EMBRACE – ENGAGE – EDUCATE

EVERY HAND TOGETHER – EVERY CHILD EVERY DAY!

OUR MISSION IN THE EGG HARBOR TOWNSHIP SCHOOL DISTRICT IS TO **EMBRACE** FAMILIES AND THEIR STUDENTS TO PROVIDE A SAFE, RIGOROUS, AND RELEVANT LEARNING EXPERIENCE, WHILE STUDENTS ARE **ENGAGED** AND **EDUCATED** TO BECOME RESPONSIBLE FOR THEIR LEARNING.

WE ARE COMMITTED TO AND TAKE **COLLECTIVE RESPONSIBILITY** THAT

ALL STUDENTS **WILL** LEARN

EVERY HAND TOGETHER — EVERY CHILD EVERY DAY!

ACCESS TO A VIABLE CURRICULUM, EXPOSURE TO RELEVANCE & RIGOR, AND OPPORTUNITY FOR MAXIMUM POTENTIAL
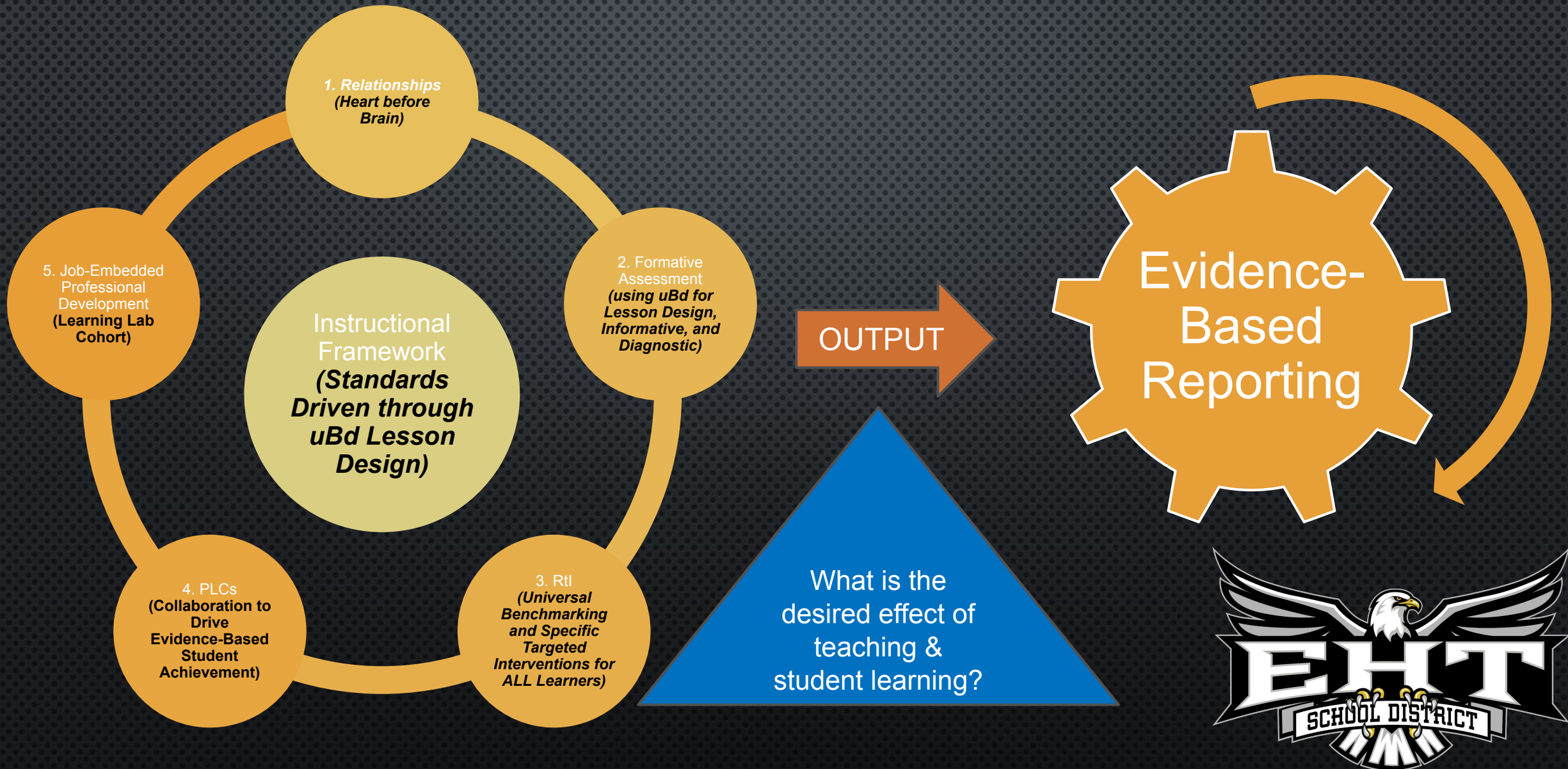
DISTRICT LEARNING GOALS
...OUR COMMITMENT IN CLOSING THE GAP FOR ALL LEARNERS!

- **STUDENT ACHIEVEMENT**
  - LITERACY FOR ALL
  - STREAM
  - SOCIAL EMOTIONAL LEARNING
- **CLIMATE & CULTURE**
- **COMMUNITY PARTNERSHIPS**

MAKING CONNECTIONS TO THE BIG PICTURE

Purpose of Evidence-Based Reporting

THE PURPOSE OF THE UPDATED REPORT CARD IS TO COMMUNICATE STUDENT PROGRESS TOWARDS ACHIEVING END-OF-YEAR GRADE LEVEL STANDARDS. A EVIDENCE-BASED REPORT CARD:

- PROVIDES A CLEAR MESSAGE TO PARENTS/GUARDIANS ABOUT WHICH SKILLS AND CONCEPTS STUDENTS KNOW AND ARE ABLE TO DEMONSTRATE IN RELATION TO THE LEARNING STANDARDS.
- HELPS TEACHERS AND STUDENTS FOCUS ON IDENTIFIED END-OF-YEAR GRADE LEVEL EXPECTATIONS FROM THE VERY BEGINNING OF THE YEAR, GIVING STUDENTS A CLEAR DIRECTION 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.

Reporting Out

- At least three data points to determine student level of mastery for standard.
  - ELA Shared Drive: Report Card Data Collection
  - Math is the only subject where conversion chart will be used for already existing summative assessments. However, students will still see 1-4, not the percentage.

- There must be at least one formative assessment before a summative assessment

- Reporting out is not an average, but rather the student's ability to demonstrate mastery consistently and on demand over time.

1	2	3	4	
Reteach	Support	Independent (Autonomy)	Mastery (Student Agency)	
Evidence looks like:	*Evidence looks like:*	*Evidence looks like:*	*Evidence looks like:*	
	Retrieval	Comprehension	Analysis	Knowledge Utilization
Student is unable to complete criteria for 2, even with support.	List Name Identify (from a list) Recall	Use models Diagram Describe the effects Show	Compare and Contrast Categorize Form Conclusions Predict Generalize Analyze errors/problems Develop an argument	Solve Experiment Figure out a way Adapt Research Investigate

K-5 INSTRUCTIONAL RUBRIC

EHT
SCHOOL DISTRICT

1- Reteach

Teacher needs to reteach concepts to the student. The student is not able to attain objective, even with support. Differentiation and a new approach are needed either one-on-one or within a small group.

K-5 INSTRUCTIONAL RUBRIC

2- Support	
What is a level 2 assessment?	**What is level 2 achievement for a student?**
Students are able to demonstrate mastery of the learning targets/goals (standards) with supports (scaffolded instruction/differentiation).	
- List - Name - Identify (from a list) - Recall - Any supportive tool: word bank, program worksheet, sample problems, etc.	- Recall details - With support and/or prompting determine concept - With scaffolding/support is able to complete the level three assignment/assessment

K-5 INSTRUCTIONAL RUBRIC

3- Independent (Autonomy)

What is a level 3 assessment?	What is level 3 achievement for a student?
Students are able to demonstrate mastery of the learning targets/goals (standards) independently, on their own, on demand (with no supports).	
- Use models - Diagram - Describe the effects - Show - Independent - On demand	- Use key details to identify solutions. - Make inferences. - Use reasoning/modeling to support thinking. - Compute and solve grade level questions/material. - Interpret critical information throughout problems.

K-5 INSTRUCTIONAL RUBRIC

4- Mastery (Student Agency)

What is a level 4 assessment?		What is level 4 achievement for a student?
Analysis	*Knowledge Utilization*	

Students are able to demonstrate transfer of learning independently, on their own, on demand (with no supports).

- Compare and Contrast
- Categorize
- Form Conclusions
- Predict
- Generalize
- Analyze errors/problems
- Develop an argument

- Solve
- Experiment
- Figure out a way
- Adapt
- Research
- Investigate

- Self-directed questioning or inquiry
- Research
- Presentation
- Collaborative discussion/experiments
- Extension of topic or addition of facts

K-5 INSTRUCTIONAL RUBRIC

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Reporting Changes from Current Practice to Future

- 1, 2, 3, 4 is not equivalent to E, M, P, N or A, B, C, D, F.

- A score of a 3 means that students have demonstrated independence and autonomy for that standard and would receive a meeting expectations on a standardized assessment.

- A score of 4 means that the student has demonstrated mastery and student agency through transferring knowledge and skills to other areas repeatedly and would receive exceeding on a standardized assessment.

ELEMENTS OF EFFECTIVE GRADEBOOKS

Must communicate performance on standards.

Achievement data must be separate from behavior and other information.

Formative data must communicate and also communicate separately from summative data.

Must be organized and current to show growth; re-performance and recent evidence shown. **

**…resubmission of work is essential in evidence-based learning and improvement.