



Standards-Based Report Cards

Frequently Asked Questions

Q: Why are all standards not listed on the report card?

A: A standards-based report card is not the same as a complete listing of the standards. In the creation of our updated standards-based report cards, we:

1. Reviewed the New Jersey Student Learning Standards (NJSLs) for each grade level and content area
 2. Synthesized descriptors which represent a condensed version of the most significant expectations for student learning
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Q: How do standards-based report cards help parents?

A: Standards-based report cards provide parents with detailed information about student progress toward learning standards based on an accumulation of student growth throughout the school year. In addition, they:

1. Promote more meaningful conversations at parent/teacher conferences
 2. Allow for specific monitoring of growth toward mastery of skills as reflected in the standards
 3. Provide parents with an opportunity to support student learning and facilitate conversations with students about their learning
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Q: Why does my child's first report card have many N/A's or P's?

A: A student might have a number of N/A's or P's on his/her first report card because that standard cluster may not have been assessed, may have recently been introduced, or the student may still be working toward mastery. This does not necessarily indicate poor performance or minimal understanding of the concepts being reported upon. Mastery and application of content independently and on-demand does not always happen the first time introduced. Teachers regularly monitor understanding, support learning, and re-teach (when necessary) to promote mastery.

Q: What if my child does not meet a standard by the end of the year?

A: There is always the possibility that a student may conclude a school year still progressing toward mastery of a standard. As a district, we provide interventions and supports to students so that they can continue to work toward mastery while having supportive, meaningful communication between teachers and parents. It is important to be mindful that all students learn at different rates.

Q: Can a student's performance change to a lower level in the next marking period?

A: The expectation for performance and level of rigor increase as the school year progresses and as students move toward the end of year goals. A student may meet the grade-level expectation during the year for that interval of reporting, but as the expectations increase over time, the student may not demonstrate the same level of proficiency.

Q: Is standards-based grading used in other districts?

A: Standards-based reporting is widely used in elementary schools and has been used in Roxbury since 2007. There is a significant body of research that supports the use of standards-based reporting because of its ability to have a positive influence on student achievement. This influence is due to the specific, detailed information about students' growth and mastery of learning standards.