



EWPS Standards Based Report Cards

INFORMATION FOR PARENTS

Timeline

- ▶ East Windsor Public Schools is rolling out a standards-based report card over the next three years.
- ▶ Broad Brook School will begin using our new report card in September 2019.
- ▶ This will be followed by East Windsor Middle School in September 2020.
- ▶ The East Windsor High School will begin in September 2021.

Executive Summary

The purpose of standards-based grading is to more accurately and consistently communicate student progress toward district identified learning indicators based on state standards, as well as work habits and community skills.

- ▶ The report card has specific learning targets within academic content areas for each marking period.
- ▶ These statements describe what students should know and be able to do at their grade level by the end of the year.
- ▶ The report card also contains information regarding attendance and progress that a child makes towards developing the characteristics of successful learners.
- ▶ Grades K-8 are standards based only. Grades 9-12 and gr 8 classes for HS credit are a combination of letter grades and standards based.

What are the advantages of Standards-Based Grading?

- ▶ Allows students, teachers, and parents/guardians to understand each student's progress by learning expectations that represent a group of standards.
- ▶ Provides more specific description of student's growth, knowledge and skills at each quarter and as the year progresses.
- ▶ Allows for students to make mistakes made during the learning process.
- ▶ Aligns with the daily grading practices and use of rubrics in the classroom.

What are the main differences from traditional grading?

- ▶ Standards-based grading focuses on a student's progress toward meeting grade level standards rather than a simple accumulation of points.
- ▶ It uses a number scale (4, 3, 2, 1) rather than a letter scale (A, B, C, D, F).
- ▶ It is not influenced by non-academic factors, such as tardiness or behavior.
- ▶ Performance levels are determined by each student's performance or demonstration of the standard.
- ▶ The goal is for all students to meet or exceed standards by the end of the year.

How are performance levels determined?

- ▶ In a Standards-Based Grading system a student's performance level depends on showing mastery of the standards. Completing the assigned work is important to a student's learning.
- ▶ Assignments will be scored on what a student demonstrates they know.
- ▶ If a student completes all assigned work, but is unable to demonstrate mastery of the content knowledge, the student will not receive a 4 (Exceeds) or 3 (Meets).

What are Civic & Social Expectations and Behavior that Supports Learning?

- ▶ These are skills related to: school expectations, the way students treat each other and staff, approach their school work, time management, homework completion and implementation of Social Emotional Learning lessons.
- ▶ These skills are important to be successful in school. They are separate from whether students meet the academic standards.
- ▶ Teachers model and reinforce these skills to help students become successful learners.
- ▶ Along with content knowledge and skills, these are important for parents and children to discuss at home.

Why is homework important?

- ▶ Homework allows students to try out what they are learning without having to worry about how it affects their final performance level.
- ▶ Homework is used for practice, to prepare students for upcoming learning, and to reinforce and extend learning, but never to learn material for the first time.
- ▶ When students don't complete homework, it is reflected in their work habits rubric level.
- ▶ By completing homework, students receive additional practice and will be better prepared for the next day's lesson.

Performance Levels

Grade	Name	Explanation
4	Exceeding standard	Student demonstrates or produces work performance beyond the grade level standard. (Cumulative score 3.7-4.0)
3	Meeting standard	Student demonstrates or produces work performance at the grade level standard. (Cumulative score 2.8-3.6)
2	Progressing towards standard	Student demonstrates or produces work meeting some elements of the standard or inconsistently meets the standard. (Cumulative score 1.8-2.7) Report card language reflects end of year expectations therefore most students will have a 2 on many indicators during the year.
1	Not meeting standard	Student does not demonstrate or produce work at the grade level standard. (Cumulative score 2.6 or less)
IE	Insufficient evidence	Student demonstrates or produces insufficient evidence to determine a rating.
NA	Not assessed	Student has not been assessed on this standard due to pacing of instruction. Not all standards are assessed each quarter.

Explanation of a 1, IE and NA

1 - Not meeting standard

If a student receives a 1, it means that he/she completed and submitted the assessment or assignment; however, their work shows a lack of understanding and little grade-level knowledge. It is important that the teacher and student work together to review this standard and identify his/her next steps and receive further instruction to prepare for the next assessment or a retake opportunity.

IE – Insufficient Evidence

An “IE” is given when there is not enough evidence for a teacher to assess a student’s understanding or progress towards standards. Typically, this means that a student did not turn in or complete an assessment or assignment. If a student earns an IE, they need to speak to their teacher immediately to determine if they can still turn in or redo the assessment in question; or complete an alternate assessment to allow the student’s performance on the standard to be determined.

NA – Not assessed

The “NA” code is used by a teacher when a standard is not assessed that marking period. This is a teacher decision based on unit pacing, there is no action that needs to be taken on the part of the student or parent. With multiple standards throughout the year, not all are assessed each quarter.

How is a student's performance level determined?

- ▶ East Windsor Public Schools is using a methodology called decaying average to determine overall performance levels.
- ▶ This methodology gives more importance to the most recent work. This demonstrates a student's growth and doesn't penalize them for the new learning at the beginning of the unit or year.
- ▶ If you are interested here is a description of how the performance levels are calculated using decaying average on the next two slides.
- ▶ Please contact your child's teacher if you have any questions about your child's performance levels.

Example of Decaying Average

- ▶ For example, suppose the teacher enters 60% as the current weight. The previous weight is calculated as $100 - 60 = 40$.
 - ▶ If a teacher has added - only one assessment, that assessment grade gets 100% weight.
 - ▶ This 100% gets split in 60:40 ratio when teacher adds a 2nd assessment. - 2 assessments, the most recent assessment gets 60% weight (in the above example). The 2nd most recent assessment gets 40% weight ($100 - 60$).
 - ▶ This 40% gets split in 60:40 ratio when teacher adds a 3rd assessment. - 3 assessments, the most recent assessment gets 60.00% weight (in the above example). The 2nd most assessment gets 24% weight ($(40 * 60) / 100$). The 3rd most recent assessment gets a 16% weight ($(40 * 40) / 100$).
 - ▶ This 16% gets split in 60:40 ratio when teacher adds a 4th assessment. - And so on.

1	Current weight	65.00%	Previous weight =	35.00%										
2														
3	Decaying Average = (Current Weight * Most Recent Score) + (Previous Weight * Result)/(Previous Weight + Current Weight)													
4														
5	This table shows the effective weight of each assessment based on the above formula													
6	Assessment #	1	2	3	4	5	6	7	8	9	10	11	12	
7	Most recent	100.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	
8	2nd most recent		35.00%	22.75%	22.75%	22.75%	22.75%	22.75%	22.75%	22.75%	22.75%	22.75%	22.75%	
9	3rd most recent			12.25%	7.96%	7.96%	7.96%	7.96%	7.96%	7.96%	7.96%	7.96%	7.96%	
10	4th most recent				4.29%	2.79%	2.79%	2.79%	2.79%	2.79%	2.79%	2.79%	2.79%	
11	5th most recent					1.50%	0.98%	0.98%	0.98%	0.98%	0.98%	0.98%	0.98%	
12	6th most recent						0.53%	0.34%	0.34%	0.34%	0.34%	0.34%	0.34%	
13	7th most recent							0.18%	0.12%	0.12%	0.12%	0.12%	0.12%	
14	8th most recent								0.06%	0.04%	0.04%	0.04%	0.04%	
15	9th most recent									0.02%	0.01%	0.01%	0.01%	
16	10th most recent										0.01%	0.01%	0.01%	
17	11th most recent											0.00%	0.00%	
18	12th most recent												0.00%	
19		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
20														
21	Assessment #	1	2	3	4	5	6	7	8	9	10	11	12	
22	Student A scores	1	1	1	2	2	2	3	3	3	4	4	4	
23	Decaying Average	1	1.00	1.00	1.65	1.88	1.96	2.63	2.87	2.96	3.63	3.87	3.96	
24														
25														
26														
27	Assessment #	1	2	3	4	5	6	7	8	9	10	11	12	
28	Student B scores	1	2	3	4	1	2	3	4	1	2	3	4	
29	Decaying Average	1	1.65	2.53	3.48	1.87	1.95	2.63	3.52	1.88	1.96	2.64	3.52	
30														
31	Student A Audit Report						Student B Audit Report							
32														

Coming soon! A
sample of the
report card.



How are students who receive special education services rated?

- ▶ Students who receive special education services are rated in compliance with the language of their IEP (Individualized Education Plan) on the report card.
- ▶ In addition to the report card, each student who receives special education services will receive a quarterly progress report on their progress towards the goals of their IEP.
- ▶ If you have any questions please contact your child's special education teacher.

Parent Portal

- ▶ Through the parent portal, parents can access their child's ratings on several different levels from the subject area to the individual assignment.
- ▶ Please contact your child's teacher with any questions about their performance.
- ▶ Please contact Freddie Rodriguez at frodriguez@ewct.org for access to the portal.