

# Reflection on the Standards Based Elementary Report Card

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# Quincy Public Schools--- Elementary Report Card 15-16

Benchmark	Action	Action steps	Location	Notes	Completed
September 1st, and 2nd	Voluntary Gradebook training	A voluntary 2 hour Aspen training will be available to all staff to train them in the use of the grade book feature.	Central Middle School Computer lab	Over 100 staff attended a voluntary gradebook training at Central. Follow up trainings will be offered at the sites.	✓
Mid September	Aspen conference call	Members of IT and Curriculum will hold a conference call with Aspen to discuss an October test of the new report card.	IT conference room	A Aspen check in took place in the IT conference room after the report card training. Items discussed were the success of the training and ways to support teachers using the standards based gradebook.	✓
October 1, 2015	Aspen test	30 day test completed by Aspen of the new reporting feature	Site-based	The report cards have been printed at each grade level and the reporting feature is ready to go live.	✓
November 10th, 2015	Training on Grade posting for all staff. 2 ½ hours	Training on grade posting will occur in site based computer labs and will be delivered by report card team members.	Site-based computer labs	Training was offered at each site and run by the principal. Report card team members also assisted with this training.	✓

Multiple drafts were developed and reviewed with the developer at Aspen and the Curriculum Team

## Fall preparation & Implementation



# Quincy Public Schools--- Elementary Report Card 15-16

November 24th, 2015	Training on Grade posting for all staff. 3 ½ hours	Training on grade posting will occur in site based computer labs and will be delivered by report card team members.	Site-based computer labs	Training was offered at each site and run by the principal. Report card team members also assisted with this training.	✓
Early November	Parent Academy	A fall Parent Academy will be held to provide parents with information on the new report card and to provide parents with usernames and passwords to access the electronic report card.	Point Webster	Two Parent Academies were held on the elementary report card. One was held at Point Webster and the second was held at Atlantic Middle School. Parents were encouraged to drop in any time between 5-7 and were provided with individualized support in the content and technology of the new report card.	✓
December 8th, 2016	System Wide Professional Development 3 ½ hours	This time will be focused on preparing for and posting grades using Aspen.	Site-Based	Teachers used this time to prepare their grades and posted these grades into Aspen.	✓
December 4th - 9th	Implement new report cards	All grades 1-5 complete grade posting in Aspen	Site-based	All teachers posted and finalized their grades on Aspen.	✓
December 18th, 2015	Report cards published online and sent home to parents	Report cards published online and sent home to parents	Site-based	All report cards were sent home to parents and went live on Aspen.	✓

## Fall preparation & Implementation



## Elementary Report Cards

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The Quincy Public Schools is proud to introduce the district's newly created Standards-Based Report Card for students in grades 1-5. A committed group of Elementary, ELL, and Special Education teachers, as well as Principals, have worked diligently over the course of the past year to develop this new reporting tool that will more effectively communicate your child's progress.

After completing considerable research on this topic, collecting and reviewing similar reporting instruments from other communities, Quincy Public Schools is proud to report that we are ready and eager to implement a standards-based report card that reflects the Common Core standards as embedded in the 2011 Massachusetts State Frameworks. Our standards-based report card uses academic performance levels that are observable and objective. The standards themselves are grade-level benchmarks that specify what students should know and be able to do at each grade-level. They serve as a basis for our curriculum, instruction and assessments. The standards-based report card will be available for parents via Aspen, our district's student information system.

As we transition to this new reporting tool, please do not hesitate to contact your child's teacher or principal with any questions.

[Click here to view the Parent Academy PowerPoint.](#)

**Click Below to View Each Rubric:**

[Grade 1 ELA Rubric](#)

[Grade 3 ELA Rubric](#)

[Grade 4 Math Rubric](#)

[Grade 1 Mathematics Rubric](#)

[Grade 3 Math](#)

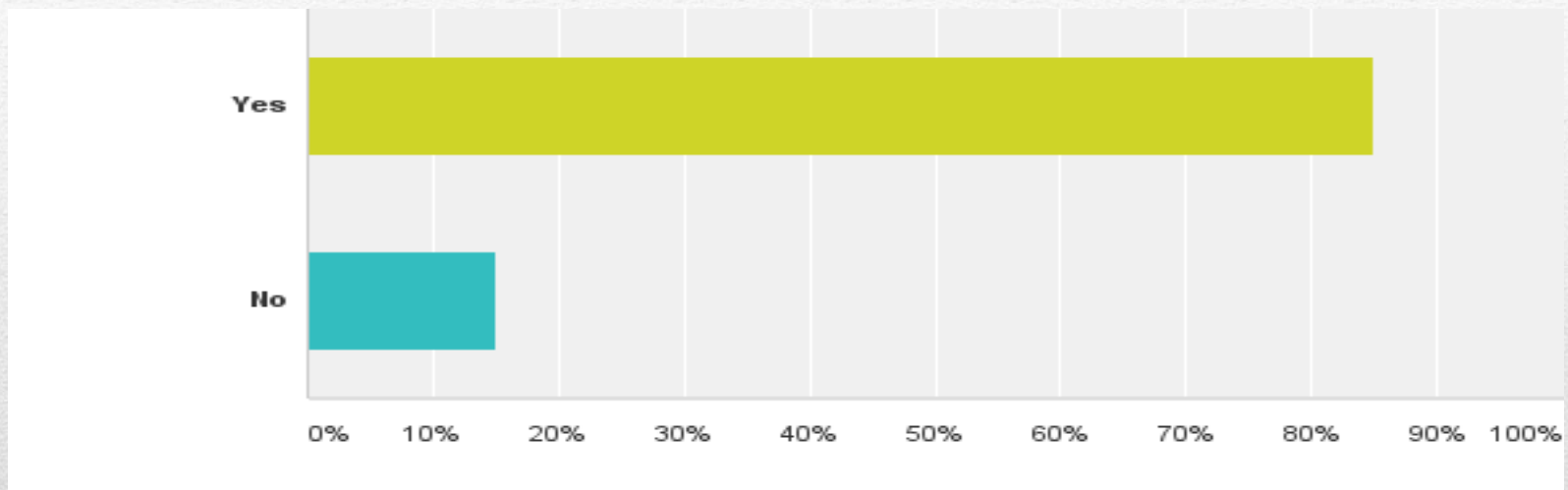
[Grade 5 Science Rubric](#)

# Quincy Public Schools Website



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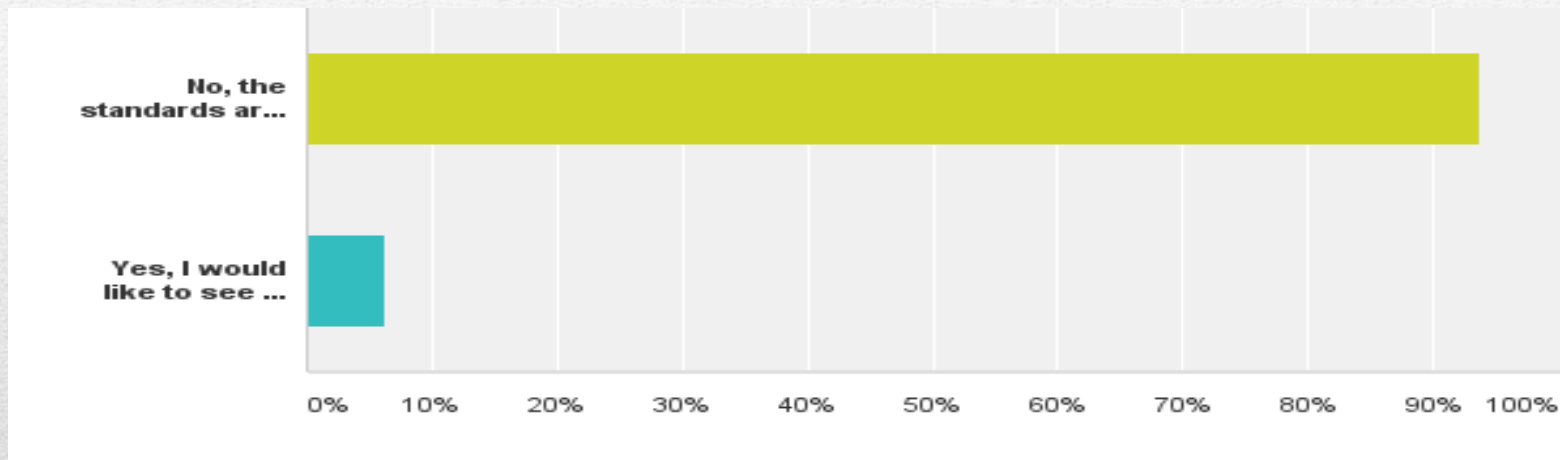
- Is the organization of the standards on the card appropriate to your grade level?



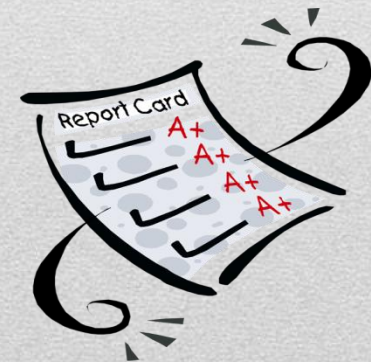
## Survey Results- Grade 1



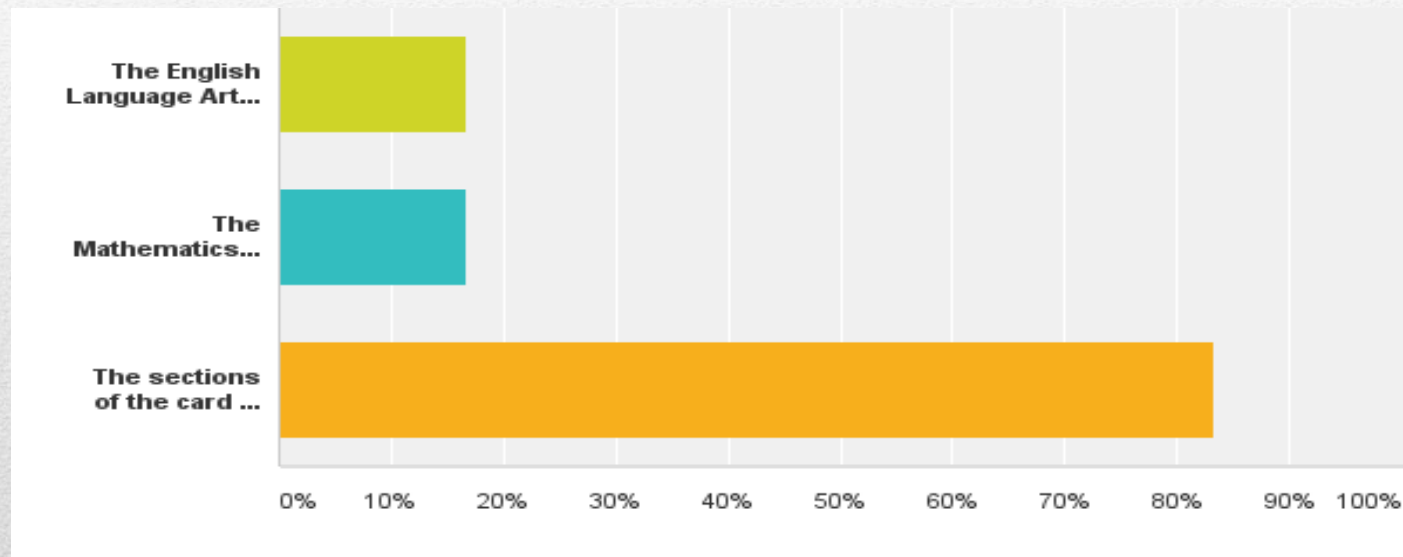
- Are there changes you would like the Report Card Team members to consider to the actual standards in any of the domain areas?



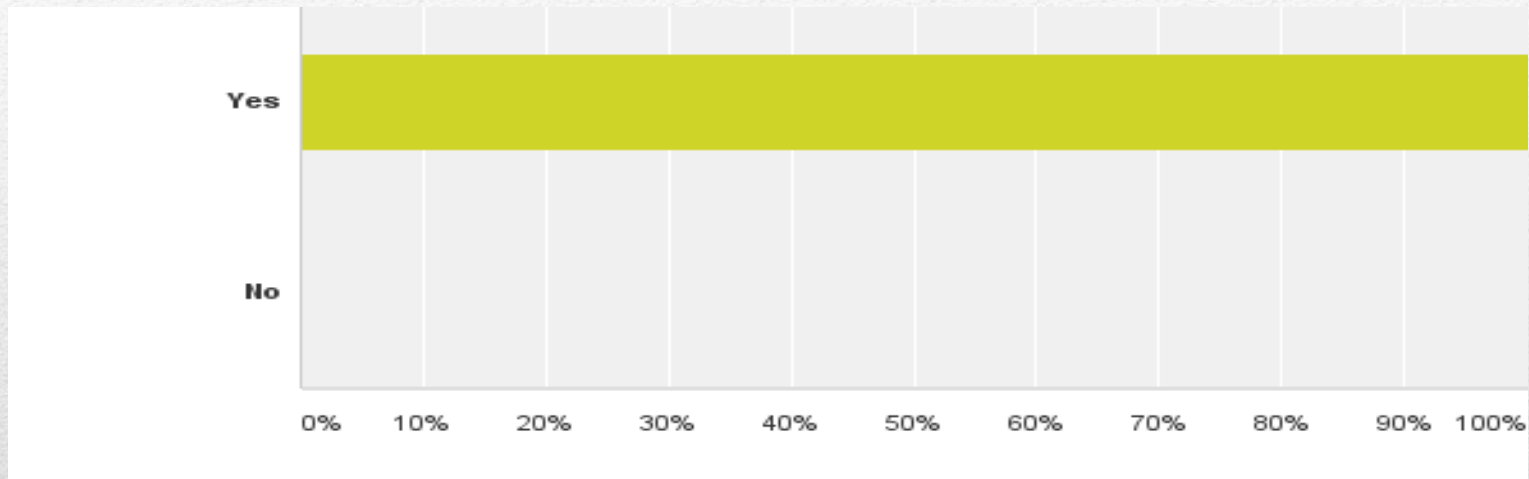
# Survey Results- Grade 1



- Are there any areas of the card that you think should be shortened or condensed? (check all that apply)



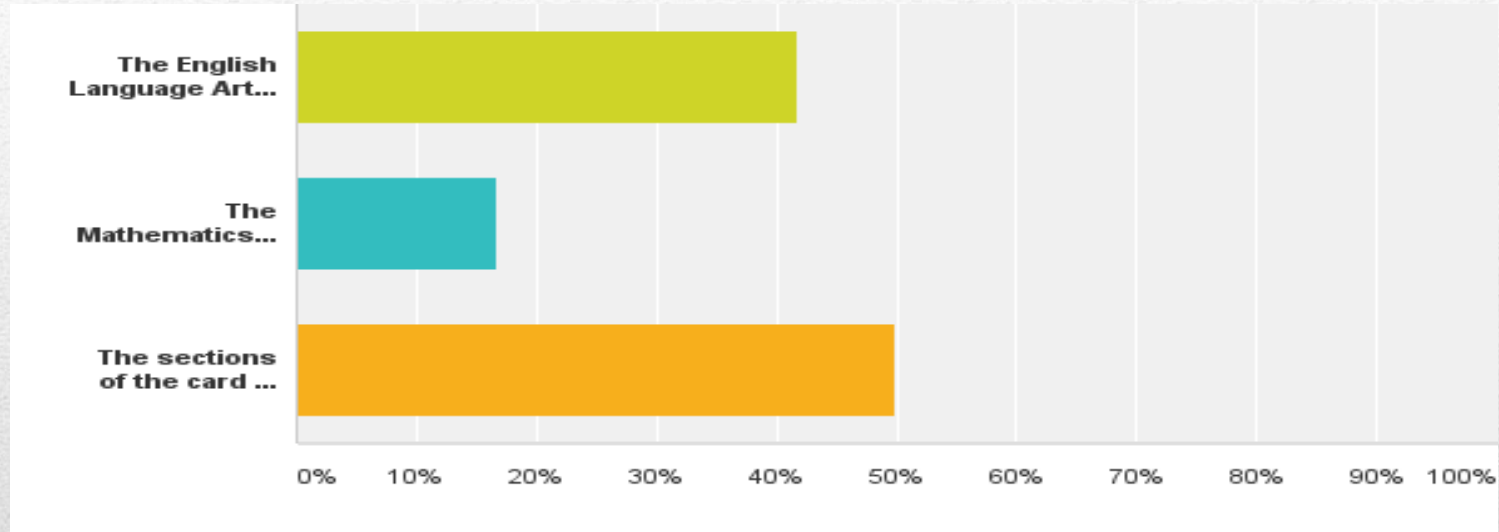
- Is the organization of the standards on the card appropriate to your grade level?



## Survey Results – Grade 3

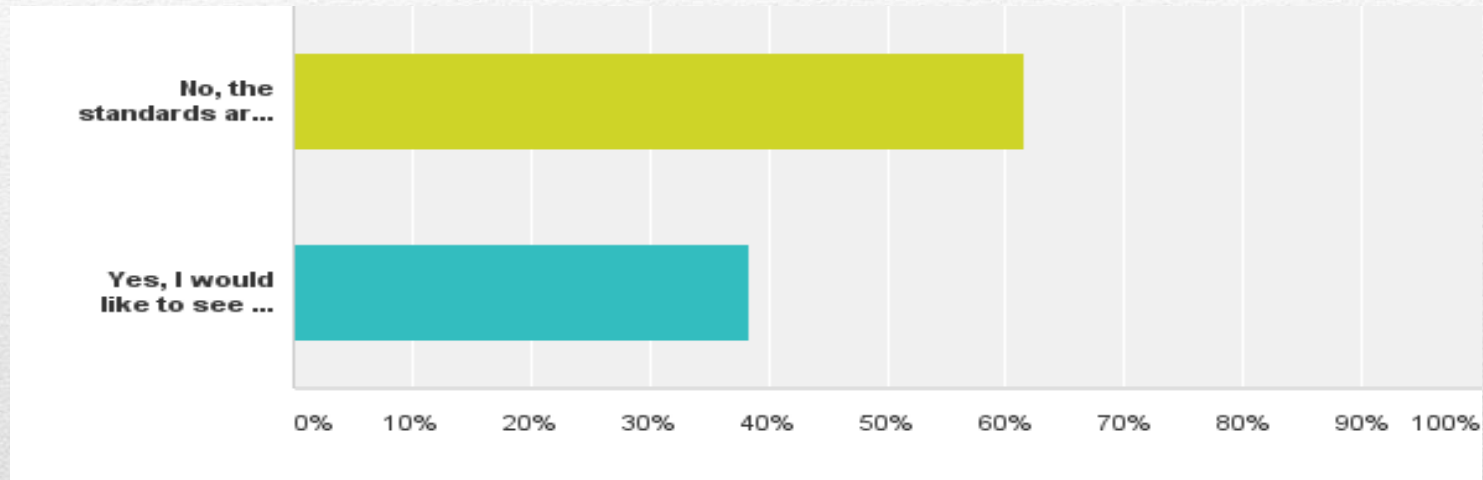


- Are there any areas of the card that you think should be shortened or condensed? (check all that apply)

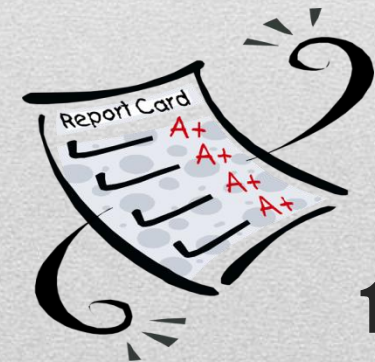


## Survey Results – Grade 4

- Are there changes you would like the Report Card Team members to consider to the actual standards in any of the domain areas?



## Survey Results – Grade 5



# Getting Ready for Implementation of the Report Card

- Collaborating with colleagues
- Preparing for grade input
- Linking reporting standards to classroom work
- Identifying forms of assessment for each standard

**Teacher Reflections**  
**Rebecca Cordero Grade 1**





## Grade Two English Language Arts Grading Rubric

### Reading – Foundational Skills

#### R.F.2.3. Knows and applies grade level phonics and word analysis skills in decoding words.

1	2	3	4
Uses letter/sound relationships, blends sounds to make words, with substantial support.	Blends sounds to make words, uses letter/sound association to decode simple words, recognizes and uses rhyming words, with some teacher support.	Applies appropriate phonics skills by decoding phonetically and accurately one syllable and/or multi-syllabic words.	Student exceeds the standard by consistently using multiple phonics strategies plus self-correction to identify new words.

#### R.F.2.4 Reads with significant accuracy and fluency to support comprehension.

1	2	3	4
Reads word by word with many miscues and identifies few high frequency words.	Reads in short phrases with some expression, some high frequency words and with some signs of self-monitoring.	Reads grade level text accurately and fluently with appropriate intonation.	Student exceeds the standard by reading above grade-level text fluently and accurately using multiple strategies, expression and voice.

### Reading –Literature

#### R.L. 2.1 Asks and answers questions about key ideas and details in a text.

1	2	3	4
Asks and answers 5 W and how questions with substantial teacher support/ prompting.	Asks and answers 5 W and how questions with some teacher prompts.	Asks and answers 5 W and how questions with a few teacher prompts.	Student exceeds the standard by asking and consistently answering 5 W and how questions independently.

## Developing and Using the Grading Rubrics

- Working with other grade level teachers to create a helpful grading tool
- Using the Grading Rubrics to assist in decisions regarding student grades

**Teacher Reflections**  
**Haley Shaughnessy Grade 2**



## Grading students using the asterisk

- Use of the asterisk on the report card
- Grading beginner ELL students
- Feedback from colleagues on the asterisk

**Did you find the asterisk on the report card a helpful tool to differentiate your grading for students receiving special education or ELL support?**



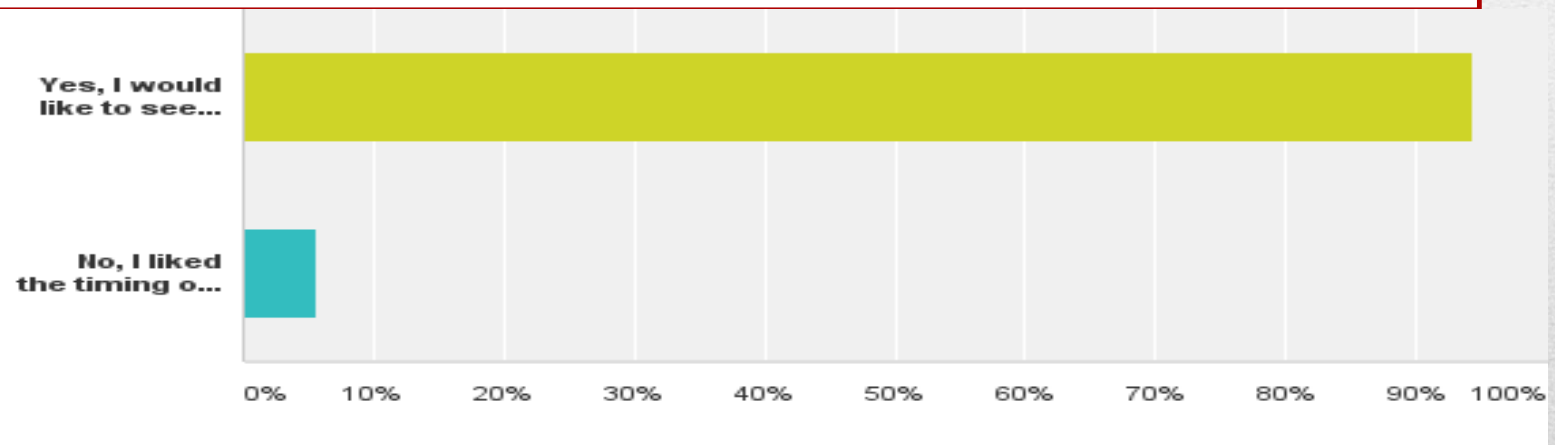
**Teacher Reflections**  
**Marisa Forrester Grade 3**



## Parent/Teacher Conferences

- Feedback from parents regarding the new report card
- Impact of the new card on the length and content of the conference
- Timing of the conferences

Do you think the report card conferences should be moved to before Christmas and April vacation?



# Teacher Reflections

## Casey Deaguero Grade 4



## Use of Aspen Gradebook

- Using an electronic gradebook for the first time
- Ease of use of the program
- Benefits of using Aspen to record grades throughout the trimester
- Reflections on going forward

# Teacher Reflections

## Laura Latini Grade 5



## Impact of the new report card on student learning and instruction

- Reflections from a student's perspective
- Students setting personal goals about their learning
- Developing an understanding that mastering the standards is a “work in progress” throughout the year
- Targeting individual strengths and weaknesses within instruction

# Teacher Reflections

## Kim Quinn Grade 5





## Review of the Report Card from a Principal Perspective

- Working with parents to assist in a smooth transition to the new document
- Supporting teacher implementation
- Reviewing the report cards
- Parent/teacher conferences
- Reflections moving forward

**Principal Reflections**  
**Principal Robin Moreira**  
**Principal Ruth Witmer**



# Questions?

