

## Wrentham Public Schools

Report Card Transition  
 October 18, 2017 at 8:30am  
 October 26, 2017 at 7:00pm

*Leadership Team*

### Agenda

- ▶ Fixed versus Growth Mindset
- ▶ Wrentham's Transition Process
- ▶ Standards-Based Report Card Examples for Math
- ▶ Student Scenarios
- ▶ Assessing Students with Disabilities
- ▶ Transition Timeline for Other Subjects
- ▶ Questions

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

### Based on these scores and this legend, what grade might appear on the report card?

Assignment	Alpha	Numeric	Grading Legend			
1	C	75	A+ 97 - 100	C+ 77 - 79		
2	C	75	A 94 - 96	C 74 - 76		
3	missing	0	A- 90 - 93	C- 70 - 73		
4	D	65	B+ 87 - 89	D+ 67 - 69		
5	C	75	B 84 - 86	D 64 - 66		
6	B	85	B- 80 - 83	D- 60 - 63		
7	A	95		F 0 - 59		

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

### Carol Dweck's Mindset Theory on Success

#### Fixed Mindset

- ▶ Believe ability, talents, and intelligence are innate
- ▶ Dread failure
- ▶ Want to look smart all the time

#### Growth Mindset

- ▶ Value hard work, learning, training, and perseverance
- ▶ Talents and abilities can develop with effort, good teaching, and persistence
- ▶ Do not fear failure; view it as a learning opportunity
- ▶ Live a less stressful life

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

### Applying Mindset to Report Card Grading

#### Traditional

- ▶ Values product by rewarding achievement over learning
- ▶ Averages equally-weighted performance on all standards assessed within a marking period

#### Standards-Based

- ▶ Values process and product by rewarding growth by rewarding growth
- ▶ Assesses student performance against multiple and specific end-of-year standards
- ▶ Emphasizes most recent performance

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

### Based on these scores and this rubric, what rating might appear on the report card?

Assignment	Alpha	Numeric	
1	C	75	4 - Student consistently and independently demonstrates proficiency 3 - Student is progressing appropriately toward proficiency 2 - Student is beginning to progress with additional time and support 1 - Student is not demonstrating progress
2	C	75	
3	missing	0	
4	D	65	
5	C	75	
6	B	85	
7	A	95	

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

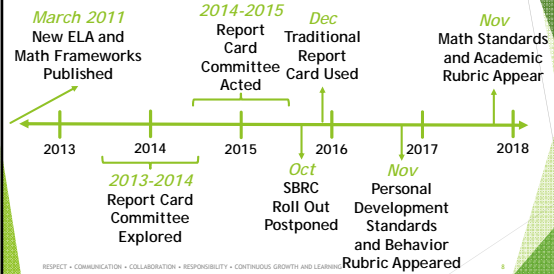
### Rationale for Implementing a Standards-Based Report Card

- ▶ Align with our core values
  - ▶ Communicates specific feedback to students and parents regarding what students should know and be able to do
  - ▶ Shares responsibility for teaching and learning with students
  - ▶ Shows growth over time
- ▶ Align to current Massachusetts frameworks
  - ▶ 2011/2017 Mathematics standards in 2017-2018
  - ▶ Other subjects in near future

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

7

### Wrentham's Transition Process



RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

8

### Compared to 2016-2017, what will remain the same in 2017-2018?

- ▶ Personal Development Standards with Behavior Rubric
- ▶ English Language Arts
- ▶ Science
- ▶ Social Studies
- ▶ Specials (Art, Health, Library, Music, Physical Education)
- ▶ Parent Conferences (Trimester 1 and Trimester 2)
- ▶ Teacher Comments (Trimester 3)

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

9

### Sample Grade 1 Math Standard

#### 2011/2017 MA Frameworks

- ▶ G.A.1. Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.
- ▶ G.A.2. Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.

#### Report Card Standard

- ▶ Identifies and creates two- and three-dimensional shapes.

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

10

### Grade 1 Math Report Card Example

#### Traditional

- Math - Performance Level
- Math - Effort
- Recognizes numerals
- Counts accurately
- Knows addition facts
- Knows subtraction facts
- Understands concepts
- Applies concepts
- Solves word problems
- Works with accuracy

#### Standards-Based

**MATHEMATICS**  
**Number and Operations in Base Ten**  
 Reads, writes, and compares numbers to 120  
 Demonstrates an understanding of place value with tens and ones  
 Mentally finds 10 more or 10 less than a number using place value strategies, not counting by ones

**Measurement and Data**  
 Demonstrates an understanding of linear measurement and compares lengths using non-standard units  
 Tells and writes time from analog and digital clocks to the nearest hour and half-hour  
 Represents and interprets data using graphs  
 Identifies and compares the value of U.S. coins up to 100 cents and uses the appropriate notation

**Geometry**  
 Identifies and creates two- and three- dimensional shapes  
 Partitions and describes circles and rectangles divided into two and four equal shares

Plus four (4) more standards!

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

11

### Sample Grade 4 Math Standard

#### 2011/2017 MA Frameworks

- ▶ OA.B.4. Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
- ▶ OA.C.5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

#### Report Card Standard

- ▶ Understands factors, multiples, and number patterns

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

12

### Grade 4 Math Report Card Example

#### Traditional

<b>MATHEMATICS</b>
Overall Mathematics Grade
Effort
Accuracy
Concepts
Problem Solving

#### Standards-Based

**MATHEMATICS**  
**Operations and Algebraic Thinking**  
 Solves multi-step word problems using all operations  
 Knows multiplication facts and related division facts through 12x12  
Understands factors, multiples, and number patterns  
**Number and Operations - Fractions**  
 Understands fraction equivalence, ordering, and decimal notation  
 Adds and subtracts fractions and mixed numbers  
 Compares decimals to the hundredths by reasoning about size  
**Geometry**  
 Draws and identifies lines, angles, and lines of symmetry  
 Classifies shapes and shape patterns by line and angle properties

Plus eight (8) more standards!

### Personal Development Rubric (PreK-6)

- ▶ 4 - Student consistently demonstrates this skill
- ▶ 3 - Student demonstrates this skill most of the time
- ▶ 2 - Student demonstrates this skill some of the time
- ▶ 1 - Student rarely demonstrates this skill

### Academic Rubric

- 4 - The student consistently and independently demonstrates proficiency with the grade-level standard
- 3 - The student is progressing appropriately toward consistent and independent proficiency with the grade-level standard
- 2 - The student is beginning to progress toward the grade-level standard with additional time and support
- 1 - The student is not demonstrating progress toward the grade-level standard
- NA - Not applicable or not assessed at this time

### Academic Rubric - "I Can" Statements

- 4 - I can do this accurately and consistently on my own. I can explain how and or why to do it. I can teach someone else how to do it.
- 3 - I can do this on my own without help. I can show I understand.
- 2 - I can do this with help or an example in front of me. I kind of get it, but may make a mistake.
- 1 - I am starting to get it, but am still confused. I am just starting to learn this, but I don't understand it completely.

### No Correlation Between Alpha Grades and Rubric Levels

- ▶ A ≠ 4, B ≠ 3, C ≠ 2, and D ≠ 1
- ▶ Alpha Grades (A, B, C, D, and F) show achievement within a time frame and correlate to a 100% scale
- ▶ Rubric Ratings (4, 3, 2, and 1) show growth over time and represent rubric descriptions

### Grade 4 Math Example: Trimester 1

STUDENT	Understands factors, multiples, and number patterns						Trimester 1 Report Card (Nov.)
	Pre Test	CA #1	CA #2	CA #3	CA #4	CA #5	
Joe	1	2	2	2	3	3	
Gavin	2	2	3	4	3	3	
Ella	4	4	4	4	-	-	
Parker	1	1	1	2	2	2	

CA = Common Assessment

### Grade 4 Math Example: Three Trimesters

Understands factors, multiples, and number patterns

STUDENT	NOVEMBER	MARCH	JUNE
Joe	3	3	4
Gavin	3	4	4
Ella	4	4	4
Parker	2	3	4

3 = The student is progressing appropriately toward consistent and independent proficiency with the grade-level standard

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

19

### NA: Not applicable or not assessed at this time

STANDARD	NOVEMBER	MARCH	JUNE
Draws and identifies lines, angles, and lines of symmetry	3	3	4
Classifies shapes and shape patterns by line and angle properties	NA	3	4

- ▶ NA ≠ zero
- ▶ Standard will eventually be assessed

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

20

### How are students with IEPs or 504 plans graded on a SBRC?

If student is working on grade-level content standards...

- ▶ Accommodations and/or specialized instruction occur as indicated in the IEP/504
- ▶ Teacher records a 1, 2, 3, or 4 for report card standards
- ▶ End-of-year goal remains a 4 (meets expectations)

If student is working on pre-requisite content standards...

- ▶ Situation is indicated in the IEP
- ▶ Progress on pre-requisite standards is documented in the trimester's IEP progress report
- ▶ Teacher records "NA" for report card standards

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

21

### What is the timeline for transitioning the remaining subjects?

- ▶ 2016-2017: Personal Development
- ▶ 2017-2018: Mathematics
- ▶ 2018-2019: Writing
- ▶ 2019-2020: Reading
- ▶ 2020-2021: Science and Specials
- ▶ TBD: Social Studies (dependent upon Massachusetts' roll out of new History and Social Sciences Frameworks)

RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

22



RESPECT • COMMUNICATION • COLLABORATION • RESPONSIBILITY • CONTINUOUS GROWTH AND LEARNING

23

Questions?