

Centralia Elementary School District

Education Services Department

Parent Guide For 2019-2020 Report Card

What is the purpose of the new report card?

The purpose of the new report card is to clearly communicate to families their child's performance toward grade-level standards at specific times in the school year. The goal of Centralia Elementary School District is to report grades that are accurate, consistent, meaningful, and supportive of learning, and the change to standards-based grading is an effort to reach that goal.

What is a standards-based reporting system?

A standards-based reporting system is designed to inform families about their child's progress toward achieving specific learning standards in each subject at a particular grade level. The California State Standards establish high and challenging performance expectations for all students. They describe what students should know and be able to do by the end of the school year and serve as a basis for Centralia Elementary School District's curriculum, instruction, and assessment. A standards-based reporting system provides the most accurate and meaningful feedback because it prioritizes the most recent, consistent level of performance. You may access the California State ELA and math Standards for each grade level by using these links:

www.corestandards.org/ELA-Literacy/ or www.corestandards.org/Math/

How often will families be informed about their child's progress?

Centralia Elementary School District's school year is organized into trimesters, which means you will receive a report card three times a year at the end of each trimester. Parent-teacher conferences are also used to inform parents of their child's progress towards meeting the standards. Parent-teacher conferences are held in September and again in January if needed.

What do the "Progress Toward Grade Level Standards" scores mean?

The "Progress Toward Grade-Level Standards" section on the report card represents student performance in relation to specific standards in reading, writing, and math. There are three vertical rows under each of these categories: not met (1), nearly met (2), met (3), and exceeded (4). A mark in the boxes illustrates whether your child is working at the low, mid, or high range in each category.

PROGRESS TOWARD GRADE LEVEL STANDARDS		Not Met 1	Nearly Met 2	Met 3	Exceeded 4
Reading	Tri 1				
	Tri 2				
	Tri 3				
Writing	Tri 1				
	Tri 2				
	Tri 3				
Mathematics	Tri 1				
	Tri 2				
	Tri 3				

Level 4 (Standards Exceeded) indicates a student has advanced understanding of standards and exceeds grade level expectations. A student receiving a “4” demonstrates academically superior skills in that specific area. This student applies learning and concepts in new and varied ways, challenges him or herself to think deeply to make connections, and demonstrates this advanced knowledge at school.

Level 3 (Standards Met) indicates a student has independently achieved the standards and demonstrates mastery of grade-level expectations. The goal is for all students is to achieve a level “3” or “4” by the end of the year.

Level 2 (Standards Nearly Met) indicates a student has a basic understanding of standards, but still may be in need of additional instruction and/or support.

Level 1 (Standards Not Met) indicates a student has minimal understanding of standards and does not meet grade-level expectations. Students receiving a “1” need additional instruction and/or support to make progress toward meeting standards.

Is it possible to achieve a score of Exceeded (4) in the first trimester?

Yes, it could be possible. However, a score of exceeded indicates performance that is consistently above what is expected for mastery of the standards. Level 4 work would indicate a much deeper understanding of a grade-level standard, the ability to apply that knowledge, make connections, and extend learning at a higher level.

How is progress toward grade-level standards assessed?

A variety of criteria is used to assess progress toward grade-level standards such as formative and summative assessments, presentations, reports, projects, writing, anecdotal records, rubrics, and observational checklists.

What does an X in the box after the reading, writing, and math standards mean?

If a student has an X marked in any of the boxes following the standards, that means the student has not yet mastered the standard at that given point in the school year. Additional practice and support with this standard would help the student meet expectations for end-of-the-year mastery. As a parent, you are able to see exactly which standards your child is meeting and which standards are in need of additional support and attention.

READING	Trimester		
	1	2	3
Foundational Skills			
Decode using phonics and word analysis skills			
Read fluently with appropriate rate and expression			
Literary Text			
Draw inferences by referring to details			
Determine the theme and summarize the text	X		
Determine the meaning of unknown words and phrases			
Compare/contrast characters, settings, plots, and stories			
Read and comprehend grade level literature			
Informational Text			
Draw inferences by referring to text evidence			
Determine main ideas supported with key details; summarize the text	X		
Determine meaning of academic vocabulary			
Read and comprehend grade level informational texts			
Language			
Demonstrate command of English grammar conventions			
Demonstrate command of capitalization, punctuation, and spelling			
Use grade-appropriate vocabulary	X		
Speaking and Listening			
Engage in a range of collaborative discussions			
Report on a topic or present an opinion			

How are effort scores assessed for the Responsibility for Behavior and Responsibility for Learning sections?

Effort Scores E - Exceeding Expectations M - Meeting Expectations N - Not Meeting Expectations
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A variety of criteria are used for each behavior and learning expectation. Some examples are anecdotal records, progress reports, PBIS cards, referral tickets, behavior contracts, rubrics, DoJo points, and work samples.

What is reported in the Supplemental Services box ?

This box indicates any additional services or accommodations your child might be receiving such as GATE (Gifted and Talented Education), resource, speech and language, English Language Development or Intervention support, and a 504 plan.

SUPPLEMENTAL SERVICES	Trimester		
	1	2	3
GATE			
Resource Program			
Speech/Language			
English Language Development			
Intervention Support <input type="checkbox"/> ELA <input type="checkbox"/> Math			
504 Plan			