



# A Look At Our Standards-based Report Card

*Presented by Debbie Hale  
Director of Curriculum*

*“The success of any organization is contingent upon clear, commonly defined goals. A well-articulated focus unleashes individual and collective energy. And a common focus clarifies understanding, accelerates communication, and promotes persistence and collective purpose.” (ASCD)*



# Background Info

- ◆ The Charge
- ◆ The Process
- ◆ The Importance
  - Clear, consistency curriculum
    - An Opportunity to Collaborate
    - Goals
    - Clear, consistency curriculum
- ◆ The Tool(s)
  - Report Card
  - Understanding the Card
  - IEP's
- ◆ However, as we look at the tool we need to understand a bit about the components of a standards-based curriculum and the different purposes and reasons for assessment



# Understanding Assessment

- ◆ The purpose
- ◆ Assidere
  - Assessment is a tool for answering specific questions about various aspects of a child's knowledge, skill, behavior, or personality  
*(Meisels)*
- ◆ 3 Reasons for Assessment
- ◆ 3 Forms of Assessment

# 3 Reasons for Assessment

- ◆ Responding
  - Intended to provide specific feedback to the learner
- ◆ Evaluating
  - Helps the teacher keep track of the students experimentation & progress
- ◆ Grading
  - Intended for institutional record-keeping purposes



*What are we doing for our students that they could be doing for themselves?*

# The Tri-Assessment Model

“The emphasis on evaluation is shifting from monitoring, which is largely a managerial function, to supporting learning and enhancing development, a learner-centered orientation. Effective evaluation can shape learning when teachers and students work together to focus on what they really value about themselves as powerful learners”

*(Assessing Significant Outcomes” in If Mind Matters, Vol. II by Sharon Jeroski)*

**Traditional Assessment**  
*Focuses On: Grades & Ranking*  
**Features: Classroom Homework,  
Criterion Referenced, Norm Referenced**

**Portfolio Assessment**  
*Focuses On: Growth & Development*  
**Features: Collection, Selection  
Reflection, Inspection**

**Performance Assessment**  
*Focuses On: Relevance & Transfer*  
**Features: Scoring Rubrics,  
Standards, Criteria**



## What basic beliefs impact the implementation of a standards-based environment?

- ◆ We can agree upon and define what we want our students to know and be able to do.
  - ◆ Children can learn and do those things.
  - ◆ Children can recognize the quality of the standard and strive toward it.
  - ◆ Teachers can understand the quality of the standard and teach toward it.
- ◆ Hitting the bull's eye
  - ◆ Criteria Made Public



# Criteria Made Public: Instructional Assessment

## ◆ Value of Criteria to Teacher

- We assess what we value
- We need to work collaboratively to clearly articulate what we value
  - *What does quality work look like?*
  - *Can you describe it?*
- Value of Criteria to Students
  - Students can also learn to analyze sample work and develop a systemic vocabulary for describing quality so they can develop their own sense of what it means to present a good work.
    - *How good is good enough?*

# Standards-based Report Cards based on MA Frameworks



<b>Mathematics</b>	Term 1	Term 2	Term 3
Uses strategies to compute accurately (addition, subtraction, multiplication, division)			
Chooses appropriate operations to solve problems			
Applies number sense; place value and estimation appropriately to solve problems			
Applies and analyzes the relationship between fractions, decimals, percentages, and ratios.			
Applies patterns and relationships to solve problems			
Applies and analyzes geometric concepts			

- ◆ “It supplies *assessment targets for teachers, learning targets for students and feedback for parents.*” ASCD video: Using Standards
- ◆ “When students have opportunities to examine their work in light of known criteria and performance standards they begin to shift their orientation from “*What did I get?*” to “*Now I know what I need to do to improve.*” Jay McTighe, *Educational Leadership*





## Begin with the end in mind!

- ◆ In the end the ultimate goal of using assessment criteria, either rubrics or checklists, is to look at student work, and assess what the student can do, what the student needs to learn, and then decide what we can do about it.



# Criteria Made Public

- ◆ “This is an area we are working on ....
- ◆ This is an area you can work on ....
- ◆ This is something your child can work on ...
- ◆ This is what they can use there ....
- ◆ I know where we are beginning
- ◆ I know where we are going ....
- ◆ NO QUATUM- embedded assessment that guides curriculum, planning, teaching and most importantly, learning.



## Clear, consistent curriculum, assessment and instruction

*“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”*

*Stephen Covey*

One whose constant goal is the continual improvement of teaching and learning!