



Pemberton Township Schools

Standards-Based K-2 Report Card

Family Guide

Introduction

Pemberton Township is pleased to introduce the new report card that will improve the understanding of teaching and learning for all students. This report card will provide information on a student's developmental abilities and progress in attaining learning expectations in each subject as defined by the New Jersey State Learning Standards. This report card will ensure and clearly reflect what students know and are able to do.

Reporting student progress is an essential part of the communication and partnership between home and school. This report card gives us a tool to accurately communicate to families the progress that your child is making on learning each standard at the K-2 levels. It is simply a new and improved way of communicating student progress. Additionally, it will ensure more consistency of expectations from teacher to teacher.

It is our hope that this report card, together with open communication and teacher conferences, will provide a more comprehensive and meaningful lens for you to understand and support your child's learning.

Questions and Answers

- What are standards-based report cards?
 - The standards-based report card: identifies the New Jersey State Learning Standards to be met by the end of each grade level, provides specific information about a child's progress toward meeting the year-end standard, and shows areas for continued growth.
- Why are we using a standards-based report card?
 - The standards-based report card provides detailed information about a child's development and achievement. Additionally, parents/guardians will be more aware of what a child should know and be able to do by the end of each grade level.
- How does the standards based report card compare to traditional grading systems?
 - Instead of letter grades, students earn Performance Level Indicators of Standards that show their level of mastery. Students are assessed using quarterly expectations.



Pemberton Township Schools

Standards-Based K-2 Report Card

Family Guide

Questions and Answers (cont.)

- What are Performance Level Indicators of Standards?

| Performance Level Indicators of Standards | | | |
|---|--|--|--|
| 1 - Emerging | 2 - Developing | 3 - Achieving | 4 - Exceeding |
| Student demonstrates a limited understanding of the concepts, skills and processes taught in this marking period. This is an area of concern. | Student is developing an understanding of the concepts, skills, and processes taught in this marking period. | Student consistently demonstrates an understanding of the concepts, skills, and processes taught in this marking period. | Student demonstrates an advanced understanding of the concepts, skills, and processes taught in this marking period. |

- The Performance Level Indicators of Standards represents a student’s progress toward mastery of the standards over the course of the school year. Scores may change each marking period based on your child’s understanding and the complexity of the standards being taught during each marking period.
 - **1 - Emerging** - Earning a score of “1” means the student demonstrates limited understanding of the concepts, skills and processes taught. This is an area of concern.
 - **2 - Developing** - Earning a score of “2” means the student is developing an understanding of the concepts, skills, and processes taught. A student earning a “2” is making progress, and may need more time to reach mastery.
 - **3 - Achieving** - Earning a score of “3” means the student consistently demonstrates an understanding of the concepts, skills, and processes taught. A student earning a “3” is right on track with our high academic expectations.
 - **4 - Exceeding** - Earning a score of “4” means the student demonstrates an advanced understanding of the concepts, skills, and processes taught. A student earning a “4” is exceeding our high academic expectations for a particular standard.

- How will students be assessed?
 - Students are assessed in various ways, including but not limited to: teacher observation, verbal responses, unit assessments, and writing samples.



Pemberton Township Schools

Standards-Based K-2 Report Card

Family Guide

Questions and Answers (cont.)

- How can I help my child at home (parent responsibilities)?
 - Set up a daily routine, including healthy eating and sleeping habits.
 - Provide a quiet place and time for homework.
 - Check on assignments, homework and projects.
 - Talk each day with your child about their activities.
 - Maintain open communication with your child's teacher(s).
 - Read with your child every day.
 - Check your child's backpack every day.

- How does this affect my child who has an Individualized Education Plan (IEP), 504 Plan, or is an English Language Learner (ELL)?
 - Students who have an IEP will be instructed in each content area using individual accommodations and modifications, as outlined in the IEP. Progress toward the Kindergarten-Grade 2 standards will be measured according to individual growth. Grades are reflective of assignments completed at students' instructional level. Along with the New Jersey Student Learning Standards, IEP goals will be assessed throughout the school year. Progress toward individual goals and objectives will be displayed in the quarterly IEP Progress Report.
 - ELL and 504 Plan students are graded according to grade level standards in line with peers. Accommodations will be made for each student's proficiency levels.



Pemberton Township Schools

Standards-Based K-2 Report Card

Family Guide

Report Card Overview (cont.)

| MATHEMATICS (continued) | MP | 1 | 2 | 3 | 4 |
|--|----|---|---|---|---|
| Operations & Algebraic Thinking | | | | | |
| Model addition within 10 using objects. | | | | | |
| Model subtraction within 10 using objects. | | | | | |
| Solve addition and subtraction word problems by using objects or drawing to represent the problem. | | | | | |
| Fluently add and subtract within 5. | | | | | |
| Numbers & Operation in Base Ten | | | | | |

| RELATED ARTS (continued) | MP | 1 | 2 | 3 | 4 |
|---|----|---|---|---|---|
| LIBRARY | | | | | |
| Demonstrate understanding of skills and concepts. | | | | | |
| Participate, cooperate, and follow directions. | | | | | |
| MUSIC | | | | | |
| Demonstrate understanding of skills and concepts. | | | | | |
| Participate, cooperate, and follow directions. | | | | | |
| PHYSICAL EDUCATION | | | | | |
| Demonstrate understanding of skills and concepts. | | | | | |
| Participate, cooperate, and follow directions. | | | | | |
| LANGUAGE | | | | | |
| Demonstrate understanding of skills and concepts. | | | | | |
| Participate, cooperate, and follow directions. | | | | | |

Bolded words in the Social Skills section represent the district's Core Values, highlighted in our Character Education program.

| SCIENCE | MP | 1 | 2 | 3 | 4 |
|--|----|---|---|---|---|
| Describe positions of objects using positional words. | | | | | |
| Demonstrate understanding of key concepts and vocabulary. | | | | | |
| Use critical thinking skills to explore and deepen knowledge. | | | | | |
| SOCIAL STUDIES | MP | 1 | 2 | 3 | 4 |
| Demonstrate understanding of key concepts and vocabulary. | | | | | |
| Apply key concepts to the study of people, places, events, and issues. | | | | | |

| HABITS OF SUCCESS | MP | 1 | 2 | 3 | 4 |
|--|----|---|---|---|---|
| Social Skills | | | | | |
| Show respect for classmates, adults, and property. | | | | | |
| Accept responsibility for personal behavior. | | | | | |
| Exhibit integrity by doing what is right, even when it is difficult. | | | | | |
| Demonstrate perseverance through daily tasks. | | | | | |
| Maintain positive relationships through kindness and acts of service . | | | | | |
| Work Skills | | | | | |
| Actively participate. | | | | | |
| Complete tasks independently in a timely manner. | | | | | |
| Put forth your best effort. | | | | | |
| Listen and follow directions. | | | | | |
| Work and play cooperatively. | | | | | |

| PERFORMANCE INDICATORS FOR HABITS OF SUCCESS | | | |
|--|------------|---------------|------------------|
| C - Consistently | M - Mostly | S - Sometimes | I - Infrequently |

Work Skills are observed throughout the school day.

| ENRICHMENT | MP | 1 | 2 | 3 | 4 |
|---|----|---|---|---|---|
| Demonstrate understanding of skills and concepts. | | | | | |
| Participate, cooperate, and follow directions. | | | | | |
| HEALTH | | | | | |
| Demonstrate understanding of skills and concepts. | | | | | |
| Participate, cooperate, and follow directions. | | | | | |

| ATTENDANCE | MP | 1 | 2 | 3 | 4 | Total |
|-------------------------------------|----|---|---|---|---|-------|
| Total days in marking period | | | | | | |
| Days present | | | | | | |
| Days absent | | | | | | |
| Days tardy | | | | | | |



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Family Guide

Grade K Resources

| Social Emotional Learning | |
|---|---|
| ELA | Math |
| <ul style="list-style-type: none"> ● Teaching Cooperation ● Teaching Emotions | |
| <p>Foundations/Just Words Tools</p> <ul style="list-style-type: none"> ● Writing Paper ● Letter Formation Guides ● Posters ● Trick Words ● Letter Booklet <p>Foundational Skills Practice</p> <ul style="list-style-type: none"> ● Scholastic F.I.R.S.T-Ooka Island ● Access through Clever <p>ReadyGen</p> <ul style="list-style-type: none"> ● ReadyGen Family Letter ● Access through Clever <p>Social Studies Weekly</p> <ul style="list-style-type: none"> ● Access through Clever <p>Speech/Communication Developmental Levels</p> <ul style="list-style-type: none"> ● Your Child's Communication - Kindergarten | <p>My Math & Redbird</p> <ul style="list-style-type: none"> ● Access through Clever <p>Resources</p> <ul style="list-style-type: none"> ● Hundred Chart / Number Grid ● Digital manipulatives and eTools (counters, pattern blocks, geoboards, etc) ● Graphic Organizers / Workmats <ul style="list-style-type: none"> ○ Five Frame ○ Number line (0-20) ○ Ten Frame ○ Ten Frame (2) ○ Story Mat ○ Part-Part-Whole ○ Sorting Mat / T-Chart ○ Two-Part Mat ● Fluency practice (addition/subtraction) |



Pemberton Township Schools

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Grade 1 Resources

Social Emotional Learning

- [Teaching Cooperation](#)
- [Teaching Emotions](#)

ELA

Math

Fundations/Just Words Tools

- [Writing Paper](#)
- [Letter Formation Guides](#)
- [Posters](#)
- [Trick Words](#)

Foundational Skills Practice

- [Scholastic F.I.R.S.T-Ooka Island](#)
- Access through [Clever](#)

ReadyGen

- [ReadyGen Family Letter](#)
- Access through [Clever](#)

Social Studies Weekly

- Access through [Clever](#)

My Math & Redbird

- Access through [Clever](#)

Reflex Math

- Access through [Clever](#)

Resources

- [Hundred Chart / Number Grid](#)
- [Digital manipulatives and eTools \(counters, pattern blocks, geoboards, etc\)](#)
- Graphic Organizers / Workmats
 - [Ten-Frame](#)
 - [Ten-Frame \(2\)](#)
 - [Part-Part-Whole](#)
 - [Number Line \(0-60\)](#)
 - [Number Line \(61-120\)](#)
 - [Grid/Graph Paper](#)
 - [Tens and Ones Chart](#)
 - [Hundreds, Tens, and Ones Chart](#)
- [Fluency Practice](#) (addition/subtraction)



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Family Guide

Grade 2 Resources

Social Emotional Learning

- [Teaching Cooperation](#)
- [Teaching Emotions](#)

ELA

Math

Fundations/Just Words Tools

- [Writing Paper](#)
- [Letter Formation Guides](#)
- [Trick Words](#)
- [Posters](#)

Foundational Skills Practice

- [Scholastic F.I.R.S.T-Ooka Island](#)
- Access through [Clever](#)

ReadyGen

- [ReadyGen Family Letter](#)
- Access through [Clever](#)

Redbird ELA

- Access through [Clever](#)

Social Studies Weekly

- Access through [Clever](#)

My Math & Redbird

- Access through [Clever](#)

Reflex and Frax Math

- Access through [Clever](#)

Resources

- [Hundred Chart / Number Grid](#)
- [Digital manipulatives and eTools \(counters, pattern blocks, geoboards, etc\)](#)
- Graphic organizers
 - [Ten Frame](#)
 - [Ten Frame \(2\)](#)
 - [Number Line \(0-60\)](#)
 - [Number Line \(61-120\)](#)
 - [Part-Part-Whole](#)
 - [Tens and Ones Chart](#)
 - [Hundreds, Tens, and Ones Chart](#)
 - [Thousands, Hundred, Tens, and Ones Chart](#)
- [Fluency Practice](#) (addition/subtraction)