Hmmm....

What do grades tell us about what students know and are able to do?
Shift in Thought....

It is *not* a matter of what the teacher taught;

*it is* a matter of what the student learned.
What is the requirement?

Our K-5 curriculum must be aligned to:

- CCSS (2010) - Math & Language Arts
- NJCCCS (2009) - Science, Social Studies, Art, Media, Music, Physical Education
What is your take-away?

http://www.youtube.com/watch?v=k9iAkJZTU80
What is the movement?

- Nationwide movement spurs local movement
- We are joining high performing districts Paramus, Tenafly, Glen Rock, Wyckoff and others are coming along as well – Ho-Ho-Kus, Essex Fells
A standards-based performance report provides information on a student’s developmental abilities and progress in attaining learning standards in each subject.

The standards-based performance report as well as home/school communication provide a comprehensive and meaningful lens for parents to understand and support their child’s learning.
How will this benefit students?

This reporting shows parents and students the level of progress with specific skills and concepts within the subject area. This approach provides more detailed information about specific areas of strength as well as those areas that may need further study and support.
So we are shifting gears...

Scoring or rating students’ performance on learning tasks. It is a **four point scale** where students will:

3. **Meets learning standards** – the goal
2. **Approaches learning standards**
1. **Not meeting the learning standard**
4. **Exceed learning standards**
The “A,B,C” conversation

In a traditional reporting system, students receive a general numeric score/grade in a broad subject area. In the new system students are assessed on their progress with meeting learning objectives aligned to the standards.

So that:

3 (Meets expectations) does NOT = a B
4 (Exceeds expectations) does NOT = an A
2 (Approaching expectations) does NOT = a C or D
1 (Not meeting expectations) does NOT = an F
What does the student think?

1. “I don’t get it.”
2. “I almost have it but I need some help.”
3. “I got it and can use it.”
4. “I got it and can use it at a deeper level of understanding.”
What is assessment?

The ongoing process of gathering and analyzing information about performance in order to document student progress toward achievement of standards.
How do we assess?

Formative: Assessment for learning

Summative: Assessment of learning
How do teachers determine every child’s progress level?

Throughout the semester, teachers collect evidence of student achievement including observations, written work, projects, and presentations.
What will we use to assess students?

- Rubrics as a tool to score or rate student’s performance on tasks
- A set of clear criteria, performance descriptions aligned to the performance standards.
How will I know about my child’s progress?

- Periodically, rubrics will be sent home, along with supporting evidence of student work/performance.
- Ongoing communication via phone calls, emails and conferences.
What about social and learning behaviors?

Behaviors are rated using a key:

- **C** - Consistently
- **U** - Usually
- **S** - Sometimes
- **N** - Not Yet

These are important to assess and may influence the ability of a child to learn, but are not part of the performance indicator.
A single letter grade or a percentage score is not a good way to report student achievement in any subject area because it simply cannot present the level of detailed feedback necessary for effective learning.”

- Robert Marzano

*Transforming Classroom Grading*
Final Thought

When we focus on points we produce point collectors when we focus on mastery we get learners.
CONSIDERATIONS

1. Trimester reports
2. Home assignments
3. Feedback after Year 1 implementation
## Mathematics

### Operations and Algebraic Thinking
- Use the four operations with whole numbers to solve problems
- Gain familiarity with factors and multiples
- Generate and analyze patterns

### Numbers and Operations
- Generalize place value understanding for multi-digit whole numbers
- Use place value understanding and properties of operations to perform multi-digit arithmetic

### Fractions
- Extend understanding of fraction equivalence and ordering
- Add and subtract fractions and mixed numbers with a common denominator
- Multiply fractions for a whole number
- Determine and compare decimal equivalents for fractions with a denominator of 10 and 100

### Measurement and Data
- Solve problems involving measurement and conversion of measurements from a larger to smaller unit
- Represent and interpret data

### Geometry
- Draw and identify lines and angles.
- Understand concepts of angle and measure angles
- Classify shapes by their properties of their lines and angles

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**Key:** C – Consistently  U – Usually  S – Sometimes  N – Not Yet

### Mathematical Practices
- Makes sense of problems and perseveres in solving them
- Clearly explains mathematical thinking and problem solving
- Efficiently applies strategies to solve math problems
# English Language Arts

<table>
<thead>
<tr>
<th>Reading</th>
<th>Dec.</th>
<th>March</th>
<th>June</th>
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<tbody>
<tr>
<td><strong>Literature</strong></td>
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<tr>
<td>1. Quote accurately from a text, explain the overall structure of the text, and draw inferences</td>
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<td>2. Summarize and compare and contrast a text to determine a theme of a story, drama, or poem</td>
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<td>3. Describes how a narrator’s point of view as well as visual and multi-media aids impact the events and tone in a text</td>
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<td>4. Analyze and explain figurative language in a text</td>
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<td><strong>Informational Text</strong></td>
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<td>5. Quote accurately and determine two or more main ideas of a text and explain how they are supported by key details</td>
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<td>6. Explains relationships between two or more individuals, events, ideas or concepts in a historical, scientific or technical text</td>
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<td>7. Analyze, compare and contrast, information from several texts on the same topic to write or speak about a topic with knowledge</td>
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<td>8. Determine the meaning of academic and domain-specific words and phrases from a text.</td>
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<td><strong>Foundational Skills</strong></td>
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<td>9. Demonstrates stamina during independent reading</td>
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<td>10. Knows and applies grade-level phonics and word analysis skills in decoding words.</td>
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<td>11. Reads with accuracy and fluency to support comprehension</td>
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Q&A

Thank you for your presence & support!