

Parent Guide to the Standards-Based Report Card

Douglas School District

Children are individuals who grow and develop at their own rate. Children in the same grade may differ widely from others in their group. There are, however, expectations, or standards, for each individual grade level to be mastered by the **end of the year**. This is a guide to help you interpret these levels and your child's report card.

This guide is only a start. If you want to know more about your child's learning, please contact the classroom teacher.

What is the purpose of Standards-Based Report Cards?

- The purpose of the report card is to *inform students and parents/guardians of the student's progress toward grade level learning expectations. It identifies each individual's strengths and areas where growth is needed in both academics and in learning behaviors.*
- Parents will also be more aware of what their children should know and be able to do **by the end of each grade level**.

How are Standards-Based Report Cards different than Traditional Report Cards?

- On traditional report cards, students receive one grade for each subject. On a standards-based report card, each of the subject areas is divided into a list of skills and knowledge that students are learning.

How will Standards-Based Report Cards affect your child?

- One of the biggest adjustments for students and parent and guardians is that standards-based report cards focus on **end-of-the-year** learning goals. This means that in the first or second assessment period, instead of getting A's for trying hard and doing well on tests, a high achieving student might have several marks indicating that he or she is not yet proficient in some skills. Although this is normal, since most students will not meet all of the year's goals in the first trimester, it can be disconcerting to parents and students who are used to seeing all A's or B's.

How does the new report card measure my child's progress?

- The new report card will use three different descriptors to indicate a child's progress toward meeting the **end-of-year** South Dakota State Content Standards.
- If a standard is not taught during the grading period, the student will not receive a mark on the report card.

Can a student perform at an EP and then move to an LP the next marking period?

- The expectations change from one marking period to the next as students move toward the **end-of-year** expectations. This means: a student may be progressing toward the grade-level expectation during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.

What examples of data do teachers use to assign grades?

- With a standards-based approach, teachers evaluate student learning in a variety of ways using classroom observations and classwork, along with formative and summative assessments. The combination of these pieces of evidence, when reviewed with parents, provides a more detailed picture of student progress towards grade level expectations.

Will I receive mid quarter or mid-term reports?

- No. We have moved to a trimester reporting period and mid quarter reporting or mid-terms will no longer be required at grade levels K-5. If you have questions or concerns between trimester reporting periods, feel free to contact your child's teacher.

Academic Subjects

English Language Arts, Mathematics, Science and Social Studies will be marked with LP, EP, or ME as shown below.

GRADE-LEVEL PROFICIENCY DESCRIPTORS	
Limited Progress Toward Standard	LP
Expected Progress Toward Standard	EP
Meeting Standard	ME
<i>*These proficiency descriptors are based on end-of-year standards.</i>	

Proficiency Standard Descriptor Definitions

- Limited Progress (LP): Given adequate time with the standard, the rate of progress towards the standard is limited. The student is at risk of not meeting the standard by the **end-of-year**. It is an area requiring additional support in school and it will benefit from additional support at home.
- Expected Progress (EP): The rate of progress towards the standard is on track for meeting the **end-of-year** standard.
- Meeting Standards (ME): Student consistently shows mastery of the **end-of-year** standard.

Can a student receive an EP in the third trimester?

- Yes. If your child receives an EP in the third trimester, this indicates that your child did not meet expectations (ME) for that standard, but were very close to meeting the expectation. Therefore, to maintain and/or progress towards the standard, it would be important to spend additional time practicing the indicated standards over the summer in order to support your child being on-track for the next year.

Learning Behaviors (Process)

Learning behaviors can impact student learning. These behaviors are reported separately from academic achievement and are not used in determining proficiency levels for academic areas. If the behavior is causing a problem for the child or others in the classroom, the teacher should mark that behavior.

PROCESS STANDARD DESCRIPTORS	
Concern	C
No Concern	N
Improvement Shown	I

Report Cards

- Report cards will be sent home on a trimester schedule.
- Trimesters will end on
 - November 13, 2018
 - February 25, 2019
 - May 22, 2019

Reading Grades

READING	Determining Reading Grades
Independently reads grade-level texts with accuracy, fluency and comprehension.	<p>This is an overall reading grade. It will be marked as LP, EP, or ME.</p> <p>The overall reading grade will be determined by triangulating multiple sources of data related to how the child is performing on reading standards 1-9.</p>

Independent Reading Level Goals

Grade	Trimester 1 Goals (End of November)		Trimester 2 Goals (End of February)		Trimester 3 Goals (End of Year Goals)		
	Limited Progress Towards Standard	Expected Progress Towards Standard	Limited Progress Towards Standard	Expected Progress Towards Standard	Limited Progress Towards Standard	Expected Progress Towards Standard	Meeting Standard
K	----	----	Pre A	A	Pre A	A	B+
1	A-B	C+	E or below	F-G	F or below	G	H+
2	H or below	I+	I or below	J-K	J or below	K	L+
3	L or below	M+	M or below	N	M or below	N	O+
4	O or below	P+	P or below	Q	P or below	Q	R+
5	R or below	S+	S or below	T	S or below	T	U+

Fluency

Non-Fluent	0	Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.
	1	Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, and slow rate most of the time.
Fluent	2	Reads primarily in three- and four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress or and rate with some slowdowns.
	3	Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Writing

Writing grades will be determined using many sources of information that might include unit pieces, students' volume of writing, their growth over time, and their willingness and ability to attempt strategies taught in class. The descriptors listed below are the components of proficient writing.

1st-5th Grade
Composes a piece to tell a story, develop an opinion, or teach others about a focused topic.
Utilizes organizational structures and linking words and phrases.
Develops writing by adding details and/or reasons to support the writer's purpose.
Provides an introduction/lead.
Provides a conclusion/ending.
Writing stamina (how long a student can write without becoming distracted)

Language Achievement Level Descriptors Fifth Grade

Demonstrates the command of grammar in writing or speaking (e.g., parts of speech, run-ons and fragments, conjunctions, and verb tenses). <i>Connected Standards: L.1</i>			
Grade Level	Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
	ME	EP	LP
Fifth Grade	Students demonstrate full command of grammar of the Standard English consistent with edited writing. There may be some errors in grammar and usage, but overall meaning is clear.	Students demonstrate command of grammar of the Standard English consistent with edited writing. There are errors in grammar and usage that may occasionally impeded understanding.	Students demonstrate minimal command of grammar of the Standard English consistent with edited writing. There are patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language.

Utilizes vocabulary strategies to determine or clarify the meaning of unknown words or phrases, general academic, and domain-specific words.			
Grade Level	Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
	ME	EP	LP
Fifth Grade	Students are able to use vocabulary skills, such as using stated or implied examples to determine meanings of words, applying meanings of words to characters, identifying antonyms, and identifying meanings of common Greek and Latin roots and affixes to determine meanings of new words.	Students are able to use vocabulary skills, such as using context clues and examples to determine implied meanings of words and identifying synonyms, antonyms, and homophones for words in context.	Students are able to use vocabulary skills, such as using context clues to determine meanings of multiple meaning words and simple idiomatic expressions.

Math Achievement Level Descriptors 5th Grade

OPERATIONS AND ALGEBRAIC THINKING

Writes and solves numerical expressions involving order of operations. (T1, T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to create and solve problems using the order of operations.	Students are able to solve problems using the order of operations.	The student attempts this standard. They require significant guidance and support.

NUMBER AND OPERATIONS BASE TEN

Reads, writes, and compares decimals to the thousandths. (T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to read, write, and compare decimals to the thousandths.	Students are able to read and write decimals to the thousandths, but need support when comparing decimals.	The student attempts this standard. They require significant guidance and support.

Adds and subtracts decimals to the hundredths. (T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to add and subtract decimals to the hundredths.	Students are able to add and subtract decimals to the tenths.	The student attempts this standard. They require significant guidance and support.

Multiplies and divides decimals to the hundredths.(T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to multiply and divide decimals to the hundredths.	Students are able to multiply and divide decimals to the tenths.	The student attempts this standard. They require significant guidance and support.

Fluently multiplies multi-digit whole numbers. (T1, T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to multiply multi-digit whole numbers using standard algorithm or another efficient strategy.	Students are able to multiply two-digit by two-digit whole numbers.	The student attempts this standard. They require significant guidance and support.

Divides 4-digit by 2-digit numbers. (T1, T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to find whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	Students are able to find whole number quotients of whole numbers with up to three-digit dividends and two-digit divisors.	The student attempts this standard. They require significant guidance and support.

NUMBER AND OPERATIONS FRACTIONS

Adds and subtracts fractions with unlike denominators. (T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to add and subtract fractions with unlike denominators.	Students are able to add and subtract fractions, but struggle to find common denominators.	The student attempts this standard. They require significant guidance and support.

Multiplies and divides fractions. (T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to multiply two fractions and divide a fraction by a whole number using a visual model.	Students are able to multiply and/or divide some fractions by whole numbers using a visual model to help with the problem.	The student attempts this standard. They require significant guidance and support.

MEASUREMENT AND DATA

Applies the formula to find the volume of a rectangular prism. (T1, T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to use the formula to find volume of rectangular prisms.	Students are able to understand the concept of volume with the use of manipulatives.	The student attempts this standard. They require significant guidance and support.

GEOMETRY

Graphs points on the coordinate plane. (T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to create and use a x/y coordinate plane to graph and interpret problems in the first quadrant.	Students are able to identify ordered pairs on the x/y coordinate plane in the first quadrant.	The student attempts this standard. They require significant guidance and support.