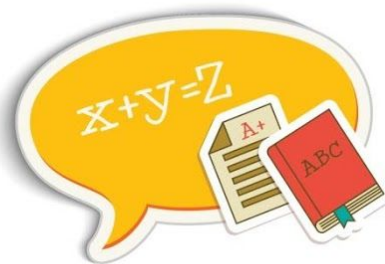


# FREQUENTLY ASKED QUESTIONS ABOUT THE ELEMENTARY REPORT CARD

The elementary report card reflects your child's performance on specific standards and skills that students are expected to learn following instruction. Standards-Based Grading helps ensure that student grades are meaningful, accurate, consistent, and supportive of learning. The report card marks reflect how your child is performing at designated times throughout the year, based on what has been taught to date.



*The following questions and responses may be helpful as you review the report card with your child/ren. Thank you for all you do to support your child's learning!*

**HOW ARE THE REPORT CARDS MARKED?** Marking codes describe your child's performance on each Reporting Standard *compared to grade-level expectations at designated times throughout the school year. The marks will help you and your student understand the skills your student has demonstrated, and the skills he or she has not yet mastered.* At the elementary level, teachers use M, I, D for Life and Work Skills and a 4-1 scale for academic areas instead of letter grades.

Teachers consider the multiple pieces of evidence they have collected throughout the trimester that show what a student has learned. Using that information, teachers can determine if students are meeting expectations (M), inconsistently meeting expectations (I), or not meeting expectations (D) for Life and Work Skills or working at an excellent (4), proficient (3), basic (2), limited (1) level in all other marking areas.

## **FOR THE LIFE AND WORK SKILLS, TEACHERS WILL MARK USING M, I, D:**

- M: Meets Expectation** - *A student exhibits skills or behaviors that are typical and appropriate for their grade level.*
- I: Inconsistently Meets Expectations** - *Student's work towards the skill is developing and inconsistent.*
- D: Does Not Meet Expectations** - *A student does not yet demonstrate behaviors in this skill area.*

## **WHAT DO THE MARKING CODES 4-1 MEAN FOR ACADEMIC GRADES?**

- 4: Work is excellent, exceptional, or extended.** *A student working at a 4 level displays excellent quality, performs with high accuracy, applies the learning in complex ways, and/or extends the expectations for meeting the grade level standard.*
- 3: Work is proficient, consistent, and accurate.** *A student working at a 3 level displays high quality, performs with accuracy, applies the learning accurately, and/or meets expectations for the grade level standard.*
- 2: Work is basic or simple, and may be inconsistent.** *A student working at a 2 level displays basic quality, performs with inconsistent accuracy, applies the learning at a basic level, and/or meets the grade level standard at only the simplest level of content, task, or skill.*
- 1: Work at this level is limited or there is insufficient evidence of learning.** *A student working at a 1 level displays limited quality, performs with little evidence of understanding or limited accuracy, and/or applies learning at a minimal level. Work at this level typically does not meet expectations for the grade level standard.*

## **MY CHILD ACHIEVED A 3 IN THE FIRST AND/OR SECOND MARKING PERIOD. DOES THIS MEAN HE OR SHE HAS MET GRADE LEVEL EXPECTATIONS FOR THE END OF THE YEAR?**

Reporting Standards are marked based on what has been taught and assessed so far. When a student achieves a 3 on the T1 (first trimester) report card, it does not mean that the student has learned all he or she needs to learn for the entire year. It means that based on what has been taught and assessed so far, the student has demonstrated grade-level skills. Many subject areas build upon skills throughout the year; as a result, your child's mark will reflect the progression of skills. We would expect the student to master end-of-year grade-level standards if his or her skills continue to progress.

## **DO THE MARKING CODES TRANSLATE INTO LETTER GRADES?**

No. The marking codes **do not** directly translate into a percentage or a letter grade such as A, B, C, or D.

## **WHAT DOES "NA" MEAN; WILL I SEE + OR - ON THE REPORT CARD?**

NA means the Reporting Standard was "Not Assessed" during this trimester. Some Reporting Standards will be marked as "NA" because the skill or concept will be taught later in the school year. Your child will not be receiving + or - in marking areas.

## **ATTENDANCE**

Attendance will be marked each trimester. Third trimester report cards will report attendance through May 31st 2019.

## WHAT SKILLS DO ALL MARKING AREAS INCLUDE?

Teachers mark reporting standards for each subject area. These statements are broad, and many repeat from grade to grade. Included in the report card envelope, you will find examples that describe some of the specific skills that students at each grade level learn. The examples do not include everything that happens in a classroom, but are intended to give more information about what each reporting standard means.

## WHAT DOES “APPROXIMATE INDEPENDENT READING LEVEL” MEAN?

The “Approximate Independent Reading Level” letter describes your student's level at which they read and comprehend a text with 95% accuracy. Teachers use a variety of assessments including observation to determine a student's **approximate** independent reading level. A student's independent reading level may vary based on their prior knowledge and familiarity with vocabulary. **The highest level that will be marked on the report card at each trimester will be the above grade level letter with a (+). This level is not a grade or label for students.** The information is included on the report card to give context to the other marks that are in the Reading Language Arts category. Other Language Arts marks indicate student progress on standards and

The following chart describes independent reading levels that are typical for each grade level. The letters refer to Fountas and Pinnell Text Levels.

END OF 1 <sup>ST</sup> TRIMESTER	END OF 2 <sup>ND</sup> TRIMESTER	END OF 3 <sup>RD</sup> TRIMESTER
<b>KINDERGARTEN:</b> Monitored	<b>KINDERGARTEN:</b> Monitored	<b>KINDERGARTEN:</b> Below Grade Level= <b>B</b> or below Close to Grade Level= <b>C</b> At Grade Level= <b>D/E</b> Above Grade Level= <b>F</b> or above
<b>GRADE 1:</b> Below Grade Level= <b>C</b> or below Close to Grade Level= <b>D/E</b> At Grade Level = <b>F/G</b> Above Grade Level= <b>H</b> or above	<b>GRADE 1:</b> Below Grade Level= <b>E</b> or below Close to Grade Level= <b>F</b> At Grade Level= <b>G/H</b> Above Grade Level= <b>I</b> or above	<b>GRADE 1:</b> Below Grade Level= <b>G</b> or below Close to Grade Level= <b>H</b> At Grade Level= <b>I/J/K</b> Above Grade Level= <b>L</b> or above
<b>GRADE 2:</b> Below Grade Level= <b>G</b> or below Close to Grade Level= <b>H/I</b> At Grade Level= <b>J/K/L</b> Above Grade Level= <b>M</b> or above	<b>GRADE 2:</b> Below Grade Level= <b>I</b> or below Close to Grade Level= <b>J/K</b> At Grade Level= <b>L/M</b> Above Grade Level= <b>N</b> or above	<b>GRADE 2:</b> Below Grade Level= <b>J</b> or below Close to Grade Level= <b>K/L</b> At Grade Level= <b>M</b> Above Grade Level= <b>N</b> or above
<b>GRADE 3:</b> Below Grade Level= <b>K</b> or below Close to Grade Level= <b>L/M</b> At Grade Level= <b>N</b> Above Grade Level= <b>O</b> or above	<b>GRADE 3:</b> Below Grade Level= <b>M</b> or below Close to Grade Level= <b>N</b> At Grade Level= <b>O</b> Above Grade Level= <b>P</b> or above	<b>GRADE 3:</b> Below Grade Level= <b>N</b> or below Close to Grade Level= <b>O</b> At Grade Level= <b>P</b> Above Grade Level= <b>Q</b> or above
<b>GRADE 4:</b> Below Grade Level= <b>N</b> or below Close to Grade Level= <b>O/P</b> At Grade Level= <b>Q/R</b> Above Grade Level= <b>S</b> or above	<b>GRADE 4:</b> Below Grade Level= <b>O</b> or below Close to Grade Level= <b>P/Q</b> At Grade Level= <b>R</b> Above Grade Level= <b>S/T</b> or above	<b>GRADE 4:</b> Below Grade Level= <b>P</b> or below Close to Grade Level= <b>Q/R</b> At Grade Level= <b>S/T</b> Above Grade Level= <b>U</b> or above
<b>GRADE 5:</b> Below Grade Level= <b>P</b> or below Close to Grade Level= <b>Q/R/S</b> At Grade Level= <b>T</b> Above Grade Level= <b>U</b> or above	<b>GRADE 5:</b> Below Grade Level= <b>Q</b> or below Close to Grade Level= <b>R/S/T</b> At Grade Level= <b>U</b> Above Grade Level= <b>V</b> or above	<b>GRADE 5:</b> Below Grade Level= <b>R</b> or below Close to Grade Level= <b>S/T</b> At Grade Level= <b>U/V</b> Above Grade Level= <b>W</b> or above

## MY CHILD WORKS WITH OTHER TEACHERS DURING THE SCHOOL DAY. HOW IS THAT WORK REFLECTED IN THIS REPORT CARD?

Classroom teachers will complete report cards for students who receive additional services. Classroom teachers will confer with those teachers to make sure the marks on the report card accurately reflect student learning.

## WHAT OTHER WAYS CAN I SEE MY CHILD'S PROGRESS?

Please keep in mind that report cards are just one way that teachers share information with you about your child's progress. Parent-Teacher conferences, notes, email, and phone calls are other ways for you to learn how your child is progressing in school. If you have any questions about the report card or your child's performance, please contact your child's teacher.