

Elementary Standards-Based Report Cards FAQ

1. Why were the elementary report card and grading guidelines revised?

The elementary curriculum and instructional methods have undergone significant revisions since the last version of the report card was originally developed five years ago. These include adoption of new instructional materials and the identification of specific performance indicators for Mathematics, English Language Arts, Science and Social Studies. There is also a greater emphasis on improving parent communication regarding student progress toward essential learning. This communication will help to promote more effective home-school support, intervention, and enrichment. Parents will now be able to identify and measure progress toward meeting important end of grade level performance indicators. These revisions also provide a better alignment to Middle School preparation and transition, and students will be able to identify their strengths and needs.

2. What is a standards-based report card?

The purpose of a standards-based report card is to improve communication with parents about a student's progress toward meeting important end of grade level performance indicators, which are essential skills and concepts at each grade level. Core subject areas including English Language Arts, Math, Science, and Social Studies are subdivided into a list of performance indicators that students learn and master. Each performance indicator is assessed separately based on student progress. Standards-based report cards provide alignment to current research based practices and identification of individual strengths and opportunities for growth. They help teachers when adjusting and individualizing instruction and designing interventions for students. They also provide students and parents with assistance in understanding essential grade level learning.

3. How have the grading guidelines been revised?

In kindergarten and grade 1, students will not receive traditional letter grades of A, B, C, D, and F but rather be assessed on performance indicators essential to early learning milestones, which are important learning targets identifying key grade-level skills and concepts. The performance indicators will be assessed using qualifiers of Outstanding, Satisfactory, Needs Improvement, and Not Assessed. In grade 1, Science and Social Studies will be graded in report period 2 and 4. Also during report period 2 and 4, K-1 Related Arts (Specials) and Lifelong Learning Skills will be assessed using performance indicators.

In grades 2-5, a traditional letter grade and percent will be given for Mathematics, English Language Arts, Science, and Social Studies with related performance indicators identified for each content area using qualifiers of Outstanding, Satisfactory, Needs Improvement, and Not Assessed. In grade 2, Science and Social Studies will be graded in report period 2 and 4. In grades 3-5, Science will be graded in every quarter with Social

Studies graded in report period 2 and 4. Grades 2-5 Related Arts (Specials) and Lifelong Learning Skills will be assessed on performance indicators as well during the report period 2 and 4.

4. What system will be utilized to communicate student performance?

The performance indicators in the content areas and effort in the related arts areas will be assessed using the following qualifiers:

<i>O- Outstanding</i>	<i>Exemplary work demonstrating thorough understanding of essential skills and concepts</i>
<i>S- Satisfactory</i>	<i>Progressing adequately demonstrating appropriate/general understanding of skills and concepts</i>
<i>N- Needs Improvement</i>	<i>Approaching grade level with partial or limited understanding of skills and concepts</i>
<i>NA- Not Assessed</i>	

We will identify the letter grade/percentage categories at the top of the report card for grades 2-5 with the corresponding performance indicators for each content area listed below.

5. What additional decisions were made regarding grading practices?

- A WIN (What I Need) Time progress report will be sent home three times per year in the fall, winter, and end of year following the administration of DIBELS (K-2) and Literacy Easy CBM (3-5) and Math Easy CBM (K-5).
- Two progress reports will be sent home for students participating in instrumental music during the second and fourth grading period.
- The lowest grade a student can receive is a 50% on all assessments and assignments (unless effort is not put forth by the student). This practice is intended to encourage student performance, increase motivation and give students an opportunity to experience success.
- Students will be retested on exams when their original score is less than 65%. This practice reflects the District philosophy that mastery of essential content objectives related to essential knowledge and skills is the ultimate goal of instruction. The higher of the two grades will be recorded in the teacher's grade book with the original failing grade and the substituted grade appearing as notes in the teacher's grade book.

6. What was the process for revising the report card?

The District began the process in December of 2016 as the administrative team researched premiere districts using standards-based report cards. Using these findings, in January and February of 2017, a report card committee comprised of teachers and administrators developed drafts of grading guidelines and report card templates. In March of 2017, all elementary teachers reviewed and provided feedback. Teacher leaders then synthesized the feedback and made revisions to the report card templates after meeting with the principals. Additionally, in March and April, the Parent Advisory Committee and the Board of School Directors reviewed the report card draft and shared their perspective on strengths and areas in need of revision. From April through May, all elementary teachers provided a second round of feedback and revisions to the grading guidelines and standards-based report cards.

7. To view a sample of the new Standards-Based Report Card, please visit the appropriate link below:

[Kindergarten](#)

[1st Grade](#)

[2nd Grade](#)

[3rd Grade](#)

[4th Grade](#)

[5th Grade](#)