



Egg Harbor Township Schools

www.eht.k12.nj.us
Administration Offices
13 Swift Drive
Egg Harbor Township, NJ 08234

May 5, 2020

Dear Parents/Guardians,

As previously communicated, progress monitoring will be shared with you on May 6th via the Infinite Campus Parent Portal (see the grading memo from 4/22/20 [HERE](#).) During this unprecedented time, we want the focus to be on learning; therefore we want to continue to provide feedback to students, but understand that the virtual environment is new, and a challenge for both students and staff. With that said, we are attaching the original parent guide we sent in Trimester 1 (see below), with a few additions. Although the environment has changed, the reporting out remains the same.

Teachers are reporting out an “In Progress” score (see below for explanation) and have indicated if students are missing any assignments used to determine this progress on standards by putting an "M" for “missing” in the gradebook. This allows us all to continue to work together and navigate your student’s learning. To view your child's progress, you click on the standard and you will be able to see your student's progression and if anything is missing.

While the 1-4 indicators remain the same, we appreciate and understand that support for a Level 2 can now extend to the support offered by parents/guardians. We are working hard to work towards independence and mastery of standards and appreciate your support in this environment.

Thank you for your continued support as we navigate this new virtual learning environment.

Stay safe. We are #EHTStrong!

Respectfully,

Kimberly A. Gruccio, Ed.D
Superintendent

Egg Harbor Township Schools Parent Guide to Evidence-Based Report Cards

Q: What is evidence-based reporting?

A: An evidence-based reporting system is designed to communicate student progress towards achieving end-of-year expectations. An evidence-based report card:

- Provides a clear message to parents about which skills and concepts students know and are able to demonstrate in relation to established state standards.
- Helps teachers and students focus on identified end-of-year expectations from the very beginning of the year, giving students a clear direction and focus for their learning.
- Aligns instruction, assessment, and grading with standards.
- Creates a higher level of consistency and continuity in assessing among teachers and across grade levels.

Q: What is the rubric for evidence-based reporting?

A: The following is the general rubric used for scoring.

1	2	3	4	
Reteach	Support	Autonomy	Student Agency	
<i>Evidence looks like:</i>	<i>Evidence looks like:</i>	<i>Evidence looks like:</i>	<i>Evidence looks like:</i>	
	Retrieval	Comprehension	Analysis	Knowledge Utilization
<ul style="list-style-type: none"> ● Student is unable to complete criteria for 2, even with support. 	<ul style="list-style-type: none"> ● List ● Name ● Identify (from a list) ● Recall 	<ul style="list-style-type: none"> ● Use models ● Diagram ● Describe the effects ● Show 	<ul style="list-style-type: none"> ● Compare and Contrast ● Categorize ● Form Conclusions ● Predict ● Generalize ● Analyze errors/problems ● Develop an argument 	<ul style="list-style-type: none"> ● Solve ● Experiment ● Figure out a way ● Adapt ● Research ● Investigate ● Create

Q: Do the performance descriptors on the report card correlate with letter grades?

A: No, the following performance descriptors are used to indicate a student's progress in meeting academic learning standards:

Level 4 → The student can perform grade level content **independently, on demand at a higher-level** of understanding and application **consistently for mastery**. The student may benefit from work that is differentiated or of greater rigor.

Level 3 → The student can perform grade level content **independently, on demand** by demonstrating an understanding of application of knowledge consistently for mastery.

Level 2 → The student demonstrates partial understanding and application of skills and concepts through **support**. The student may require more exposure or practice to fully demonstrate consistent understanding and application to demonstrate mastery of learning. This level is typical for new content being introduced. The student may benefit from small group and/or one- on-one instructional support.

Level 1 → The student consistently requires assistance to demonstrate understanding and/or application of skills and concepts. A student achieving this level typically needs to be retaught or have instruction adapted through differentiated instruction in order to help the student demonstrate better understanding or application of skills and concepts.

Q: How will Special Education students be assessed?

A: There are modifications and accommodations in your student's IEP to support his or her progress on grade level standards as assessed on an Evidence-based report card.

Q: What does "In Progress" mean?

A: Our gradebook calculates and projects where students should be instructed based on performance on tasks and skills. This "In Progress" report tells teachers and parents where students are today and how to instruct to help them reach mastery on standards by the end of trimester.

Q: How do you expect parents to explain to their child why they did not get a 4?

A: It is important that parents and teachers have honest conversations with students. Some concepts and skills are more difficult to grasp than others, however, given time and motivation, students can continually challenge themselves. Attitudes are contagious and it is important that adults involved convey to the student that learning is a process that needs to be respected. A score of 3 demonstrating **mastery** is to be celebrated.

Q: What if I still have questions?

A: Reach out and ask! We are here to support you and the students.