

# REPORT CARD GRADES K-5

Colts Neck  
Township Schools  
2023



**Erica Reynolds, Ed.D.**  
**Director of Curriculum & Instruction**

# REPORT CARD COMMITTEE

- ★ **Amanda Auletta** (CRES, SciLab)
- ★ **Cheryl Gorman** (CRES, Grade 3)
- ★ **Jennifer Main** (CRPS, Grade 2)
- ★ **Michele Rogers** (CRES, iLab)
- ★ **Kate Shatkus** (CRES, Grade 4 - General and Special Education)

# CONOVER ROAD ELEMENTARY SCHOOL

Colts Neck Township Schools  
Colts Neck, NJ 07722

# GRADE 04 PROGRESS REPORT

Mr. James Osmond, Principal

STUDENT NAME	Student No.	Grade	Homeroom	Teacher	School Year	Period Ending

READING	1	2	3	4
Reads/comprehends literary & informational text independently & proficiently				
Knows/applies grade-level phonics and word analysis skills in decoding words				
Reads with sufficient accuracy and fluency to support comprehension				

WRITING	1	2	3	4
Writes narratives to develop experiences or events using effective techniques, descriptive details, and clear event sequences				
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information				
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly				
Develops and strengthens writing as needed by planning, revising, editing, or trying a new approach				
Demonstrates command of the conventions of standard English grammar usage, capitalization, punctuation, and spelling when writing				

MATHEMATICS	1	2	3	4
Solves multi-step problems utilizing the four operations				
Uses place value understanding and properties of operations to perform multi-digit addition and subtraction				
Demonstrates an understanding of factors and multiples				
Uses place value understanding and properties of operations to perform multi-digit multiplication				
Uses place value understanding of properties and operations to perform multi-digit division				
Demonstrates an understanding of fraction equivalence and ordering				
Adds and subtracts fractions and mixed numbers with like denominators				
Multiplies a fraction by a whole number				
Understands decimal notation for fractions and compares decimal fractions				
Solves problems involving measurement and conversion of measurements				
Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles				
Generates and analyzes patterns				
Represents and interprets data				

SCIENCE	1	2	3	4
Demonstrates an understanding of concepts				

SOCIAL STUDIES	1	2	3	4
Demonstrates an understanding of concepts				

SPEAKING/LISTENING (- denotes need for improvement)	1	2	3	4
Engages effectively in discussions				
Reports, includes, or adapts content in the form of multimedia				

WORK HABITS/SOCIAL SKILLS (- denotes need for improvement)	1	2	3	4
Follows directions				
Works independently				
Completes assignments on time				
Participates in classroom discussions				
Works cooperatively in group situations				
Demonstrates organizational skills				
Demonstrates kindness, courtesy, and respect				
Accepts responsibility for actions				

RELATED ARTS	1	2	3	4
<b>MUSIC</b>				
Demonstrates understanding of concepts presented through melodic and rhythmic activities				
Contributes respectfully with best effort				

ART	1	2	3	4
Demonstrates an understanding of concepts with various art media				
Contributes respectfully with best effort				

PHYSICAL EDUCATION	1	2	3	4
Demonstrates skills taught				
Contributes respectfully with best effort				

COMPUTERS	1	2	3	4
Demonstrates skills taught				
Contributes respectfully with best effort				

WORLD LANGUAGE	1	2	3	4
Recognizes, comprehends and communicates through appropriate total physical response. (TPR)				
Contributes respectfully with best effort				

ATTENDANCE	1	2	3	4	Total
PERIOD					
ABSENT					
TARDY					

REPORT CARD GRADING KEY		
4	Exceeding Standards	(Performance consistently demonstrates an understanding of the knowledge and skills beyond grade level expectations)
3	Meeting Standards	(Performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level)
2	Approaching Standards	(Performance demonstrates a partial understanding of the knowledge and skills expected at this grade level)
1	Not Meeting Grade Level Standards	(Performance does not demonstrate an understanding of the knowledge and skills expected at this grade level)
****		A blank space indicates a standard not addressed during that marking period

# FORMER REPORT CARD



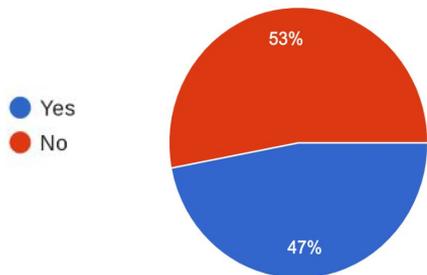
# RATIONALE/REASONING

# RATIONAL FOR REVISIONS

- ★ Revisions have not been made to the report card since the year 2015-2016
- ★ To reflect updated New Jersey Student Learning Standards (NJSLS)
- ★ To include all subject/content areas being currently taught
- ★ To clarify expectations and performance levels
- ★ To create performance indicators for academic areas to be consistent across all buildings.
- ★ To include meaningful Personal and Social Development as well Executive Functioning skills on the report card.

5. The current report card provides me with an accurate picture of my child's academic progress.

134 responses

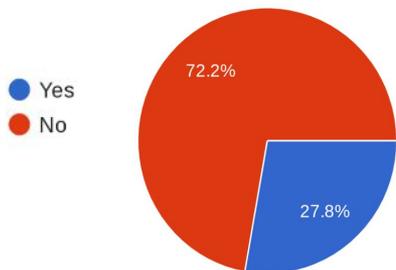


Parent/Guardian Survey

53% parents reported similarly

6. The current report card provides parents with an accurate picture of a student's academic progress.

36 responses

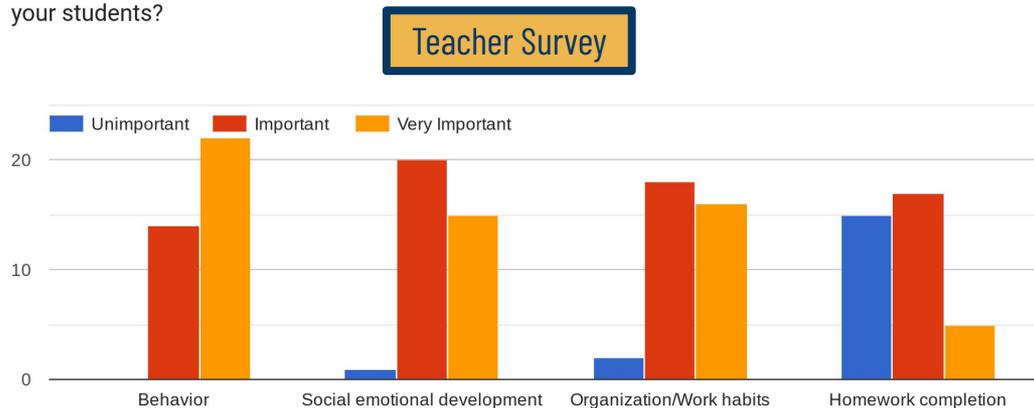


Teacher Survey

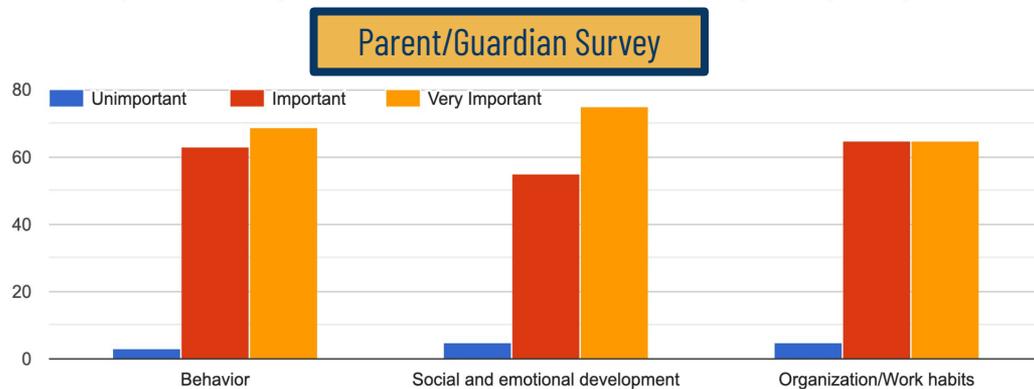
72% teachers responded the current reports card does not provide accurate portrait of student achievements

# STAKEHOLDER SURVEY RESULTS

7. How important is it for you to give information about the following topics with regard to grading your students?



9. How important is it for you to receive information about the following with regard to your child:



# STAKEHOLDER SURVEY RESULTS

# The 2022-2023 Revision Process

**October**

Formed a committee consisting of teachers representing multiple grade levels across both buildings.

**December**

Established meeting dates

**January**

Analyzed current report card and created parent and staff surveys

**February**

Reviewed report cards from districts throughout NJ

**March**

Analyzed report card surveys and began revision work to align report card indicators to current standards

**April**

Continued to revise and finalize report card indicators and standards for all areas from grades K-5



# NEW VISION OF THE REPORT CARD



# NEW GRADING CATEGORIES AND KEYS

Indicator	General Meaning of Indicator	Specific Descriptor of Indicator (will be on report card)
1	Student is <b>not meeting</b> grade level standards.	At this time, the student is <b>not meeting</b> grade level standards. Performance is inconsistent with guidance and appropriate support.
2	Student is <b>progressing toward</b> grade level standards.	The student is <b>progressing toward</b> grade level standards. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of appropriate support needed.
3	The student is <b>meeting</b> grade level standards.	The student is consistently <b>meeting</b> grade level expectations. Performance is characterized by thorough understanding of concepts and skills with minimal levels of appropriate support.
E	The student is <b>meeting</b> grade level standards <b>with distinction</b> .	The student is <b>meeting</b> grade level standards <b>with distinction</b> . Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.

# Former Report Card

Work habits and social skills were combined under one category

Different indicator system at Conover Road Primary School compared to Conover Road Elementary School

## At CRPS:

Y = Yes  
S = Sometimes  
N = Not Yet Demonstrated

## At CRES:

Symbol (-) is used to denote a need for improvement in each area

# New Report Card

Personal Social Development and Work Habits are two separate categories

The same indicator system at Conover Road Primary School and Conover Road Elementary School

## At CRPS & CRES:

S - Area of Strength  
G - Area for Growth

# RELATED ARTS REVISIONS

- ★ Computers has been removed from the Conover Road Elementary School Report Card
- ★ World Language has been added to the Conover Road Primary School Report Card
- ★ Health has been added to both Conover Road Elementary and Conover Road Primary School report cards
- ★ Indicators ( 1, 2, 3, 4, E) have been added and all classes will be graded K-5

# WHY TRIMESTERS INSTEAD OF QUARTERS?

- ★ To allow for a longer period of time for the assessment of skills
- ★ To create a more meaningful reporting system whereas students will have a greater opportunity to demonstrate growth in all academic areas
- ★ To give teachers a longer window of time to provide instruction, collect and analyze data, monitor growth, and allow for reteaching and enrichment prior to formal grade reporting.
- ★ To provide more opportunities to build relationships and rapport with students before formal grade reporting
- ★ To allow for more meetings between students and their related arts classes, creating a more accurate picture for progress

# Quarters

Report Cards are issued 4 times per year

Number of Instructional Days

Marking periods 1-3 each have 45 days

Marking period 4 has 48 days

Parent/Teacher Conferences  
are held 2 times per year:

- Fall (October)
- Spring (March)

# Trimesters

Report Cards are issued 3 times per year  
on: 12/14, 3/21, 6/21

Number of Instructional Days Trimesters  
1-3 each have ~ 60 days

Trimesters end on 12/7, 3/14, & 6/18

Parent/Teacher Conferences  
are held 2 times per year:

- Fall (October 24, 25, 26, 27)
- Spring (March 1, 2)



# INTRODUCING THE REPORT CARD



# Colts Neck Township Schools

Conover Road Elementary School

76 Conover Road

Colts Neck, New Jersey 07722

732.946.0055 <https://cres.coltsneckschools.org/>

## REPORT CARD GRADE 4

School Year: 2023-24

Marking Period: MP1

Click Here

The topics for math, literacy, etc. will be mapped out at the beginning of the year. There will be a black box for each skill that is not taught during a specific trimester

Student: \_\_\_\_\_ Student ID: \_\_\_\_\_ HR: \_\_\_\_\_ HR Teacher: \_\_\_\_\_

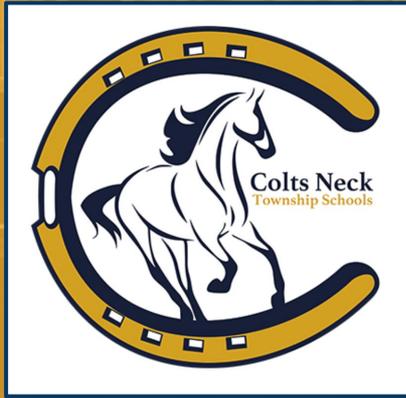
Academic Level	Attendance				
<p><b>E</b> - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.</p> <p><b>3</b> - The student is consistently meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills with minimal levels of appropriate support.</p> <p><b>2</b> - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of appropriate support needed.</p> <p><b>1</b> - At the time, the student is not meeting grade level expectations. Performance is inconsistent with guidance and appropriate support.</p>	MP 1	MP 2	MP 3	Total	
	Days Absent				
	Days Tardy				
<p><u>Social/Work Habits</u></p> <p>S - Area of Strength G - Area for Growth</p>					

English Language Arts	Teacher:	MP 1	MP 2	MP 3
<b>Reading Literature and Information Text</b>				
Describes how and why characters, events, and ideas develop and interact over the course of a text (fiction and NF)				
Determines the theme and main idea of a text supported by text evidence				
Identifies nonfiction text features and explains how they contribute to understanding				
Analyzes and explains the structure of a text (fiction and NF)				
Draws evidence from literary or informational text to support analysis, reflection, and research for the purpose of writing about reading				
<b>Foundation Skills: Phonics and Word Recognition</b>				
Decodes and encodes unknown words using phonics and word analysis skills				
<b>Foundational Skills: Fluency</b>				
Reads fluently to support comprehension of the benchmark text				

# NEXT STEPS

## Plan for 2023-2024

- ★ New Report Card Acknowledgement Form in Genesis (only in CRPS & CRES)
- ★ Parent Information Session (September 27 at 9:15 AM) and Letter (Fall 2023)
- ★ BOE Coffee Chat (October 17, 2023)
- ★ Teacher professional development (Fall 2023)
- ★ Reminder to parents about new report card format before first Trimester ends



THANK YOU