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Dear Parents/Guardians,

New this year, the Flemington-Raritan Regional School District is using a standards-based report card for students in Grades K-4. The shift toward using a standards-based report card enables teachers to provide meaningful feedback that better defines a student's level of mastery in specific areas. Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. This type of report card highlights the most important student skills in each subject area and grade level.

There are many benefits to using standards-based report cards. The primary benefit is the increased communication between school and home. These student-friendly report cards help to identify areas of student strength and weakness and assess how well children master each skill within the specific subject areas as they relate to the New Jersey Student Learning Standards.

Unlike a traditional grading system, standards-based report cards help to assess academic and social development over time and communicate which skills children have mastered by including a consistent scoring rubric for each subject area. This new rubric is below:

REPORT CARD RUBRIC			
4 Exceeds the Standard	3 Meets the Standard	2 Approaches the Standard	1 Needs to Develop
NE – Not Evaluated at this time			

For instance, if a child receives a 4 in a particular area, the child has demonstrated a skill that exceeds the standard for that skill. In the area of related arts, students will receive an E (*Exceeds Expectations*), an M (*Meets Expectations*) or a P (*Partially Meets Expectations*). A box for teacher comments and an attendance chart also appear on the report card. Report cards for Kindergarten, G&T and other specialized programs vary slightly.

Please remember that students in Kindergarten and Grade 1 receive report cards for the 2nd and 4th marking periods. Grade 2 receives report cards for the 2nd, 3rd and 4th marking periods. Grades 3 and 4 receive report cards for the 1st, 2nd, 3rd and 4th marking periods.

One report card that clearly demonstrates our district's shift from traditional grading to standards-based mastery is our new 4th-grade report card. A blank sample is enclosed for your review. Also included is a helpful Q&A sheet. Should you have any questions regarding report cards, please contact your school principal. We thank you for your understanding and support.

Sincerely,

Maryrose Caulfield, Ed.D.
 Superintendent of Schools



Flemington-Raritan Regional School District
K-4 Standards-Based Report Cards
Q&A

What is standards-based grading?

Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-establish learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

How does standards-based grading differ from traditional grading?

Unlike with traditional grading systems, a standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Thus a student who may have struggled at the beginning of a course, when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period. In a traditional grading system, a student's performance for an entire quarter is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates. Standards-based report cards separate academic performance from work habits and behavior in order to provide parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's academic performance.

Will my student still receive teacher comments on their report card?

Yes. Individualized feedback is an essential component of standards-based grading. Effective feedback is a more useful source of information than simply assigning a numeric value or letter grade to student work.

What will each of the numbers in the 4 point scale represent?

A score of (4) indicates that a student exceeds a standard by consistently demonstrating an advanced level of understanding and/or the ability to apply their knowledge at a higher level. A score of (3) indicates that a student has independently achieved the standard. The student demonstrates mastery of the standard. A score of (2) indicates that a student is developing an understanding of a standard, but still may be in need of additional instruction and/or support. A score of (1) indicates minimal understanding of a standard. The student shows limited evidence of understanding the standard.

How should a 4th-grade student/parent view student grades now that traditional grades have been replaced by a 4-point scale?

You cannot really compare a traditional grading system to standards-based grading. It is like comparing "apples to oranges". Standards-based grading identifies a standard and indicates whether or not a student is meeting the standard at a given point in the school year.

How will I know if my child needs help?

Receiving a 1 or 2 on the new standards-based report card can be a sign that a student is in need of extra support in the areas where they are not demonstrating mastery. This is one benefit of a standards-based report card; areas in need of support are clearly evident.

Whom do I contact for questions about report cards?

Please contact your school principal if you have concerns or questions regarding report cards.



Flemington-Raritan Regional Schools

Report Card GRADE 4

Principal:

www.frsd.k12.nj.us

School Year:
Marking Period:

Student:

Student ID:

Homeroom:

Teacher:

REPORT CARD RUBRIC

4 Exceeds the Standard	3 Meets the Standard	2 Approaches the Standard	1 Needs to Develop
NE – Not Evaluated at this time			

ENGLISH LANGUAGE ARTS					Teacher:			
READING					MP1	MP2	MP3	MP4
Reading - Fluency								
Reads grade-level text orally with accuracy, appropriate rate, and expression and self-corrects, rereading as necessary								
Reads with sufficient fluency and accuracy to support comprehension								
Reading - Literature								
Refers to details in text and makes relevant connections when explaining what the text says explicitly and when drawing inferences from text verbally and in writing								
Determines the theme of fiction text from text details								
Succinctly summarizes a fiction text								
Compares, contrasts, and reflects on texts in the same genre with similar themes and topics								
Reads and comprehends literature of grade-level complexity								
Reading - Information								
Refers to details in text and makes relevant connections when explaining what the text says explicitly and when drawing inferences from text verbally and in writing								
Determines the main idea and key details of a text and explains how details support the main idea								
Succinctly summarizes an informational text								
Describes the overall structure of information in a text or part of a text								
Compares and contrasts first and secondhand accounts of the same event or topic								
Integrates and reflects on information from two texts on the same topic and speaks or writes about the subject knowledgably								
Reads and comprehends informational text of grade-level complexity								
WRITING					MP1	MP2	MP3	MP4
Writes opinion pieces that introduce and state an opinion/topic, introduces an organizational structure, provides reasons and facts to support the opinion, connects ideas with transitions, and provides a closing related to the opinion								
Writes informative/explanatory pieces that clearly introduce a topic, provide facts and details to develop ideas, connects ideas with transitions, uses domain-specific vocabulary, and provides a closing related to the information								
Writes narrative pieces that introduce the situation and characters, tells events in a natural sequence, uses dialogue, description, concrete details, sensory words, and transitions, and provides a closing that follows from events								
With support from adults, uses planning, revising, and editing to develop and strengthen writing								
With support from adults, uses digital tools to produce and publish writing and interact and collaborate with others								
Writes for a specific task, purpose, and audience								
SPEAKING AND LISTENING					MP1	MP2	MP3	MP4
Follows agreed-upon norms in conversations/discussions about grade-level topics and texts with peers and adults in large and small groups								
LANGUAGE					MP1	MP2	MP3	MP4
Vocabulary								
Utilizes a variety of strategies to determine the meanings of unknown and multiple-meaning words found in grade-level reading and content								
Demonstrates understanding of figurative language, word relationships, and nuances in word meaning								
Uses grade-appropriate conversational, general academic, and domain-specific words								
Language								
Uses grade-level appropriate English grammar and usage when writing and speaking								
Uses grade-level appropriate English capitalization, punctuation, and spelling when writing								
Word Study (Reading Foundation Skills)								
Applies grade-level phonics and word analysis skills when writing words								
Correctly spells high frequency words (in daily work or in writing)								

Student:

Student ID:

Homeroom:

Teacher:

MATHEMATICS		Teacher:	MP1	MP2	MP3	MP4
Operations and Algebraic Thinking						
Uses the four operations with whole numbers to solve problems						
Determines all factor pairs for a whole number in the range 1-100						
Determines multiples of a given number						
Generates and analyzes patterns						
Solves multi-step problems						
Numbers and Operations in Base Ten (up to 1,000,000)						
Recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right						
Reads, writes, and compares multi-digit whole numbers, using symbols to make the comparison ($>$, $<$, $=$)						
Uses place value understanding to round multi-digit whole numbers to any place value						
Fluently adds and subtracts multi-digit whole numbers using the standard algorithm						
Multiplies a whole number of up to four digits by a one-digit whole number						
Multiplies two double-digit numbers						
Finds quotients and remainders up to 4-digit dividends and 1-digit divisors						
Number and Operations – Fractions (fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100)						
Demonstrates an understanding of fraction equivalence						
Compares and orders fractions						
Adds and subtracts fractions with like denominators						
Multiplies fractions by a whole number						
Demonstrates an understanding of the relationship between fractions and decimals						
Compares decimals, using symbols to make the comparison ($>$, $<$, $=$)						
Measurement and Data						
Solves problems involving measurement, including distances, intervals of time, and money						
Solves problems involving measurement, including liquid volumes and masses of objects						
Applies the area and perimeter formulas for rectangles						
Represents and interprets data on a line plot						
Measures angles and solves problems involving angle measurement						
Geometry						
Draws and identifies lines and angles						
Classifies shapes based on lines and angles						
Mathematical Practices						
Makes sense of problems and perseveres in solving them correctly						
Clearly explains mathematical thinking and problem solving in writing						
Effectively models to solve math problems						
SCIENCE		Teacher:	MP1	MP2	MP3	MP4
Appropriately uses text as a resource						
Demonstrates understanding of key concepts, ideas, and scientific vocabulary						
Demonstrates understanding of scientific process (observing, classifying, presenting and organizing)						
Handles and treats materials safely and effectively						
SOCIAL STUDIES		Teacher:	MP1	MP2	MP3	MP4
Reports on topic in an organized manner using appropriate facts and visuals						
Uses information from experiences or print and digital sources to gather information, and take notes on sources, and provide list of sources						
Conducts short research projects to build knowledge of different aspects of a topic						
Knows and understands the rights and responsibilities of citizens in the local, national, and global communities						
Demonstrates citizenship by showing respect for the needs and differences of others						
Demonstrates understanding of key ideas, concepts, and vocabulary						
SOCIAL SKILLS		Teacher:	MP1	MP2	MP3	MP4
Demonstrates self-control						
Accepts and follows rules						
Interacts appropriately with adults						
Interacts appropriately in groups						

Flemington-Raritan Regional Schools

Report Card GRADE 4

Student: _____ Student ID: _____ Homeroom: _____ Teacher: _____

WORK HABITS	Teacher:	MP1	MP2	MP3	MP4
Organizes workspace and personal belongings					
Produces quality work that is neat and legible					
Follows oral directions					
Follows written directions					
Demonstrates independence in a range of activities, routines, and tasks					
Accepts and applies constructive suggestions					
Stays on task					
Completes classwork on time					
Completes homework on time					

RELATED ARTS					
E – Exceeds Expectations		M – Meets Expectations		P – Partially Meets Expectations	

ART	Teacher:	MP1	MP2	MP3	MP4
Demonstrates creative skills through the use of materials					
Participates appropriately in class					
Completes assignments during class					

HEALTH	Teacher:	MP1	MP2	MP3	MP4
Demonstrates an understanding of concepts and terminology					
Is attentive and cooperative					
Shows effort					
Completes assignments on time					

MUSIC	Teacher:	MP1	MP2	MP3	MP4
Demonstrates understanding of concepts					
Participates appropriately in class					
Contributes appropriately in chorus					
Plays recorder with appropriate technique					

PHYSICAL EDUCATION	Teacher:	MP1	MP2	MP3	MP4
Demonstrates grade level skills					
Demonstrates appropriate behavior					
Works cooperatively with others					
Participates and shows effort					
Is prepared for class					

WORLD LANGUAGE	Teacher:	MP1	MP2	MP3	MP4
Demonstrates comprehension of brief oral and written communication in target language					
Asks and responds to simple memorized questions in target language					
Participates and shows effort in class					
Demonstrates appropriate behavior					

DAILY ATTENDANCE					
	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4	Total
Absent					
Tardy					

Student:	Student ID:	Homeroom:	Teacher:
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TEACHER COMMENTS