

Welcome to Burch Charter School of Excellence



November 17, 2020





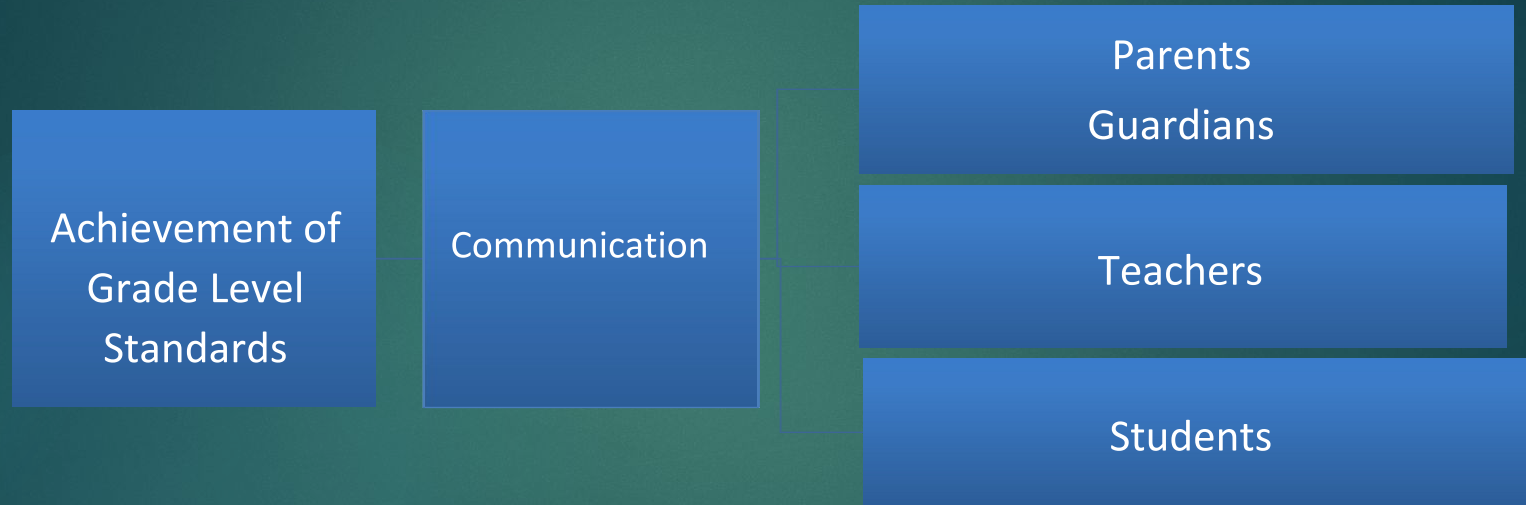
Standards Based Report Cards (SBRC)

Burch Charter School of Excellence

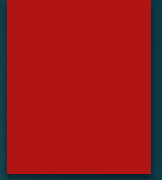
Why use Standard Based Report Card (SBRC)?

- SBRC focuses on strengths and areas of improvement on state grade level standards
- Aligns instruction, assessment, and grading to standards
- A form of progress monitoring

SBRC Mission



*What does a “B” tell
us about the
entirety of a
student’s progress?*





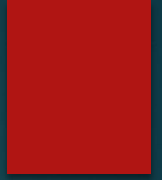
Can we do
something more to
identify specific
areas for continual
growth?

YES!

Standards Based Report Cards



A Sample of a Standards Based Report Card



STUDENT: _____ ACADEMIC YEAR: _____
 TEACHER: _____ SCHOOL: _____

GRADING

4 = Exceeds standard
 Extends key concepts, processes, and skills. Consistently works beyond stated grade - level benchmarks.

3 = Meets standard
 Consistently understands and applies key concepts, processes, and skills. Successfully meets stated grade-level benchmarks.

2 = Approaching standard
 Beginning to understand and apply key concepts, processes, and skills. Progressing towards stated benchmarks.

1 = Needs support
 Not understanding key concepts, processes, and essential skills. These are areas that require support.

N/A = Not assessed at this time

English
Language Arts

ENGLISH LANGUAGE ARTS	1ST	2ND	3RD	4TH	FINAL	MATHEMATICS	1ST	2ND	3RD	4TH	FINAL
GRADE LEVEL:											
READING: LITERATURE						COUNTING AND CARDINALITY					
Identifies and labels upper case letters						Counts to 30 by ones and tens					
Identifies introduced lower case letters						Counts to 50 by ones and tens					
Produces letter sounds						Counts to 70 by ones and tens					
Applies decoding strategies						Counts to 100 by ones and tens					
Recognizes rhyming words						Demonstrates ability to count on beginning from a number other than 1					
Produces rhyming words						Writes numbers from 0-20					
Recognizes grade-level sight words						Counts to tell number of objects within 20					
READING: LITERATURE AND INFORMATIONAL TEXT						Compares the number of objects in a group by using matching and counting strategies					
Reads at the appropriate independent reading level						Compares the value of two written numerals between 1 and 10					
Demonstrates an understanding of the concepts of print						OPERATIONS AND ALGEBRAIC THINKING					
Demonstrates comprehension of a story read aloud						Solves addition and subtraction word problems within 10 by using objects or drawings to represent the problem					
Asks and answers questions about texts with support						Decomposes numbers less than or equal to 10 into pairs in more than one way					
Identifies character, setting, main idea/topic with prompting and support						Demonstrates fluency of addition within 5					
Retells familiar stories or details from a text						Demonstrates fluency of subtraction within 5					
WRITING						Finds the number that makes 10 when added to a given number within 1 to 9					
Uses pictures, letters and strings of letters to express ideas (narrative, information and opinion)						NUMBER AND OPERATIONS IN BASE TEN					
Generates writing and ideas						Composes and decomposes numbers from 11-19 into tens and ones					
LANGUAGE						MEASUREMENTS AND DATA					
Writes letters from left to right using correct spacing						Describes and compares measurable attributes (size, shape, color, etc.)					
Applies conventions of grammar and usage						Classifies, counts and sorts objects into categories					
Spells single words phonetically using knowledge of sound-letter relationships						GEOMETRY					
Forms letters correctly						Names and describes basic shapes					
LISTENING AND SPEAKING						Names and describes 3-D shapes					
Listens to others and takes turns speaking						Describes position of objects in the environments using positional words such as above, below, beside, in front of, behind and next to					
Actively participates in classroom and group discussions						Analyzes, compares, creates and composes shapes					
Asks questions to gain information											

Mathematics

PHYSICAL EDUCATION						SCIENCE					
Physical Education						Science					
	3RD	4TH	FINAL			2ND	3RD	4TH	FINAL		
Demonstrates skill performance						Asks questions based on observations to gather more information about the natural and human-made world					
Participates in classroom discussions and activities related to content area						Distinguishes between a scientific model and an actual object, process, or event. Compares and contrasts scientific models					
ART						SOCIAL STUDIES					
Art						Social Studies					
	1ST	2ND	3RD	4TH	FINAL	1ST	2ND	3RD	4TH	FINAL	
Demonstrates understanding and application of skills						Design or build a device that solves a problem					
Participates in classroom discussions and activities related to content area						Describe the connections between ideas, or information					
						Participates in classroom discussions and activities related to content area					
						HEALTH					
						Health					
						Demonstrates understanding of concepts					
						Participates in classroom discussions and activities related to content area					
						MUSIC					
						Music					
						Demonstrates understanding of concepts and application of skills					
						Participates in classroom discussions and activities related to content area					
						TECHNOLOGY					
						Technology					
						Demonstrates understanding of concepts and application of skills					
						Participates in classroom discussions and activities related to content area					

***CLASSROOM LEARNING SUPPORTS**
 C = Consistently S = Sometimes I = Infrequently

BEHAVIORS THAT SUPPORT LEARNING											
SOCIAL SKILLS						STUDY SKILLS					
	1ST	2ND	3RD	4TH	FINAL	1ST	2ND	3RD	4TH	FINAL	
Respects rights and feelings of others						Follows directions (orally or written)					
Demonstrates self-control						Works independently					
Deals appropriately with needs and feelings						Works cooperatively with others					
						Completes class work/tasks in a timely manner					
						Participates in class (note taking)					
						Assumes responsibility for personal belongings					
						Demonstrates effort in learning activities					

Social Skills

Study Skills

Key for Proficiency Levels

1= Not meeting Grade Level Standards

Not understanding key concepts process and skills. These are areas that require support.

2 = Approaching Standard Beginning to understand and apply key concepts, processes, and skills. Progressing towards stated benchmark.


Proficiency Levels

3 = Meets Standards

Consistently understands and applies key concepts, processes, and skills. Successfully meets stated grade level benchmarks.

4= Exceeds Standards

Extends key concepts, processes, and skill. Consistently works beyond stated grade level benchmarks.



*Let's take a closer
look at the
difference!*



Example 1

Traditional Grading vs. Standards Based Grading

Little Bobby is a first grade student. He scored a 90 (A) in Language Arts for the First Marking Period...

“There must not be an area that needs improvement. He has an ‘A’!”

Course	Marking Period Grade
Language Arts	90 (A)

Example 1

Analyze the Grade Now...

READING: FOUNDATIONAL SKILLS	Marking Period 1
Recognizes sight words	4
Determines beginning sounds in words	4

Writing	
Writes complete sentences	2
Writes independently for an extended period of time	2

Language	
Applies conventions of grammar and usage	4
Learns and applies spelling patterns	4

4 =
Exceeds Standards

3 =
Meets Standards

2 =
Approaching
Standards

1 =
Needs Support

Example 1

Analyze the Grade Now...


READING: FOUNDATIONAL SKILLS	Marking Period 1
Recognizes sight words	4
Determines beginning sounds in words	4
Writing	
Writes complete sentences	2
Writes independently for an extended period of time	2
Language	
Applies conventions of grammar and usage	4
Learns and applies spelling patterns	4

4 =
Exceeds Standards

3 =
Meets Standards

2 =
Approaching
Standards

1 =
Needs Support



*Is Bobby demonstrating
“A” work in all areas?*
Now we can identify
areas in need of
additional support.

Example 2

Traditional Grading vs. Standards Based Grading

“Uses addition within 20 to solve world problems.”

- Task 1: 0/4
- Task 2: 0/4
- Task 3: 3/4
- Task 4: 8/8
- Task 5: 8/8

- If we were to average these grades, this student would earn a 68%.

Using SBRC:

- Growth has been shown over time, student would receive a 3 (Meets Standard)



Rubrics

- Rubrics can be used to evaluate student progress towards the standard at the end of each marking period.
- Rubrics will be posted on the district website for parents.
- Data collection, inclusive of anecdotal notes and unit assessments, for each standard will be used to determine a student's progress.

Produces the letter sounds of introduced vowel and consonants.

Marking Period	1= Needs Support	2= Approaching Standard	3= Meets Standard	4= Exceeds Standard
1 st – 2 nd	Student rarely recognizes introduced vowel and consonant sounds.	Student sometimes recognizes introduced vowel and consonant sounds.	Student consistently recognizes introduced vowel and consonant sounds.	Student consistently recognizes all vowel and consonant sounds and reads them correctly in words.
3 rd – 4 th	Student rarely recognizes all vowel and consonant sounds.	Student sometimes recognizes all vowel and consonant sounds.	Student consistently recognizes all vowel and consonant sounds.	Student consistently and independently recognizes all vowel and consonant sounds and reads them correctly in words.



Scoring with a Rubric

Xavier is a kindergarten student. On assessments during the first marking period Xavier is asked to identify the front and back cover of a book, which he can do successfully. He is also asked to identify the title page, where to start reading on a page, and track print while reading, which he is unable to do.



Scoring with a Rubric

As Xavier's teacher, what proficiency level would you say he has earned?

What should be reflected on the report card?

ENGLISH LANGUAGE ARTS

1ST

2ND

3RD

4TH

FINAL

READING: Literature and Informational Text

Demonstrates an understanding of the concepts of print

Demonstrates an understanding of the concepts of print:

Identify the front and back cover of a book, identify the title page of a book, identify where you start reading on a page, use left to right progression and return sweep, identify first, last, and 1-to-1 matching of word(s) on the page, identify where words begin and end.

Marking Period

1st

1= Needs Support

Unable to demonstrate the concepts of print.

2= Approaching Standard

Rarely able to demonstrate the concepts of print.

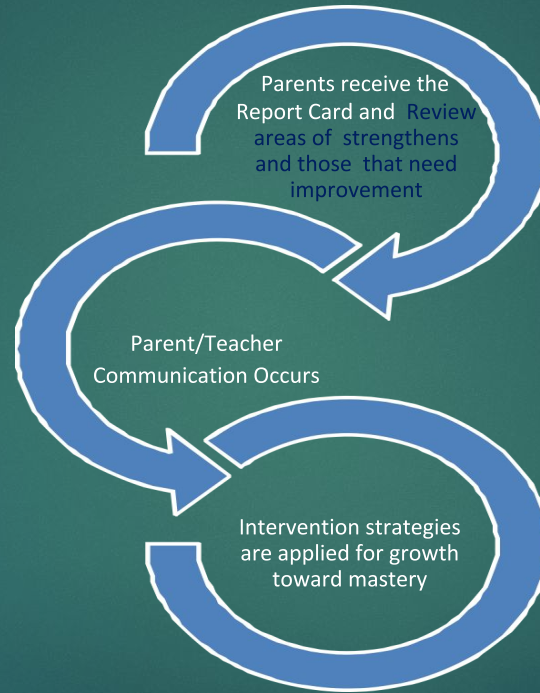
3= Meets Standard

Able to demonstrate the concepts of print **with** prompting and support.

4= Exceeds Standard

Able to demonstrate the concepts of print independently.

How is This Information Used?





Information Roll Out

- Information will be posted on website in the form of:
Sample Report Cards and Presentations
- Information will be shared with parents at Parent University.

Transition Back to School

Phase 3 – Targeted Instruction

January 25, 2021-February 19, 2021

- ❖ **English Language Learners (ELLs), Students with Individualized Education Plans (IEPs), and Tiered 2 and 3 students will report physically to receive in-person instruction four days a week. Friday will remain the day to deep clean the buildings, while teachers and students conduct learning remotely from home.**
- ❖ **In person schedules will mirror virtual learning schedules. Students will report to the building Monday-Thursday and will continue with asynchronous instruction on Fridays from home.**

Transition Back to School



Mondays and Tuesdays - Cohort A

Wednesday and Thursdays - Cohort B

Fridays will continue to be asynchronous days for all scholars.

The school day will take place from 7:50 AM - 12 PM. Arrival time for scholars in Grades K-2 will be at 7:50 AM and Scholars in Grades 3-5 will arrive on campus at 7:55 AM.

Transition Back to School

Critical Health and Safety Protocol Highlights

- ❖ All people within the school building, including staff and students, must wear face coverings at all times.
- ❖ Staff members will wear provided masks and face shields.
- ❖ As per State guidelines, students and staff who cannot wear masks due to documented medical conditions will be accommodated on a case-by-case basis in a manner that will ensure continued health and safety requirements are met.
- ❖ Daily pre-screening health checks (via Oncourse for staff and OnCourse Connect for parents/families) must be submitted for each student and staff member prior to entry into the school building.
- ❖ Temperature checks will be conducted daily.
- ❖ Social distancing guidelines will be in place for all areas, including classrooms, hallways, bathrooms, entrances/exits, school buses/vehicles, offices, and outdoor spaces.