

Freehold Township School District
Standards Based Report Card
Grades PK-5
Parent Guide



The mission of the Freehold Township School District is to honor and support every learner every day on the journey to become curious and engaged members of a diverse global community. In our efforts to support students in meeting this mission, the district has determined that measuring student growth in relation to the New Jersey Student Learning Standards best demonstrates student progress compared to grade level standards. The implementation of this type of reporting has become the norm not only locally, but nationally. Students, teachers, and parents/guardians benefit from the use of standards-based report cards which state what is expected in the academic content areas and how well the student is progressing towards his/her grade level standards for those areas. These preschool through fifth grade standards-based report cards are one way our district works to strengthen home-school partnerships and ultimately support the growth and achievement of our students.

This guide is designed to familiarize parents/guardians with standard-based reporting and identify important vocabulary and features of these report cards. Standards-based grading and reporting provide helpful information to teachers and parents so they can work together to ensure children reach their fullest potential.

Other strengths and benefits of standards-based grading and reporting system include:

- Student progress is tracked by specific standards/concepts/skills, not entire chapters or units. Parents and teachers can easily see which areas of the curriculum are strengths and which need more practice or time for mastery.
- Students have the opportunity to show progress and growth over time.
- Students have the opportunity to demonstrate mastery beyond grade level expectations.
- Student progress indicators clearly reflect the student's knowledge of key skills and concepts without the addition of work behaviors such as participation and homework completion which may skew a child's grade in a traditional grading system. Instead, behaviors that support learning are reported in a separate category so that parents can easily differentiate between academic concerns and deficits in work habits.
- Teachers can assess children both formally and informally to collect data on skill acquisition. This allows students to demonstrate mastery of skills/concepts in a variety of methods rather than simply on a test.
- Learning goals are very clear to parents, teachers, and most importantly, students. Everyone knows the end of year goals and can work together to help the child reach them.

HOW TO REVIEW K-5 STUDENT REPORT CARDS IN GENESIS PARENT PORTAL

1. Log into Freehold Township Schools Genesis Parent Portal

parents.freeholdtp.k12.nj.us/genesis/parents?gohome=true

Genesis

Freehold Township Schools

Parent Access

User Name:

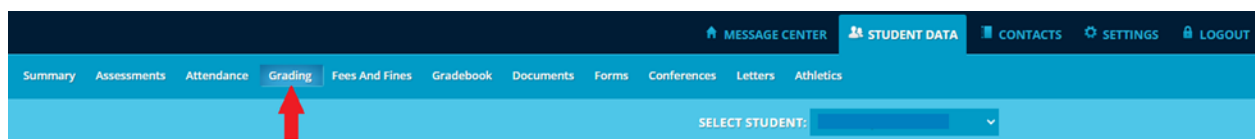
Password:

Login Forgot My Password

Your User Name is your e-mail address.

For additional technical support in the Freehold Township K-8 School District, email - genesis@freeholdtp.k12.nj.us

2. Select Grading Tab



3. Select Available Report Cards

CURRENT GRADES AVAILABLE REPORT CARDS

Thursday, 6/1/2023 11:04AM

For technical support in the Freehold Township K-8 Elementary School District, email - genesis@freeholdtp.k12.nj.us

YEAR	SCHOOL	NAME	MARKING PERIOD	VIEW
2022-23		MP1 Report Card (S)	MP1	
		MP2 Report Card (S)	MP2	
		MP3 Report Card (S)	MP3	

PREVIOUS YEAR REPORT CARDS

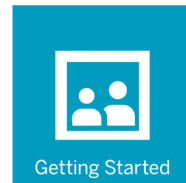
HOW TO REVIEW PRESCHOOL STUDENT REPORT CARDS IN MY TEACHING STRATEGIES PARENT PORTAL

MyTeachingStrategies™

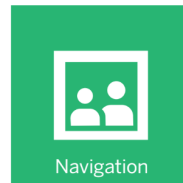
How-To Guide for Families



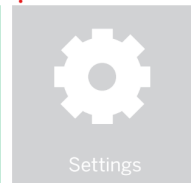
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Getting Started



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Settings

MyTeachingStrategies™
Family

Step 1. Create a user

Sign in with the email address your child's school uses to send you MyTeachingStrategies™ emails

Enter your email address
and we will send you a link to finish your registration

your email address

OR

Google Sign in

already have an account? [Login](#)

Accessing MyTeachingStrategies™

To log in, go to family.myteachingstrategies.com. You will see two login options: 1) enter your username and password, or 2) Google Sign in. You will want to sign in with the email address that the school uses to send you emails. If the address is [@gmail](#) or [@googlemail](#), use the Google Sign in. If not, we'll walk you through how to create an account below.

For Google Email Users:

If the email address you provided to your child's school is a Google email address, you do not need to create an account.

Enter your Google username and password to log in.

1 On the right-hand side of your screen, select **GOOGLE SIGN IN**.

MyTeachingStrategies™
Family

Sign in with the email address your child's school uses to send you MyTeachingStrategies™ emails

email

password

[Forgot your password?](#)

OR

Google Sign in

need an account? [Sign Up](#)

Welcome to *MyTeachingStrategies™* Family!

You are almost done. Just click this button to finish your registration process.

[continue](#)

Or, launch the app and enter this code in the textbox: **x9FA4s**

- 3 You will receive an email from updates@teachingstrategies.com. Select **CONTINUE** within the email.

If you didn't see the email from updates@teachingstrategies.com in your inbox, please try adding that address to your email contacts and going through the sign up process again. This helps your mail client to identify us as a safe sender and should allow the message to be delivered successfully.

MyTeachingStrategies™
Family

Provide your new password

Enter your new password
(minimum length 10 characters)

[submit](#)

- 4 Enter a password and select **SUBMIT** to log in. Please note, your password must be at least 10 characters in length.

If you weren't able to click submit after creating your new password, please double check that you've entered a password that is at least 10 characters long.

For Non-Google Email Users:

If the email address you provided to your child's school is not a Google email address, you will need to set up an account.

- 1 Select **SIGN UP** on the left-hand side of the screen, under the email and password fields.

MyTeachingStrategies™
Family

Sign in with the email address your child's school uses to send you *MyTeachingStrategies™* emails

email

password

[Forgot your password?](#) [submit](#)

[need an account? Sign Up](#)

OR

 Google Sign in

Forgot Password

To reset your *MyTeachingStrategies*™ Family password, visit family.myteachingstrategies.com and select **FORGOT YOUR PASSWORD?** on the left-hand side of your screen.

MyTeachingStrategies™
Family

Sign in with the email address your child's school uses to send you MyTeachingStrategies™ emails

email

password

[Forgot your password?](#) [submit](#)

OR

[Google Sign in](#)

[need an account? Sign Up](#)

If you logged in and the website told you that there were no children assigned to your email address, please verify that you're logging in with the email address you provided to your child's school. If you're sure that's the right address, contact the school to confirm that the email address was entered correctly.

Navigating *MyTeachingStrategies*™

When you sign into *MyTeachingStrategies*™ Family, you will be taken to your personal **DASHBOARD**. The dashboard provides important personalized communications to help you communicate with your child's learning program.

If your program only uses *GOLD*™, you can filter your view by photos and notes. If your program uses both *GOLD*™ and *tadpoles*™, you can also filter your view by daily reports, drop off, or today.

The **TIMELINE** shows the recently shared photos, reports, and notes from your child's program. *MyTeachingStrategies*™ Family will default to the **PHOTOS** view, but you can customize your view.

OBSERVATIONS displays all photos that have been shared by your child's program.

DAILY REPORTS displays any notes or reports shared by your child's program.

COMMUNICATIONS displays all of the daily reports that have been shared by your child's teacher. (*tadpoles*™ users only)

LEARNING FORMS allows you to view information shared by your child's program related to your child's development and learning.

DROP OFF allows you to share notes and scheduling information with your child's teacher. (*tadpoles*™ users only)

TODAY displays any new information shared for the current day. (*tadpoles*™ users only)

View a different month by selecting the specific month from the **MONTHS** area.

REPORTING PERIODS

The schedule below reflects the reporting periods for the 2025-2026 school year.

Middle School	MP1	MP2	MP3	MP4
Start	9/4/2025	11/17/2025	2/3/2026	4/16/2026
End	11/14/2025	2/2/2026	4/15/2026	6/18/2026
Report Cards Posted at 12PM	11/26/2025	2/13/2026	4/29/2026	6/18/2026
# of Days	45	45	45	45

Elementary & Preschool	T1	T2	T3	
Start	9/4/2025	12/10/2025	3/18/2026	
End	12/9/2025	3/17/2026	6/18/2026	
Report Cards Posted at 12PM	12/23/2025	3/27/2026	6/18/2026	
# of Days	60	60	60	

****Please note that the end of the year marking period dates are subject to change based on the school calendar and whether or not the district needs to have any emergency closing days throughout the year.***

FREQUENTLY ASKED QUESTIONS

1. What is a standards-based report card?

A standards-based report card is designed to inform parents about their child's individual progress towards achieving specific learning standards. It provides parents with more detailed information about their child's strengths and weaknesses. [The New Jersey Student Learning Standards](#) in mathematics, English language arts, science, social studies, visual and performing arts, health and physical education, computer science and design thinking, and world language outline rigorous performance expectations that all students are expected to reach by the end of the school year. The [New Jersey Preschool Teaching and Learning Standards](#) outline developmentally appropriate learning goals for three and four year olds. The report card is intended to share progress toward those specific end-of-year standards. With such detailed information, parents will be better able to guide and support their children and collaborate with school to ensure student success.

2. How does the standards-based report card compare to the traditional letter/number system?

Standards-based reporting is *different* from the traditional letter/number grade reporting. With the traditional grading system, the grade indicates the calculated average of a student's performance on all of the assessments within a given grading period. Alternatively, the standards-based report card measures how well an individual student is progressing toward very specific end-of-year grade level standards, rather than reporting a combined average. These report cards are a snapshot in time of student performance related to standards. Reporting in this manner provides parents with specific information about areas in which their child has strengths and areas that need further practice.

3. How will the teachers calculate how my child is performing in this system of grading?

The biggest change for everyone using a standards based grading model is understanding the concept of a "E/Exceeds Grade Level Expectations." **Please note that "exceeds" is not the equivalent to an "A" or 100, which one may be accustomed to from a traditional report card.** In addition, students are assessed using grade level common assessments, formative and summative assessments developed by teachers and the district, early childhood developmental learning continuum assessments, as well as nationally normed assessments including the iReady diagnostic.

For example on the Unit 1 math test, five standards are measured. A student may show mastery on one standard and progressing on others. On a typical report card grade, scores from assessments like this would be averaged together to yield a cumulative percentage. This percentage would not provide specific information about which standards were mastered and which needed more practice. However, when grading in a "standards-based" model, the assessments are broken down to indicate instructional needs regarding specific standards rather than just reporting one percentage grade. Over the course of a grading period a teacher would be able to collect data each trimester that would demonstrate how well a child performed toward each of

the end-of-year standards. Parents may review standards based assessments in the LinkIt parent portal to monitor student progress related to these standards based assessments.

4. Where can I find key terms found on the report card that may be unfamiliar to me?

Please check with the classroom teacher for more elaboration, definitions, or examples.

5. How does a child achieve an “E/Exceeds Grade Level Expectations”?

In order to achieve an E for any standard on the report card, a student must demonstrate application of the standard/concept beyond the current grade level expectation. Teachers will provide opportunities for students to show achievement beyond the grade level in a variety of ways. For example, a teacher may plan to offer enrichment activities, special learning tasks, differentiated lessons, or alternative assessments to students in order to gather data that shows mastery and application beyond the end of year expectations.

6. My child has an IEP/504 plan. How will he or she be assessed?

A child with an IEP/504 plan typically receives modifications and/or accommodations which are an essential part of the individualized education plan (IEP). The purpose of these modifications and accommodations are to support student progress on grade level standards as assessed on a standards-based report card; therefore, children with an IEP will receive both their IEP/504 plan progress reports which will report progress toward individual goals AND a report card that will report progress toward the grade level standards. Both of these reporting tools along with ongoing parent-teacher communication will support the academic success of all of our students. Parents will receive IEP progress reports during the same reporting periods for report cards.

7. How frequently will my child receive a report card and how can I check on progress in between report cards?

Students in grades K-5 will access report cards on the Parent Portal three times per year (trimesters - December, March, and June). Preschool parents will access report cards via the My Teaching Strategies family portal. Parent-Teacher conferences, IEP progress reports, and regular communication from your child’s teacher will also keep you informed regarding your child’s progress. Between progress reporting periods, parents have access to the K-5 LinkIt Parent Portal to view student’s scores on standards based assessment measures.

8. Some of the standards are marked with an “NA” for some marking periods. Why?

In classrooms focused on standards-based instruction, not all standards can/should be taught in every marking period. Some standards are taught when developmentally appropriate and others are addressed based on the units of study during a given marking period. An “NA” on the report card does not indicate that a student was not able to learn content around that specific standard, but rather the standard wasn’t taught during the specific marking period.

9. What if my child does not meet grade level standards by the end of the year?

Every school provides targeted intervention for students following the New Jersey Tiered Systems of Support. If you have concerns about your child's progress related to the grade level standards, please contact the school to discuss with the teacher.

GRADING CATEGORIES AND KEYS

One of the other important features about these report cards is the measurement system used in each subject area. Teachers will evaluate students by assessing how closely their work matches grade level standards and expectations. We are not comparing students to other students; nor are we comparing a student's work earlier in the year with work produced later in the year. We are comparing each child's work with grade level learning objectives. This process is also known as standards-based grading.

Teachers will use the following rubric for each indicator on the report card:

K-5 Standards –Based Report Card Rubric		
E	Exceeds End of Year Grade Level Standards	The student consistently demonstrates his/her ability to apply thorough in-depth knowledge of basic and extended concepts and skills with performance characterized by self-motivation and the ability to apply skills with consistent accuracy, independence , and a high level of quality work. The child is exceeding grade level standards.
M	Meets End of Year Grade Level Standards	The student consistently meets end of year grade level standards. The student demonstrates thorough understanding of concepts and skills represented in the grade level standards and applies those skills and concepts with accuracy and quality.
A	Approaches End of Year Grade Level Standards	The student is close to meeting the end of year grade level standards. The student is developing an understanding of key concepts and skills and is starting to apply them independently . The student is beginning to grasp key concepts and skills and is starting to apply them.
P	Partially Meets End of Year Grade Level Standards	The student is working toward meeting the end of year grade level standards. The student has a basic understanding of key concepts and skills, but needs assistance to apply them.
D	Does Not Meet End of Year Grade Level Standards	The student is below grade level standards and needs more time and knowledge to develop the concepts and skills to meet the end of year grade level standards.
NA	Not Assessed at this Time	These standards have not been addressed at this time. All standards will be introduced before the end of the school year.

PreSchool Standards –Based Report Card Rubric	
E	Exceeding Expectations
M	Meeting Expectations
P	Progressing Toward Expectations

Characteristics of Successful Learners/Behaviors that Support Learning

Learning skills, self-control and cooperation are assessed separately on an Executive Functioning rubric. Executive functions are a set of mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Just like an air traffic control system at a busy airport safely manages the arrivals and departures of many aircraft on multiple runways, the brain needs this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses. Skills assessed on this rubric include: time management, following directions, task completion, attention to instruction, appropriate behavior, flexibility, and self-regulation. These are skills important for parents to keep tabs on even if these characteristics aren't included in the assessment of the student's academic skills.

Click [here](#) to review each grade level executive function rubric. These rubric grades will be reflected on the report in the sections entitled Learning Skills and Self Control/Cooperation.

Grading for Executive Function: The following scales are used to score students on the report card in the areas of executive function.

<i>Learning Skills</i>	Highly Effective - 4	Effective - 3	Developing - 2	Novice - 1
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<i>Self-Control and Cooperation</i>	Highly Effective - 4	Effective - 3	Developing - 2	Novice - 1
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Narrative Comments Section

Teachers may use the “Comments” section of the report card to provide parents with a brief explanation or narrative that provides information about items not covered by listed indicators.