

REPORT CARD GUIDELINES

Grades 1- 5

The elementary report card for grades 1 – 5 was revised by the District Report Card Committee in order to align with the NJ Core Content Curriculum Standards and to support our current curriculum and assessment models. The new report card will support assessment for performance based indicators as well as continuing to provide numerical averages for objective assessments. A Performance-Based assessment model will allow our teachers to better communicate a student's overall performance in the classroom. It also supports evaluation of process skills, such as writing, responses to open-ended questions, cooperative learning and project activities.

A student's progress is evaluated in each core content curriculum area and study/social skills on a quarterly basis. Each area is assessed according to the performance standards for the student's current grade level. The following areas of performance are included in the evaluation of each student's overall performance in the area assessed.

- Participation
- Preparation
- Effort
- Quality of Work
- Tests/Quizzes/Graded Classwork
- Performance-Based Assignments/Projects

The following LEGEND of performance indicators will be used to evaluate all areas assessed:

	<u>Grades 3-5</u>
● O = Outstanding	95-100
● G = Good	85-94
● S = Satisfactory	75-84
● N = Needs Improvement	65-74
● U = Unsatisfactory	Below 65

A plus (+) can be used to show a higher level of performance within the G/S range only.

An Assessment Rubric is provided as a guideline for teacher evaluation of student performance. The rubric includes areas of assessment with a graduation of quality with descriptions of strong to problematic student performance.

All subject areas should be graded using a letter grade every marking period (except where N/A for grade level).

N/A Not Applicable

Subject area not graded for marking period.

W Work Adapted

Used next to letter grade (N w) to indicate when a student's work is adapted or modified. To be used only on students whose programs have been modified through a special education or ESL program.

✓ **Need for development**

Used to identify *sub-skill* area that is deficient and needs further development.

1. Special Area Teachers who wish to make an additional comment must complete a note that can be included with the report card. After administrative approval, classroom teachers will put Special Area grades on student report card.
2. **Basic Skills /Project EXCEL Teachers** will complete a bi-annual Parent report card for student they instruct. The appropriate administrator and the classroom teacher will review the report before insertion in the report card envelope.
3. **Special Area Health Teachers** - complete grade sheets with health grade. Classroom teachers should collaborate on grades as necessary.
4. **Teacher Comments** provides a space for the teacher to make additional comments each marking period. Teacher's comments should not be necessary during the first marking period because of the scheduled Parent Conference opportunity. Teacher comments may be reduced by the addition of the "specific performance areas" which allows teachers to communicate needs with a check mark. It should then not be necessary to repeat this information in a written comment.
5. **Special Education Teachers** may choose to use the "W" as appropriate for their students. Resource Room teachers instructing "Study Skills Curriculum" should write this on the available lines as in previous years.

Revised: August 2001
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