

**Glen Rock Elementary Report Card  
Committee Members**

Ms. Donna Rooney, Kindergarten, Central School  
Ms. Katy Lau, Kindergarten, Hamilton School  
Ms. Heather Frank, Grade 1, Central School  
Ms. Ann Jakobsen, Grade 2 & Learning Center,  
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Ms. Julie Palmeri, Grade 2, Coleman School  
Ms. Keri Holmgren, Grade 1 & 3, Byrd School  
Ms. Nicole Dextraze, Grade 3, Coleman School  
Ms. Jackie Neugebauer, Grade 4 & 5, Byrd &  
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Ms. Audrey Mutch, Grade 4, Hamilton School  
Ms. Julie Burnet, Grade 5, Central School  
Ms. Colleen Quinlan, Special Education, Byrd School  
Mr. Paul Cusack, District Technology Coordinator

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**Glen Rock Elementary Principals**

Dr. Linda Weber,  
Richard E. Byrd Elementary School  
Ms. Krista La Croix,  
Central Elementary School  
Ms. Dawn Cappadona,  
Clara E. Coleman Elementary School  
Mrs. Irene Pierides,  
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**Central Administration**

Dr. Kathleen Regan,  
Director of Curriculum and Instruction  
Dr. Paula Valenti,  
Superintendent of Schools

**The Standards-Based  
Elementary  
Report Card  
for  
Grades K-5**

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**2013-2014**



**Glen Rock Public School District**

### **What is a standards-based report card?**

A standards-based report card identifies the most important skills in each grade level and content area in alignment with new Common Core State Standards, the New Jersey Core Curriculum Content Standards, and district programs. Each skill is assessed with a numerical value.

Earning a “4” means the student has advanced understanding and exceeds grade-level expectations. A “4” is difficult to obtain and indicates unusually high achievement.

Earning a “3” means the student has proficient understanding and meets grade-level expectations. A “3” is something to be celebrated!

Earning a “2” means the student has basic understanding and partially meets grade-level expectations. A “2” indicates that a child may need extra help or time to understand a concept or skill.

Earning a “1” means the student has minimal understanding and does not meet grade-level expectations. A student receiving a “1” will need interventions in order to meet grade-level expectations.

### **How are standards-based report cards different from traditional report cards?**

By evaluating specific skills within each subject, parents, students and teachers can be better informed about any areas requiring additional work. Standards-based report cards differ from traditional report cards in that there are no averages calculated for an overall subject area. The report card language is the same used on state student assessment results.

### **Why assess student progress through a standards-based report card?**

Classroom teachers are better able to identify student strengths and weaknesses in a standards-based learning environment, thereby permitting a more informed approach to individual student instruction. A standards-based report card identifies how well a child is mastering each skill. This also provides us with a common reporting language and system between the district and state student reports.

### **What is a trimester marking period?**

Our report card is based on three marking periods (December, March, and June). Grade-level expectations will change each trimester to reflect the standards and anticipation of student growth.

### **Will parent-teacher conferences still be scheduled?**

Conferences will be held for grades K-2 as in the past. Your building principal will notify you as to the dates on which they will be conducted. Parents with students in grades 3-5 can contact their child’s teacher with a question if needed.

### **What will a standards-based report card tell you about your child?**

A standards-based report card is effective in informing parents about specific skill achievement as measured against state academic grade level requirements and benchmarks. For example, instead of a child earning a “B” in reading, he or she will be evaluated separately in areas such as comprehension and decoding. The actual grade level standards can be accessed on the Common Core State Standards website: <http://www.corestandards.org/>

### **Will student learning behaviors still be assessed?**

Behaviors that facilitate student learning and growth such as social development and work and study habits are critical to a child’s success. Our standards-based report cards will continue to assess children in these areas though not always as part of the assessment of a student’s academic skills. Instead, there is a separate area of the report card to assess these research-based learning behaviors.

### **How and when will report cards be issued?**

Direct access to the standards-based report cards will now be available via the Genesis Parent Portal three times each school year for Grades 1-5 and twice each school year for Kindergarten. You will receive a notification regarding posting dates from the Guidance Department or your building principal.