

Frequently Asked Questions

What will a standards based report card tell you about your child?

A standards based report card is effective in informing parents about specific skill achievement as measured against state academic grade level requirements and benchmarks. For example, instead of a child earning a “B” in reading, he or she will be evaluated separately in areas such as comprehension and decoding. This provides you with more information on which specific skills your child needs assistance with and allows for more effective communication between home and school. The actual grade level standards can be accessed on the Common Core State Standards website: <http://www.corestandards.org/>



Why does my child have a grade of N/A for some of the standards?

- Not all standards will be addressed in each marking period. Especially in the first marking period, teachers are preparing students for the school year and getting to know each of them as individual learners. A grade of N/A doesn't mean your child didn't meet that standard. Instead, it means that it wasn't fully addressed in the marking period. By the end of the school year, all standards will have a grade of 1-4.

Why is my child earning 3's? Isn't that a B?

- Standards Based Report Cards present a different way of communicating student learning. A 4 does not equal an A and a 3 does not equal a B. This is a new way of thinking about student performance. Earning a 3 means your child is able to complete the grade level standards, which is the overall goal.

What do I do if I have questions about my child's grade?

- Your child's teacher is your number one resource in helping to understand your child's academic needs. Please call the teacher to discuss your questions or concerns.

Why doesn't my child have a score for "Instructional Reading Level" in the 3rd Marking Period?

- Reading assessments are completed 3 times a year (September, January, and May). Therefore, assessment information is only available for the 1st, 2nd, and 4th marking periods.



BLAIRSTOWN ELEMENTARY SCHOOL

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Standards Based Report Cards in Language Arts

2015-2016



This year, Blairstown Elementary School utilizes a standards based report card in Language Arts. These report cards were created by a committee of teachers over a 2 year period. Although many districts move to a full standards based report card in every subject, we thought it would be best to pilot the change in Language Arts in order to make the process more successful. Information about standards based report cards is presented in this brochure. If you would like to see an example of the report cards, you can find them on the School Website under "Academics".



What is a standards-based report card?

A standards based report card identifies the most important skills in each grade level and content area in alignment with new Common Core State Standards, the New Jersey Core Curriculum Content Standards, and district programs. Each skill is assessed with a numerical value.

Earning a "4" means the student has advanced understanding and exceeds grade-level expectations. A "4" is difficult to obtain and indicates unusually high achievement.

Earning a "3" means the student has proficient understanding and meets grade-level expectations. A "3" is something to be celebrated!

Earning a "2" means the student has basic understanding and partially meets grade-level expectations. A "2" indicates that a child may need extra help or time to understand a concept or skill.

Earning a "1" means the student has minimal understanding and does not meet grade-level expectations. A student receiving a "1" will need interventions in order to meet grade-level expectations.

How are standards based report cards different from traditional report cards?

By evaluating specific skills within each subject, parents, students and teachers can be better informed about any areas requiring additional work. Standards based report cards differ from traditional report cards in that there are no averages calculated for an overall subject area. The report card language is the same used on state student assessment results.

Why assess student progress through a standards based report card?

Classroom teachers are better able to identify student strengths and weaknesses in a standards based learning environment, thereby permitting a more informed approach to individual student instruction. A standards based report card identifies how well a child is mastering each skill. This also provides us with a common reporting language and system between the district and state student reports.