



## Elementary School Standards Based Report Card Revision Update

TO: Jeannine Durkin, Acting Superintendent of Schools

FROM: Robin Desmond, Assistant Superintendent Curriculum, Instruction & Assessment *Robin Desmond*

DATE: September 5, 2018

RE: *Elementary School Standards Based Report Card Update*

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As a result of multiple requests from teachers across the district for the need to update the LPS Elementary Standards Based Report Card, the Curriculum Office surveyed teachers using a Google Form. Survey participants were asked about the overall report card, the ratings scale, Fountas & Pinnell indicators appearing on the report card, the descriptors for academics in the content areas, and the social emotional habits of mind.

Upon receiving the survey results, the Curriculum Office formed content based committees to review and revise the existing report card language to align to the Common Core Standards and grade level instruction. Each school was asked to send a representative at each grade level to ensure that all schools were represented, and the experts in the field were contributing to the revision suggestions.

Each grade level committee, grades K-4, consisted of approximately 9-12 grade level teachers, including ELL teachers, Special Education teachers, and Content Literacy teachers. In addition, the Curriculum Coordinators for Math, Science and Social Studies, ELA and Literacy, the STEM District Specialist and the Assistant Superintendent for Curriculum, Instruction and Assessment were in attendance. The committees met after school hours in the Curriculum Office.

Participants began the revision process for all committees by looking at the feedback from the entire district gathered using Google surveys, and then examining other descriptors of academic ratings and social emotional standards from many Massachusetts school districts. Based on the existing language in the report card and the examination of other report cards, each grade level committee decided upon the ratings scale they would like to suggest for the report card revisions.

After each grade level team decided upon the ratings scale, the larger team broke off into smaller content specific committees. These committees worked to examine the feedback for each grade level. Based on the teacher expertise, the feedback from across the district, and the Massachusetts State Standards, each grade level committee forwarded recommendations for the content areas, social emotional descriptors, and grades.

The suggested revisions were then opened for comment from all teachers across the district using Google Drive. Committee members were asked to facilitate a review of suggested language

revisions and hold conversations within their school building and grade level teams to encourage all teachers to suggest recommendations. Upon the completion of this review process, all of the committees from across the district reconvened to align the suggestions and create a consensus for the academic ratings and social emotional descriptors. Teachers then worked vertically within the content areas to ensure vertical alignment across the grades.

Upon completion of the final review meeting, the committee submitted a draft revision for approval. Currently, the Coordinator for Research, Testing and Assessment is working with Aspen to determine if language maybe accommodated.

Moving forward, the Coordinator of Research, Testing and Assessment will work with Aspen to ensure all language changes may be accommodated within the LPS database. Once completed, final copies with all changes will be shared with all staff. Letters will be developed and shared with parents notifying them of the changes to language and scale. These letters will be translated and sent home with the report cards in December which is the 1<sup>st</sup> distribution of report cards for grades kindergarten through grade 4.

I would like to thank for all their efforts with this project:  
Melissa Newell, Coordinator of English Language Arts  
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Patricia Myers, STEM District Support Specialist