Standards-Based Reporting

As districts implement the Common Core Standards, they are also reflecting on their reporting systems to ensure alignment with the revised standards. Many are looking at transitioning to a standards-based reporting system.

Thomas Guskey and Jane Bailey, in their book, *Developing Standards-Based Report Cards*, walk readers through the steps to make a positive, successful transition to standards-based report cards:

1. Define the purpose of your report card
2. Develop reporting standards
3. Address essential steps in development
4. Establish performance indicators
5. Develop the reporting form
6. Pilot test and revise

The first step to creating a meaningful and useful standards-based report card is to clearly define the purpose of the tool.

Decide if its primary purpose is:

- To communicate information about students’ achievement to parents and others
- To provide information to students for self-evaluation
- To select, identify or group students for certain educational paths or programs
- To provide incentives for students to learn
- To evaluate the effectiveness of instructional programs
- To provide evidence of students’ lack of effort or responsibility

This is a critical first step. After making the decision as to your report card’s purpose, include it on the document as a reminder as you move forward with implementation.


ISBE sponsored Standards-Based Reporting Workshop

*With author Thomas Guskey*

**November 19 OR 20, 2013**

9:30 am - 3:00 pm

Crowne Plaza Hotel
3000 South Dirksen Parkway
Springfield, IL

Cost: $25 per person
$75 for up to 6 team members

[Click here for more information or to register online](#)
Best Practices Weekly

Best Practices Weekly (located at http://bestpracticesweekly.com/) is a website that houses the latest research for tips and instructional practices in a new and unique platform.

All the latest journals such as Reading Teacher, Reading Research Quarterly, American Educational Research Journal and others have their teaching tip shown in a short, concise abstract that explains the tool. Each topic has been summarized for the "key, take home message in a text, audio and video" segment for easy access. The following link shows a 4 minute video example regarding the use of prompts and how teachers might ignite discussions about texts by using research based thinking: http://bestpracticesweekly.com/?page_id=106

Educators have the option of downloading the full summary from Best Practices Weekly, a companion worksheet, or watching the short video segments that last approximately 3-7 minutes.

Teachers must sign up for this free access with an email account. At this time, they are currently focusing on early and late elementary grades (K-6).

The Importance of Writing Knowledge in Fourth Grade

Students need to possess knowledge about writing in order to produce high quality writing. What kind of knowledge do students need?

Researchers interviewed students after they wrote a narrative text to determine their knowledge about writing in five areas: process/planning; mechanics; motivation/effort; story elements; and irrelevant information. Students' response pertaining to knowledge about writing within the categories was compared to their written text. The authors found that students' abilities to talk about the elements of good writing corresponded to their writing skill. They also determined that students' knowledge about substantive processes, production processes, motivation, and story elements were equally related to students' writing ability.

Source: Best Practice Weekly,

A Planning Template for Fourth Grade

The Best Practices Weekly website also contains teacher resources. Included on the website is a planning template teachers may use to plan instruction and assessment related to writing knowledge. Categories on the template match the writing knowledge areas determined to be of equal importance when related to students' writing: substantive processes, production processes; motivation; and story elements (narrative writing). Use of the template allows the teacher to plan and assess writing in ways that might not have been previously considered.

In addition, the planning template provides simple definitions of what each category means. The template could be adjusted to use as a rubric or as a self-evaluation tool for students to refer to as they write. It may also be used as discussion points with the teacher or with peers, given the importance of students' ability to verbalize their knowledge of writing.

Fourth Grade Expectations from Third Grade

With all the changes that are taking place as we transition to the Common Core State Standards for Mathematics, it is especially important to have vertical articulation conversations with the grades above and below those we are teaching. Students that enter 4th grade should be coming from 3rd grade with a strong understanding of what a fraction is and how it fits into the number system. They use their knowledge of addition and subtraction beginning in Kindergarten and extend it to fractions in 4th grade. Students have a full understanding of multiplication as equal groups, arrays and area and in 5th grade will begin multiplicative comparison. This year, they will also transfer multiplication to multiplying a fraction by a whole numbers.

Inside Mathematics

“Inside Mathematics is a website created for teachers with the goal of providing researched mathematics instruction resources. Created from the Noyce Foundation’s Silicon Valley Mathematics Initiative, Inside Mathematics offers Classroom Tasks, Videos of lessons in the classroom, Videos of Problems of the Month, Videos of Re-engagement lessons, Videos of Math Talks, Problems of the month, Tools for Coaches, Tools for Administration. For more information visit: http://insidemathematics.org/”

PARCC Evidence Statements

PARCC has released Blueprints for the summative components of the assessment to be given in the spring of 2015 to all Illinois fourth graders. The PARCC assessment is based on Evidence Centered Design (ECD), which starts with broad claims defining goals for students. To assess these broad claims, they created Evidence Statements to show what a student would be able to do to show mastery of the standards. One type of fourth grade evidence statement is “Distinguish correct explanation/reasoning from that which is flawed, and – if there is a flaw in the argument – present corrected reasoning. (For example, some flawed ‘student’ reasoning is presented and the task is to correct and improve it.)” There are several evidence statements in this category that specify a different content scope, including standards from Operations & Algebraic Thinking and Numbers & Operations – Fractions. There is also an evidence statement of this type that requires use of "securely-held content" from third grade Operations & Algebraic Thinking, Numbers & Operations – Fractions and Measurement & Data.

http://www.parcconline.org/assessment-blueprints-test-specs
To increase student interest and engagement with subject matter, consider a collaborative learning environment (Johnson and Johnson, 1999).

This evidence-based practice has been shown to support 21st Century skills such as deeper reasoning and improved communication, along with influencing increases in social, emotional, and behavioral competencies (Youngerman, 1998).

To build capacity and manage the classroom during these highly effective learning times, pre-planning, modeling and practice time is crucial.

A review of teacher-authored articles highlighted the following ‘lessons learned’ which support collaborative interactions:

1) Establish interpersonal norms. Setting norms supports effective interaction. Knowing how students are to interact with each other sets the stage for appropriate and productive interactions.

   One example is: ▶▶▶▶

2) Explicit instruction on peer to peer listening skills. Practice to listen, pause, ask questions, paraphrase, and THEN respond.

3) Explicit instruction on asking good questions. “What” and “how” sentences lead to deeper and richer dialogue. Teach that questions are for clarification or for understanding.

4) Negotiation skills and the art of compromise. Extending beyond “win-lose” situations requires the ability to reframe opinions around values or agreed expectations. This sometimes includes revisiting norms.

5) Educator modeling. Viewing application of lessons learned can make a big impact. Teachers can consistently and visually place high value on group goals and individual accountability.

6) TRY AGAIN. Utilize new tools; work with a colleague to pre-plan, model, practice; re-assign student groupings; observe each other, and discuss observations.

Collaborative learning strategies and tools engage many students’ natural instinct to be social and are at the core of most learning styles (Silver & Perini, 2010).

- ISBE Collaboration Guide

**GROUP INVESTIGATION**

**STEP BY STEP**

Common Core implementation includes group investigation through requiring students to work in small groups using cooperative inquiry, group discussion, and producing cooperative artefacts.

Step 1: Choose a topic (e.g. communities) and assign small groups to select differing subtopics (e.g. work, family, friends).

Step 2: Students work within a collaborative environment in response to a more reflective question proposed by the teacher or other group (e.g. “How does one impact the many?”) (Slavin & Chamberlain, 1992).

**CLASSROOM APPLICATION**

Apply this strategy to discover free digital support tools.

Step 1: Assign student groups to search "digital tools for student collaboration;"

Step 2: Groups discuss when, where, and how one tool assists learning. Students produce a class resource.

Collaborative learning supports students synthesizing ideas as a group to create shared meaning and understanding and increases student interest and engagement with subject matter.


Visit www.isbe.net to download this newsletter.