

## 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:

#### Grades 3-5

- 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. Special Area Teachers will input grades via Genesis

2 **Basic Skills /Project EXCEL and/or Title I Parent Reports-** a quarterly parent report card will be issued for students they instruct. After administrative review report cards will be issued.

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  
August 2005, August 2011