

**Frequently Asked Questions**  
**WED Standards-based Report Cards**  
**Last updated 11-30-06**

**How do we report the progress of students with IEPs, 504s, and students receiving ESL services on the standards-based report card?**

In accordance with a ruling Dr. D'Acchioli made on March 2, 2004, students with IEPs, students with 504 Plans, and students receiving ESL services should be graded based on the accommodations delineated in their plans (IEP, 504). Teachers may put (---) under the indicators.

- ▶ While the student would still receive the Progress Report appropriate to the chronological grade, if the student's IEP or 504 calls for him/her to be working towards accomplishment of standards at a lower grade level, the teacher should note on the progress report under comments that there are supplemental reports or documents (i.e. the IEP goals sheet, the ESL Progress Report) accompanying the progress report that more accurately reflect the student's progress.

This would only be true for those subject areas specified in the IEP, in the 504 Plan, or affected by language acquisition.

For example – a 3<sup>rd</sup> grade Special Education student has an IEP which calls for him to work on achieving the standards for 1<sup>st</sup> grade performance in Reading. Math is written to achieving the 3<sup>rd</sup> grade standards. The student would receive a 3<sup>rd</sup> grade report card. In the comments, the teacher would make the note that directing the parents to the supplemental documents. In the math section, the teacher would grade the student's progress as s/he would any other student.

- ▶ Students achieving the standard when given accommodations specified in an IEP or 504 Plan still receive a "3".

For example, a given student in 3<sup>rd</sup> grade can only complete operations in math when provided manipulatives. It is noted in the IEP. When not provided manipulatives, the student cannot accurately complete the operations. When provided the manipulatives called for in his IEP, he can meet the standard. The student receives a 3 on the report card. In the comments section, the teacher notes that supplemental documents further explain the student's progress.

- ▶ Any indicator for which the student is receiving instruction should have a rubric score indicating student progress toward the standard – even if performed only when accommodations are provided. Accommodations should be explained in the IEP, 504 Plan or on the ESL Progress Report.

**What criteria determine a 3 versus a 4? Are all schools "on the same page" in terms of what constitutes a 3 or a 4?**

- ▶ A 3 on the report card indicates that the student is able to consistently demonstrate proficiency on the Grade Level Expectations or standards for the current grade.

For the first and second trimesters this means that the student is able to consistently demonstrate reasonable progress towards the end of the year standards – progress that indicates that the student will meet the end of the year standard by the end of the year given current performance and effort.

- ▶ A 4 on the report card indicates "extraordinary progress". Students meeting end of the year standards earlier in the school year could receive 4s in those indicators where their performance already meets the end of the year standards.

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Students reading above the grade level, students performing in math that meets the standards for the following grade, students whose writing meets the standards for the following grade should receive a 4 in the appropriate area.

Students performing above grade level in any given area should NOT receive less than a 3 or 4 on any of the indicators in the section.

- ▶ Using the Grade Level Expectations published by the Rhode Island Department of Education (RIDE) in Reading, Writing, and Mathematics and CREST (Curriculum Revision and Educational Standards for Teaching) documents for the other subject areas as instructional planning tools, in order to score a 3 for the end of the year, students must produce evidence of ability to complete the bulleted indicators under the expectation/standard in order to receive a 3.
- ▶ It is imperative that in developing any assessment or task, we develop them **BASED ON THE STANDARD/EXPECTATION**.

If the standard says, for example, that 3<sup>rd</sup> graders must have ALL high frequency words spelled correctly then the student needs to get 100% of the words correct in writing assignments to get a 3. If the standard says that a 2<sup>nd</sup> grader should spell high frequency words correctly but allows for inventive spelling of words less frequently found in 2<sup>nd</sup> grade reading, then the student would get a 3 even with some misspellings in his/her work. If the standard says that the student can add and subtract whole numbers accurately and the student gets one or two examples on a test wrong, but **UNDERSTANDS THE CONCEPT**, then the student should receive a 3.

**Who determines what would be the appropriate increments for the children to achieve each trimester on their way to meeting the standard by the end of the year?**

- ▶ In Reading - The DRA results guide teachers in this decision for reading (see Determining Reading Proficiency in the white binder disseminated at the last Professional Development day).
- ▶ In Writing and Math - Currently teachers judge progress on their own. Teachers of same grade levels in a building should work together on this. Now that the WED CREST documents are aligned to the Grade Level Expectations (GLEs), the district will be forming curriculum committees to determine intermediate expectations for each grade level in mathematics and English Language Arts: Writing.

**If a student is determined to be reading independently above grade level, but the class work does not reflect the same information, how do I indicate this on the report card?**

If a student is determined to be reading independently above his/her grade level by the DRA, the student has MET or EXCEEDED the Grade Level Expectations/Standards for reading. The student should receive nothing less than a 3 under the Reading indicators.

If the student's class work (e.g. reading response journal, reading assignments) is not well done, this information should be reported under EFFORT and in the COMMENTS.

The student still reads ABOVE the grade level and therefore has exceeded the expectations for his/her grade.

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**Has the 25 book requirement been changed?**

YES! A student reading any 25 books in THEIR independent level range (even those below that level) is meeting the standard for 25 books read.

**Do I use DRA or Fountas and Pinnell to report reading levels to parents? Why?**

- ▶ Reading Levels should be reported on the report card using FOUNTAS AND PINNELL levels. An explanation of the levels is on each of the parent explanation page.
- ▶ The Fountas and Pinnell levels are broken down into more discrete levels than the DRA giving parents, teachers, and students a clearer picture of reading progress over time.

**What is the difference between criteria charts and rubrics?**

Criteria charts provide clear expectations for students. Criteria charts list for students what they need to do to meet the standard for performance on any given piece of work.

Rubrics are a way of measuring progress toward the standards listed on the criteria chart. In the Woonsocket Education Department we are currently using a 4 point rubric:

- 4 – The student exceeds the expectations listed.
- 3 – The student meets the expectations listed.
- 2 – The student nearly meets (most, but not all) the expectations listed.

Some teachers combine their criteria charts with their rubrics:

- 4 – Students do X, Y, and Z plus 1, 2, and 3.
- 3 – Students do X, Y, and Z.
- 2 – Students do 2 of the 3 things listed.
- 1 – Students do only 1 of the 3 things listed.

**Do rubrics change throughout the year?**

Rubrics do not change. Criteria changes as the expectations increase. What meets the standard in March will require more than what meets the standard in November.

What does a “3” mean exactly?

A “3” in the last trimester indicates that the student has achieved all aspects of the standard/Grade Level Expectations Explanations of the indicators as found in the Primary Literacy Standards, the Grade Level Expectations from the Rhode Island Department of Education and the Woonsocket Education Department Standards and Benchmarks.

A “3” in the 1<sup>st</sup> and 2<sup>nd</sup> trimester, means that a student is making reasonable progress towards meeting the standard/Grade Level Expectations for each of the individual indicators.

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**What is the difference between an “A” and a “3”?**

- ▶ An “A” is used in a graded reporting system. For example, an “A” in *Reading Comprehension* means the student averaged between 90% to 100% on work that involved understanding what was read. The student is marked relative either to his/her current grade level or instructional level, depending on the school district’s preference. Often the writers of the textbook set the level of difficulty by determining the items to be completed. (This is true in other subject areas as well.)
- ▶ In a standards based reporting system, a rubric (4,3,2,1) scoring system is used. The “3” used in our system is the number that has been designated to report that a student’s work meets Grade Level Expectations (standards) set by the Rhode Island Department of Education. Reading, for example, has been broken down into specific indicators. For each indicator there is a corresponding Grade Level Expectation. The teacher measures the progress of the student toward each expectation. A “3” in the first or second trimester indicates that the student is making reasonable progress toward the end of the year expectation and will meet those expectations by the end of the year. A “3” in the third trimester indicates that the student has met the expectation in that area of performance.

**When looking at the progress report explanation given to all parents it says that "U meets the standard for the end of 5th grade", but the explanation page lists T, U, V as the 5<sup>th</sup> grade reading levels (which could be understood as 1<sup>st</sup> trimester – T, 2<sup>nd</sup> trimester – U, 3<sup>rd</sup> trimester – V). Is this a discrepancy or inconsistency?**

During 1st trimester - a 5th grade student should be reading T as their instructional level. By the end of first trimester, a student should be reaching Independent T.

During 2nd trimester - a 5th grade student should be reading U as their instructional level. By the end of the second trimester a 5th grade student should be reaching Independent U.

During the 3rd trimester - a 5th grade student should be reading V as their instructional level. By the end of 5th grade, a student should be reaching Independent V.

Rubric scores on the report cards represent the progress during the semester. A 5<sup>th</sup> grade student still needing significant instruction on Level T at the end of the 1<sup>st</sup> trimester is (albeit, just by a small margin) reading below grade level.

A student able to read Independent U comfortably and in the process of completing Instructional V (reaching Independent V) by the end of the 5th grade is considered Meeting Standard.

The same breakdown is true of each previous grade.

**Our third grade teachers would like some guidance as to where to include multiplication on the progress reports. It's a pretty big deal in third grade, but there doesn't seem to be one spot where it fits.**

Report Card Indicator: Describes operational relationships (e.g. inverse)

Our explanation page reads: (M-N&O-3-3)

Students can understand how numbers work (combining and taking apart) by describing and illustrating. They can describe or illustrate how multiplication is similar to repeated addition (e.g.,  $3 \times 4$  is the same as  $4 + 4 + 4$ ).

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They can illustrate how addition and subtraction are opposite operations. They can use models and number lines in their explanations.

The actual GLE reads: Demonstrates conceptual understanding of mathematical operations by describing or illustrating the inverse relationship between addition and subtraction of whole numbers; and the relationship between repeated addition and multiplication using models, number lines, or explanations.

Report card indicator: Accurately applies operations and the properties of numbers to solve problems

Our explanation page reads: (M-N&O-3-4, 3-8)

When solving problems in mathematics, students can figure out when and how to combine or take apart (add and subtract) numbers, including those which involve carrying or borrowing up to 999. Third grade students understand and can explain the concept of multiplication as groups (e.g.  $2 \times 3$  is 2 groups with 3 items in each group). They can identify numbers as odd or even. They understand and can explain that  $4+2 = 2+4$  and  $4 \times 2 = 2 \times 4$  (commutative property), that  $4+0=4$  (identity property in addition), that  $4 \times 1=4$  (identity property in multiplication), that  $4 \times 0=0$  (multiplicative property of 0), and that  $1+(2+3)=(1+2)+3$  (associative property) when given real life situations in stories or problems.

The actually GLEs read:

Accurately solves problems involving addition and subtraction with regrouping; the concept of multiplication; and addition or subtraction of decimals (in the context of money)

and

Applies properties of numbers (odd, even, and multiplicative property of zero for single-digit whole numbers ( $6 \times 0=0$ ) and field properties (commutative for addition, associative for addition, identity for multiplication, and commutative for multiplication for single-digit whole numbers (e.g.  $3 \times 4=4 \times 3$ ) to solve problems and to simplify computations involving whole numbers.

Teachers can add more information about student performance in the comments.