



ABINGTON PUBLIC SCHOOLS K-4 STANDARDS-BASED REPORT CARDS

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HOW ARE REPORT CARDS DIFFERENT

STANDARDS-BASED

- Subject areas, such as reading and math, are divided into standards which identify what a child is expected to know and be able to do by the end of the school year.

TRADITIONAL

- Grades are given for each subject area, such as reading and math.

HOW IS GROWTH REPORTED

STANDARDS-BASED

- Grades reflect the level of proficiency on various standards for each subject area over time.
- Students' level of proficiency is based on collected work over time, daily written/oral tasks, application of skills, and periodic assessments.
- Performance levels reflect rubrics aligned to grade level State standards. As performance increases, grades reflect the new level of mastery.

TRADITIONAL

- Grades reflect an averaging of scores to determine a percentage aligned to a letter grade.
- Students' scores are derived from combining assignments, tests, quizzes, student behavior, effort, and attitude.
- Grades from one term are separate from another term.

WHAT ARE THE ADVANTAGES OF EACH TYPE OF GRADING SYSTEM

STANDARDS-BASED

- Grades are based on the level of achievement the student attained at the end of each trimester for each standard.
- Parents can see which standards students have mastered and which ones they need more work on in content areas.
- Standards-based reporting promotes greater consistency among teachers at the same grade level.
- Homework completion and work habits are reported separately from mastery of concepts and skills.

TRADITIONAL

- Most adults understand this type of grading system from their own experiences as students.

WHAT ARE THE DISADVANTAGES OF EACH GRADING SYSTEM?

STANDARDS-BASED

- Change takes time. It will be important to build knowledge and understanding of everyone involved.

TRADITIONAL

- Students are being scored on assignments before they have had sufficient practice to expect mastery.
- Grades can be raised by doing extra credit, which may inflate the grade without accurately reflecting what the student knows.
- Giving a zero grade for missing assignments lowers a student's grade disproportionately; the grade then does not accurately reflect their knowledge.

WHY SEPARATE SKILLS FOR LEARNING FROM ACHIEVEMENT?

STANDARDS-BASED

- Both are assessed but reported on separately. This provides a more accurate picture of a child's true achievement.

TRADITIONAL

- When combined, grades can be overinflated and do not provide an accurate picture of a child's achievement.

WILL ALL STANDARDS
BE REPORTED ON
EACH REPORT CARD?

- It is possible that a standard is only introduced and assessed during 1 or 2 units during the year and might only be reported during one trimester.
- Standards not reported during a trimester will show N/A instead of a 1-4 proficiency level.

WHAT IF A CHILD IS
NOT PROGRESSING
TOWARD A GRADE
LEVEL STANDARD?

- If a student is working below a grade level standard and needs to be taught that corresponding standard at a lower grade level, the student would receive a 1 (*Student is making minimal progress toward the standard with support*) on the report card. This is because the skills which the student needs to be taught are actually prerequisite skills necessary to eventually meet the grade level standards.

CAN A STUDENT
PERFORM AT A LEVEL 2
AND THEN MOVE TO A
LEVEL 1 IN THE NEXT
MARKING PERIOD?


- The expectations change from one trimester to the next as students move toward the end of grade-level expectations. This means that a student may be progressing toward the grade-level expectation during the first trimester, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next trimester.

WHAT ABOUT STANDARDS-BASED REPORTING AND SPECIAL EDUCATION?

- *Due to the nature of some students' disabilities, they are predisposed to demonstrating minimal progress toward general education standards.*
 - *IEPs are designed to support students in the areas of greatest challenge and the accompanying IEP progress reports provide detailed accounts of their progress in these areas.*
 - *Please reference your child's IEP Progress Reports, in combination with the Standards-Based Report Cards, for a complete picture of your child's progress.*
 - *To ensure timely receipt of IEP Progress Reports, the reports will be sent home digitally. Our Special Education Team Chairperson will email you this week to inform you of the plan to email progress reports. If you wish to receive physical IEP Progress Reports in place of digital versions, you may indicate this preference in response to the Team Chairperson's email.*
- Students with Individualized Education Programs (IEP) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards; this is a civil right. Since special education students are a heterogeneous group with various disabilities which impact learning, some may not achieve certain grade-level standards without special services and supports. For students with accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of a standard may be adjusted.
 - Modifications, on the other hand, can mean changing the standard itself, identifying standards that are fundamentally related but also developmentally appropriate. The IEP Team makes decisions regarding what content areas, if any, require modifications of the grade level standards for each student. The adaptations should be about student achievement, and they should result in grades that communicate clear, interpretable information to students and parents.
 - For all students with an IEP, a separate IEP Progress Report is provided that identifies how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP.

WHY ARE THERE NO LETTER GRADES?

- A standards-based report card's Key for Performance Levels approach (4, 3, 2, 1) provides information about student achievement without the need for letter grades.
- Letter grades follow a teacher's individual assessments and expectations, and do not demonstrate a student's performance toward the Massachusetts Standards.

The logo for Abington Public Schools Performance Levels is a dark blue circle with a white border. Inside the circle, the text "ABINGTON PUBLIC SCHOOLS PERFORMANCE LEVELS" is written in white, uppercase, sans-serif font, centered and stacked in four lines.

ABINGTON
PUBLIC
SCHOOLS
PERFORMANCE
LEVELS

- *4 - Student performs beyond the standard consistently and independently*

A student who receives a 4 performs beyond the end-of-year, grade level standard with consistency, accuracy, independence, and quality.

- *3 - Student is proficient with the standard consistently and independently*

A student who receives a 3 shows proficiency with the end-of-year, grade-level standard with consistency, accuracy, independence, and quality.

- *2 - Student is progressing toward the standard*

A student who receives a 2 is progressing toward consistent and independent mastery of/proficiency in the grade-level standard.

- *1 - Student is making minimal progress toward the standard with support*

A student who receives a 1 is not yet demonstrating progress toward the grade level standard.



SAMPLE

ABINGTON PUBLIC SCHOOLS

Grade KF Report Card

Student Name: Kindergarten Student 02

Classroom Teacher:

Performance Levels:

4: Student performs beyond the standard consistently and independently

3: Student is proficient with the standard consistently and independently

2: Student is progressing toward the standard

1: Student is making minimal progress toward the standard with support

LITERACY	T1	T2	T3
FOUNDATIONAL SKILLS:			
Identifies upper- and lower-case letters	2	3	3
Identifies/knows letter sounds	3	2	3
Identifies each sound within CVC words	2	2	3
Reads grade level high frequency words	1	1	1
Shows understanding of the organization and the basic features of print	2	2	3
READING:			
Retells and comprehends stories including characters, setting, and important details with prompting and support	3	3	3
WRITING:			
Uses a combination of writing, dictating, and drawing to communicate ideas and information	2	2	3
LANGUAGE:			
Uses letter/sound recognition to write grade level words	2	2	3
SPEAKING & LISTENING:			
Attends to the speaker and waits for appropriate turn to speak	2	2	2
Participates in discussions by contributing knowledge and ideas	2	1	3

MATHEMATICS	T1	T2	T3
COUNTING & CARDINALITY:			
Writes numbers to 20	2	3	2
Identifies numbers 1-20	4	2	2
Counts to tell how many objects	2	4	3
Counts to 100 by ones	2	2	4
Counts to 100 by tens	2	2	3
Compares sets of objects or numbers to tell more, less, or equal quantities	2	2	2
OPERATIONS & ALGEBRAIC THINKING:			
Solves addition and subtraction problems up to 10 using objects, symbols, and/or numbers	2	2	3
NUMBER & OPERATIONS:			
Uses objects/drawings to demonstrate understanding that numbers 11-19 are composed of tens and ones (place value)	1	2	2
MEASUREMENT & DATA:			
Describes and compares length and weight using non-standard units	n/a	1	3
Classifies objects and counts the number of objects	2	2	3
GEOMETRY:			
Names, identifies, and describes 2D and 3D shapes	2	3	2
Identifies objects using positional words such as above, below next to, behind	1	1	2

<i>SCIENCE</i>	T1	T2	T3
Demonstrates understanding of Life Science	2	2	3
Demonstrates understanding of Physical Science	3	3	3
Demonstrates understanding of Earth/Space Science	3	2	2

<i>SOCIAL STUDIES</i>	T1	T2	T3
Demonstrates an understanding of global geography	2	2	3
Demonstrates an understanding of economics	1	2	3
Demonstrates an understanding of history	3	2	3
Demonstrates an understanding of Civics			

<i>HEALTH</i>	T1	T2	T3
Demonstrates basic understanding of the effects of healthy choices on social, emotional, and physical health	2	2	3

<i>PHYSICAL EDUCATION</i>	T1	T2	T3
Exhibits responsible personal and social behavior that respects self and others	2	3	2
Demonstrates age appropriate movement concepts and manipulative skills	3	4	4

<i>MUSIC</i>	T1	T2	T3
Creates simple melodies with support	2	2	2
Maintains a steady beat when performing	4	3	4
Articulates personal responses to music	2	3	4

<i>ART</i>	T1	T2	T3
Explores uses of materials and tools to create works of art or design	2	2	4
Demonstrates safe and proper procedures for using materials, tools, and equipment while making art	2	3	2

SAMPLE

<i>SKILLS THAT SUPPORT LEARNING</i>	T1	T2	T3
Follows classroom rules, expectations, and routines	C	R	C
Respects the rights of others	R	R	C
Accepts responsibility for choices and behavior	S	R	C
Interacts and works cooperatively with peers	S	R	C
Interacts and works cooperatively with adults	S	R	C
Knows when and how to ask for help	S	R	C
Exhibits sustained effort	C	R	C
Exhibits sustained focus	C	R	C
Exhibits effective work habits	R	R	C

Key for Skills That Support Learning

C-Consistently

S-Sometimes

R-Rarely

<i>Trimester 1 Comments:</i>
This is a T1 comment. Reads well inferentially
<i>Trimester 2 Comments:</i>
This is a T2 comment. Works well with others
<i>Trimester 3 Comments:</i>
This is a T3 comment. Outstanding overall performance

<i>Student Attendance:</i>	T1	T2	T3
Absent	0.0	0.0	0.0
Tardy	0.0	0.0	0.0
Dismissed	0.0	0.0	0.0



ABINGTON PUBLIC SCHOOLS

Grade 04 Report Card

Student Name: Fourth Grade Student 09

Classroom Teacher:

SAMPLE

Performance Levels:

- 4: Student performs beyond the standard consistently and independently
- 3: Student is proficient with the standard consistently and independently
- 2: Student is progressing toward the standard
- 1: Student is making minimal progress toward the standard with support

LITERACY	T1	T2	T3
FOUNDATIONAL SKILLS:			
Knows and applies grade level phonics and word analysis skills	1	2	3
Reads with sufficient accuracy and fluency to support comprehension	1	2	3
READING LITERATURE & INFORMATIONAL TEXT:			
Determines main idea of a text and cites details to support conclusion	1	2	3
Infers key ideas/message (theme of text and gives evidence)	1	2	3
Recounts story elements of setting, problem, events and solutions in sequence	1	2	3
Knows and uses text features and search tools to locate key information	1	2	3
Compares and contrasts important points and key details	1	2	3
SPEAKING & LISTENING:			
Engages effectively in a range of discussions	1	2	3
Reports on a topic or text with facts and descriptive details	1	2	3
LANGUAGE:			
Uses knowledge of English and its conventions when writing and speaking	1	2	3
Uses strategies to determine the meaning of unknown words and phrases (i.e. context clues, prefixes, suffixes)	1	2	3
WRITING:			
Produces writing in which the development and organization are appropriate to task, purpose, and audience.	1	2	3
Develops and strengthens writing by planning, revising, and editing.	1	2	3
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly	1	2	3
Writes opinion pieces on topics or texts, supporting an opinion with reasons	1	2	3
Writes narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.	1	2	3
Organizes ideas in a way that makes sense for purpose and audience.	1	2	3

MATHEMATICS	T1	T2	T3
OPERATIONS & ALGEBRAIC THINKING:			
Lists factors and multiples of a given number	2	3	3
Multiplies and divides within 100	2	3	3
Can find a rule and continue a numerical or visual pattern	2	3	3
Solves and explains multi-step problems involving appropriate operations	2	3	3
NUMBERS & OPERATIONS IN BASE TEN:			
Demonstrates place value understanding within multi-digit whole numbers	2	3	4
Compares two multi-digit numbers based on place values	2	3	3
Uses place value and properties of operations to do multi-digit arithmetic	2	3	3
NUMBERS & OPERATIONS IN FRACTIONS:			
Identifies and creates equivalent fractions	2	3	3
Converts fractions to decimals and decimals to fractions	2	3	3
Compares and orders fractions	2	3	3
Adds and subtracts fractions and mixed numbers	2	3	3
Multiplies fractions by a whole number	2	3	3
MEASUREMENT & DATA:			
Solves problems involving measurement and conversion of measurements from a larger unit to a smaller unit	2	3	4
Uses operations to determine the measurement of a given angle	2	3	3
Classifies shapes by properties of lines and angles	2	3	3
Represents and interprets data on a variety of graphs	2	3	3
Applies the area and perimeter formulas for rectangles in real-world and mathematical problems	2	3	3
GEOMETRY:			
Analyzes, compares, and classifies two-dimensional figures	2	3	3
Recognizes lines of symmetry for a two-dimensional figure	2	3	3
Draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	2	3	3

<i>SCIENCE</i>	T1	T2	T3
Demonstrates understanding of Earth and Space Sciences	2	2	1
Demonstrates understanding of Life Science	3	3	2
Demonstrates understanding of Technology/Engineering	3	3	3
Demonstrates understanding of Physical Science	1	3	4

<i>SOCIAL STUDIES</i>	T1	T2	T3
Demonstrates understanding of geography and map skills relative to North America	3	3	2
Demonstrates understanding of Ancient civilizations of North America	3	3	2
Demonstrates understanding of Early European exploration of North America	3	3	2
Demonstrates understanding of the expansion of the United States over time and its regions today.	3	3	2

<i>HEALTH</i>	T1	T2	T3
Demonstrates the basic understanding of the effects of healthy choices on social, emotional, and physical health	3	3	3

<i>MUSIC</i>	T1	T2	T3
Creates simple melodies within grade-level parameters	1	2	3
Sings simple songs with pitch accuracy while maintaining a steady beat	1	2	4
Demonstrates active listening by noticing details and making connections	1	2	3

<i>MUSIC</i>	T1	T2	T3
Creates simple melodies within grade-level parameters	3	3	3
Sings simple songs with pitch accuracy while maintaining a steady beat	3	3	3
Demonstrates active listening by noticing details and making connections	3	3	3

<i>ART</i>	T1	T2	T3
Generate & conceptualize artistic ideas and work	1	2	2
Organize & develop artistic ideas and work	2	3	3
Refine and complete artistic work	3	3	4

<i>SKILLS THAT SUPPORT LEARNING</i>	T1	T2	T3
Follows classroom rules, expectations, and routines	C	R	C
Respects the rights of others	R	R	C
Accepts responsibility for choices and behavior	S	R	C
Interacts and works cooperatively with peers	R	C	C
Interacts and works cooperatively with adults	S	C	C
Knows when and how to ask for help	S	C	C
Exhibits sustained effort	R	S	C
Exhibits sustained focus	R	S	C
Exhibits effective work habits	R	S	C

Key for Skills That Support Learning

C-Consistently

S-Sometimes

R-Rarely

<i>Trimester 1 Comments:</i>
This is a T1 Comment. Fair
<i>Trimester 2 Comments:</i>
This is a T2 Comment. Outstanding overall performance
<i>Trimester 3 Comments:</i>
This is a T3 Comment. Positive effort evident

SAMPLE

<i>Student Attendance:</i>	T1	T2	T3
Absent	0.0	0.0	1.0
Tardy	0.0	1.0	1.0
Dismissed	0.0	1.0	0.0



ACCESSING
REPORT
CARDS
ONLINE

- Report Cards will be available on the Abington Public Schools Parent Portal from December 11, 2020 to March 11, 2021.
- The Parent Portal is password protected and only available to a student's parent/guardian.
- Families without internet access may request printed Report Cards by contacting the main office.
- Directions for accessing the Parent Portal follow on the next slide, will be sent out via Constant Contact, and posted on our website.
- Tentative Report Card dates for remainder of the year: March 26, 2021 & June 17, 2021.



ACCESSING REPORT CARDS ONLINE

[Click here for
directions with
screenshots](#)

Step by step directions to access your child's Report Card on or after 12/11/20:

- Visit the Abington Public Schools website: www.abingtonps.org
- Select 'Aspen Staff and Parent Portal' under 'Technology Resources' at the top of the page or [click here](#)
- Enter your child's Username (Login ID) and Password - these are the same username and passwords that your child uses to log into Canvas or Clever with the @student.abingtonps.org removed. For example, if your child's email address is studentfir32@student.abingtonps.org, your portal username is just studentfir32. The password is the same for Canvas/Clever and for the portal.
- Make sure the 'Pages' tab is selected at the top left of the screen after you are logged in.
- Find your Report Card PDF file in the Published Reports section on the [bottom right of the screen](#).
- Consider downloading and saving or printing a copy of your child's Report Card PDF.

Graham, Quin

Pages

My Info

Academics

Groups

Calendar

Locker



Page Directory

Announcements

Web Links

Edit

Calendar

November 2020

S	M	T	W	T	F
1	2	3	4	5	6
8	9	10	11	12	13
15	16	17	18	19	20
22	23	24	25	26	27
29	30				

To Do

Overdue Online Assignments Tomorrow Today [Week View](#)

Overdue Online Assignments

Course	Assignment	Category	Due
No assignments scheduled.			

Today: Tuesday, November 17

Course	Assignment	Category	Completed
No assignments scheduled.			

Tomorrow: Wednesday, November 18

Course	Assignment	Category	Completed
ENGLISH 9 L1	Nov 16- Nov20th	Participation	<input type="checkbox"/>

Published Reports

Filename	DateUploaded	Creator	Description
HS Report Cards 3 KB	11/13/2020 2:19 PM	Kelleher, Janet	Report card for Graham

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Contact us at:
BBES: 781.982.2185
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THANK YOU!