.3)			1	
03/16/2016	ELA - Writing	Acrostic Poem		--/3			
			Applies learned writing strategies (W.3.1, W.3.2, W.3.3)			3	
			Provides details to support topic (W.3.1, W.3.2, W.3.3)			3	
			Uses learned spelling skills (L.3.2)			3	
			Writes for different purposes (persuade, inform, entertain) (W.3.1, W.3.2, W.3.3)			3	
03/17/2016	ELA - Writing	Opinion paragraph #1		--/3			
			Applies learned writing strategies (W.3.1, W.3.2, W.3.3)			1	
			Capitalizes words as needed (L.3.2)			1	
			Provides details to support topic (W.3.1, W.3.2, W.3.3)			1	
			Supports writing with details, examples from text, and/or research (W.3.7, W.3.8)			1	
			Uses a effective closing in writing (W.3.1, W.3.2, W.3.3)			1	

Grade 4 Parents View: Assignment Reports

Assignment Scores

Due Date	Category	Assignment	Standard	Score	%	Grd	Codes
03/15/2016	ELA - Writing	Unit 4, Quiz 1		—/3			
			Applies learned writing strategies (W.3.1, W.3.2, W.3.3)			1	
03/16/2016	ELA - Writing	Acrostic Poem		—/3			
			Applies learned writing strategies (W.3.1, W.3.2, W.3.3)			3	
			Provides details to support topic (W.3.1, W.3.2, W.3.3)			3	
			Uses learned spelling skills (L.3.2)			3	
			Writes for different purposes (persuade, inform, entertain) (W.3.1, W.3.2, W.3.3)			3	
03/17/2016	ELA - Writing	Opinion paragraph #1		—/3			
			Applies learned writing strategies (W.3.1, W.3.2, W.3.3)			1	
			Capitalizes words as needed (L.3.2)			1	
			Provides details to support topic (W.3.1, W.3.2, W.3.3)			1	
			Supports writing with details, examples from text, and/or research (W.3.7, W.3.8)			1	
			Uses a effective closing in writing (W.3.1, W.3.2, W.3.3)			1	
			Uses an effective opening in writing (W.3.1, W.3.2, W.3.3)			1	
			Uses learned spelling skills (L.3.2)			1	
			Uses parts of speech correctly (noun, verbs, adjectives, etc.) (L.3.1)			1	
			Uses punctuation correctly (L.3.2)			1	
			Uses the writing process to revise, edit, improve, and publish writing (W.3.5)			1	
			Uses transition words (W.3.1, W.3.2, W.3.3)			1	
			Writes complete simple and compound sentences (L.3.1)			1	
			Writes for different purposes (persuade, inform, entertain) (W.3.1, W.3.2, W.3.3)			1	

REPORT CARDS

- Scores are entered or overridden in the Scoresheet screen
- These score then populate of the report card parents/guardians receive

