

REPORT CARD GRADES K-5

Colts Neck
Township Schools
2023



Erica Reynolds, Ed.D.
Director of Curriculum & Instruction

REPORT CARD COMMITTEE

- ★ **Amanda Auletta** (CRES, SciLab)
- ★ **Cheryl Gorman** (CRES, Grade 3)
- ★ **Jennifer Main** (CRPS, Grade 2)
- ★ **Michele Rogers** (CRES, iLab)
- ★ **Kate Shatkus** (CRES, Grade 4 - General and Special Education)

CONOVER ROAD ELEMENTARY SCHOOL

Colts Neck Township Schools
Colts Neck, NJ 07722

GRADE 04 PROGRESS REPORT

Mr. James Osmond, Principal

STUDENT NAME	Student No.	Grade	Homeroom	Teacher	School Year	Period Ending
READING	1	2	3	4		
Reads/comprehends literary & informational text independently & proficiently						
Knows/applies grade-level phonics and word analysis skills in decoding words						
Reads with sufficient accuracy and fluency to support comprehension						
WRITING	1	2	3	4		
Writes narratives to develop experiences or events using effective techniques, descriptive details, and clear event sequences						
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information						
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly						
Develops and strengthens writing as needed by planning, revising, editing, or trying a new approach						
Demonstrates command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling when writing						
MATHEMATICS	1	2	3	4		
Solves multi-step problems utilizing the four operations						
Uses place value understanding and properties of operations to perform multi-digit addition and subtraction						
Demonstrates an understanding of factors and multiples						
Uses place value understanding and properties of operations to perform multi-digit multiplication						
Uses place value understanding of properties and operations to perform multi-digit division						
Demonstrates an understanding of fraction equivalence and ordering						
Adds and subtracts fractions and mixed numbers with like denominators						
Multiplies a fraction by a whole number						
Understands decimal notation for fractions and compares decimal fractions						
Solves problems involving measurement and conversion of measurements						
Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles						
Generates and analyzes patterns						
Represents and interprets data						
SCIENCE	1	2	3	4		
Demonstrates an understanding of concepts						
SOCIAL STUDIES	1	2	3	4		
Demonstrates an understanding of concepts						
SPEAKING/LISTENING (- denotes need for improvement)	1	2	3	4		
Engages effectively in discussions						
Reports, includes, or adapts content in the form of multimedia						
WORK HABITS/SOCIAL SKILLS (- denotes need for improvement)	1	2	3	4		
Follows directions						
Works independently						
Completes assignments on time						
Participates in classroom discussions						
Works cooperatively in group situations						
Demonstrates organizational skills						
Demonstrates kindness, courtesy, and respect						
Accepts responsibility for actions						
RELATED ARTS	1	2	3	4		
MUSIC						
Demonstrates understanding of concepts presented through melodic and rhythmic activities						
Contributes respectfully with best effort						
ART						
Demonstrates an understanding of concepts with various art media						
Contributes respectfully with best effort						
PHYSICAL EDUCATION						
Demonstrates skills taught						
Contributes respectfully with best effort						
COMPUTERS						
Demonstrates skills taught						
Contributes respectfully with best effort						
WORLD LANGUAGE						
Recognizes, comprehends and communicates through appropriate total physical response. (TPR)						
Contributes respectfully with best effort						
ATTENDANCE	1	2	3	4	Total	
PERIOD						
ABSENT						
TARDY						

REPORT CARD GRADING KEY

- | | | |
|------|-----------------------------------|--|
| 4 | Exceeding Standards | (Performance consistently demonstrates an understanding of the knowledge and skills beyond grade level expectations) |
| 3 | Meeting Standards | (Performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level) |
| 2 | Approaching Standards | (Performance demonstrates a partial understanding of the knowledge and skills expected at this grade level) |
| 1 | Not Meeting Grade Level Standards | (Performance does not demonstrate an understanding of the knowledge and skills expected at this grade level) |
| **** | | A blank space indicates a standard not addressed during that marking period |

FORMER REPORT CARD





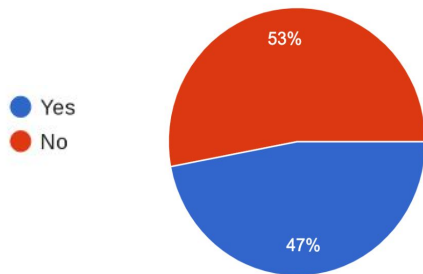
RATIONALE/REASONING

RATIONAL FOR REVISIONS

- ★ Revisions have not been made to the report card since the year 2015-2016
- ★ To reflect updated New Jersey Student Learning Standards (NJSLS)
- ★ To include all subject/content areas being currently taught
- ★ To clarify expectations and performance levels
- ★ To create performance indicators for academic areas to be consistent across all buildings.
- ★ To include meaningful Personal and Social Development as well Executive Functioning skills on the report card.

5. The current report card provides me with an accurate picture of my child's academic progress.

134 responses

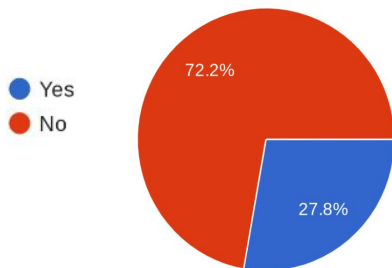


Parent/Guardian Survey

53% parents
reported similarly

6. The current report card provides parents with an accurate picture of a student's academic progress.

36 responses



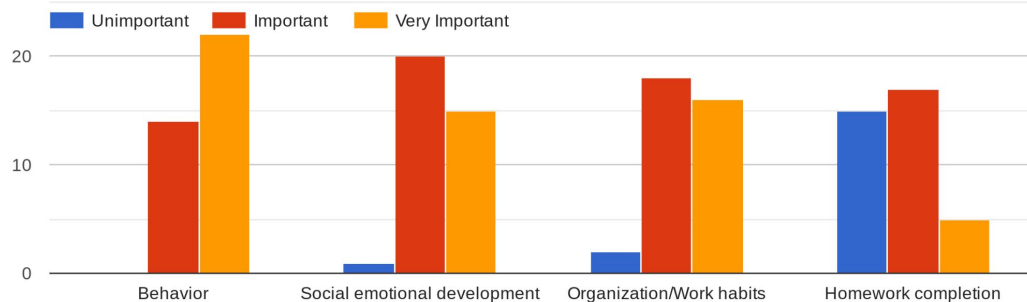
Teacher Survey

72% teachers responded
the current reports card
does not provide accurate
portrait of student
achievements

STAKEHOLDER SURVEY RESULTS

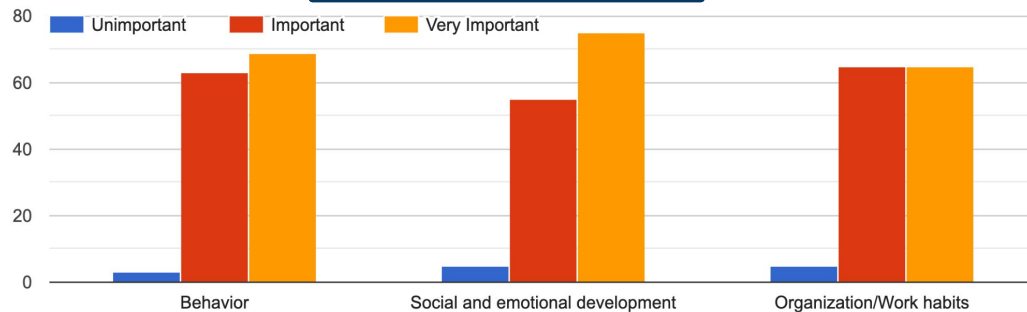
7. How important is it for you to give information about the following topics with regard to grading your students?

Teacher Survey



9. How important is it for you to receive information about the following with regard to your child:

Parent/Guardian Survey



STAKEHOLDER SURVEY RESULTS

The 2022-2023 Revision Process

October

Formed a committee consisting of teachers representing multiple grade levels across both buildings.

December

Established meeting dates

January

Analyzed current report card and created parent and staff surveys

February

Reviewed report cards from districts throughout NJ

March

Analyzed report card surveys and began revision work to align report card indicators to current standards

April

Continued to revise and finalize report card indicators and standards for all areas from grades K-5



NEW VISION OF THE REPORT CARD

FORMER GRADING CATEGORIES AND KEYS

Indicator	General Meaning of Indicator	Specific Descriptor of Indicator (will be on report card)
1	AREA OF CONCERN	Insufficient progress towards grade level standard
2	DEVELOPING	Progress towards standard with regular prompting from the teacher
3	ACCOMPLISHED	Meets grade level standard with some prompting from the teacher
4	EXEMPLARY	Exceeds grade level standard without prompting from the teacher

NEW GRADING CATEGORIES AND KEYS

Indicator	General Meaning of Indicator	Specific Descriptor of Indicator (will be on report card)
1	Student is not meeting grade level standards.	At this time, the student is not meeting grade level standards. Performance is inconsistent with guidance and appropriate support.
2	Student is progressing toward grade level standards.	The student is progressing toward grade level standards. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of appropriate support needed.
3	The student is meeting grade level standards.	The student is consistently meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills with minimal levels of appropriate support.
E	The student is meeting grade level standards with distinction .	The student is meeting grade level standards with distinction . Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.

Former Report Card

Work habits and social skills were combined under one category

Different indicator system at Conover Road Primary School compared to Conover Road Elementary School

At CRPS:

Y = Yes
S = Sometimes
N = Not Yet Demonstrated

At CRES:

Symbol (-) is used to denote a need for improvement in each area

New Report Card

Personal Social Development and Work Habits are two separate categories

The same indicator system at Conover Road Primary School and Conover Road Elementary School

At CRPS & CRES:

S - Area of Strength
G - Area for Growth

RELATED ARTS REVISIONS

- ★ Computers has been removed from the Conover Road Elementary School Report Card
- ★ World Language has been added to the Conover Road Primary School Report Card
- ★ Health has been added to both Conover Road Elementary and Conover Road Primary School report cards
- ★ Indicators (1, 2, 3, 4, E) have been added and all classes will be graded K-5

WHY TRIMESTERS INSTEAD OF QUARTERS?

- ★ To allow for a longer period of time for the assessment of skills
- ★ To create a more meaningful reporting system whereas students will have a greater opportunity to demonstrate growth in all academic areas
- ★ To give teachers a longer window of time to provide instruction, collect and analyze data, monitor growth, and allow for reteaching and enrichment prior to formal grade reporting.
- ★ To provide more opportunities to build relationships and rapport with students before formal grade reporting
- ★ To allow for more meetings between students and their related arts classes, creating a more accurate picture for progress

Quarters

Report Cards are issued 4 times per year

Number of Instructional Days

Marking periods 1-3 each have 45 days

Marking period 4 has 48 days

Parent/Teacher Conferences
are held 2 times per year:

- Fall (October)
- Spring (March)

Trimesters

Report Cards are issued 3 times per year
on: 12/14, 3/21, 6/21

Number of Instructional Days Trimesters
1-3 each have ~ 60 days
Trimesters end on 12/7, 3/14, & 6/18

Parent/Teacher Conferences
are held 2 times per year:

- Fall (October 24, 25, 26, 27)
- Spring (March 1, 2)



INTRODUCING THE REPORT CARD



Colts Neck Township Schools

Conover Road Elementary School

76 Conover Road
Colts Neck, New Jersey 07722
732.946.0055 <https://cres.coltsneckschools.org/>

REPORT CARD GRADE 4

School Year: 2023-24
Marking Period: MP1

Click
Here

The topics for math, literacy, etc. will be mapped out at the beginning of the year. There will be a black box for each skill that is not taught during a specific trimester

Student:	Student ID:	HR:	HR Teacher:															
Academic Level		Attendance																
<p>E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.</p> <p>3 - The student is consistently meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills with minimal levels of appropriate support.</p> <p>2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of appropriate support needed.</p> <p>1 - At the time, the student is not meeting grade level expectations. Performance is inconsistent with guidance and appropriate support.</p>		<table><tr><td></td><td>MP 1</td><td>MP 2</td><td>MP 3</td><td>Total</td></tr><tr><td>Days Absent</td><td></td><td></td><td></td><td></td></tr><tr><td>Days Tardy</td><td></td><td></td><td></td><td></td></tr></table>			MP 1	MP 2	MP 3	Total	Days Absent					Days Tardy				
	MP 1	MP 2	MP 3	Total														
Days Absent																		
Days Tardy																		
		Social/Work Habits																
		S - Area of Strength G - Area for Growth																
English Language Arts	Teacher:	MP 1	MP 2	MP 3														
Reading Literature and Information Text																		
Describes how and why characters, events, and ideas develop and interact over the course of a text (fiction and NF)																		
Determines the theme and main idea of a text supported by text evidence																		
Identifies nonfiction text features and explains how they contribute to understanding																		
Analyzes and explains the structure of a text (fiction and NF)																		
Draws evidence from literary or informational text to support analysis, reflection, and research for the purpose of writing about reading																		
Foundation Skills: Phonics and Word Recognition																		
Decodes and encodes unknown words using phonics and word analysis skills																		
Foundational Skills: Fluency																		
Reads fluently to support comprehension of the benchmark text																		

NEXT STEPS

Plan for 2023-2024

- ★ New Report Card Acknowledgement Form in Genesis (only in CRPS & CRES)
- ★ Parent Information Session (September 27 at 9:15 AM) and Letter (Fall 2023)
- ★ BOE Coffee Chat (October 17, 2023)
- ★ Teacher professional development (Fall 2023)
- ★ Reminder to parents about new report card format before first Trimester ends



THANK YOU