

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 Fourth 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
Fourth Grade	Students should be able to demonstrate command of grammar of Standard English with edited writing. There may be some errors in grammar and usage, but overall meaning is clear.	Students should be able to demonstrate basic command of grammar with edited writing. There are few patterns of error in grammar and usage that impede understanding demonstrating partial control over language.	Students should be able to demonstrate minimal command of grammar of 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
Fourth Grade	Students are able to use vocabulary skills, such as using affixes to alter meanings of words, using context to determine meanings of root words, interpreting figurative language, and determining synonyms of multiple-meaning words.	Students are able to use vocabulary skills, such as using word roots, affixes, and etymology to determine meanings of words.	Students are able to use vocabulary skills, such as using context clues to determine meanings of words

Math Achievement Level Descriptors 4th Grade

OPERATIONS AND ALGEBRAIC THINKING

Solves multi-step word problems using all four operations. (T1,T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to solve multi-step word problems using all four operations.	Students are able to solve two-step word problems using some operations.	The student attempts this standard. They require significant guidance and support.

NUMBER AND OPERATIONS BASE TEN

Fluently adds and subtracts whole numbers to solve problems.

(T1, T2,T3)

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

***Multiplies 2 digit by 2 and 4 digit by 1 digit numbers to solve problems.**

(T1, T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students can multiply four-digit by a one-digit whole numbers and two-digit by two-digit using strategies based on place value and the properties of operations.	Students can multiply two-digit by a one-digit whole numbers using strategies based on place value, the properties of operations, or repeated addition.	The student attempts this standard. They require significant guidance and support.

Divides 4 digit by 1 digit numbers to solve problems.

(T1, T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students can find whole-number quotients with up to four-digit dividends and one-digit divisors using strategies based on place value, properties of operations, or the relationship between multiplication and division.	Students can find whole-number quotients and with up to two-digit dividends and one-digit divisors using strategies based on place value, properties of operations, or the relationships between multiplication and division.	The student attempts this standard. They require significant guidance and support.

NUMBER AND OPERATIONS FRACTIONS

Compares and orders fractions with different numerators and different denominators. (T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students will be able to compare two fractions with different numerators and different denominators using $<$, $>$, and $=$ by creating common denominators or by comparing it to a benchmark fraction like $\frac{1}{2}$.	Students will be able to compare two fractions with different numerators and different denominators using $<$, $>$, and $=$ by using visual models.	The student attempts this standard. They require significant guidance and support.

Adds and subtracts fractions with like denominators. (T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students should be able to add and subtract mixed numbers with like denominators <i>i.e. $2\frac{1}{2} - 1\frac{1}{2} = 1$</i>	Students are able to add and subtract fractions with like denominators <i>i.e. $\frac{1}{2} - \frac{1}{2} = 0$</i>	The student attempts this standard. They require significant guidance and support.

Understands and compares decimals to the hundredths. (T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to compare decimal values of hundredths to hundredths and tenths to hundredths place using the symbols $<$, $>$, and $=$. <i>i.e. $0.31 > 0.3$ or $0.14 < 0.25$</i>	Students are able to compare decimal values of tenths to tenths using symbols $<$, $>$, and $=$. <i>i.e. $0.7 < 0.9$</i>	The student attempts this standard. They require significant guidance and support.

MEASUREMENT AND DATA

Knows relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb,oz.; l, ml; hr, min, sec. (T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to solve problems involving distance, time, mass, and measurement conversion.	Students are able to solve problems involving distance measurement conversion.	The student attempts this standard. They require significant guidance and support.

Finds the area and perimeter of a rectangle. (T2, T3)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students are able to use the formula to find the perimeter and area of a rectangle.	Students are able to use the formula to find the perimeter or area of a rectangle.	The student attempts this standard. They require significant guidance and support.

GEOMETRY

Draws points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. (T2)

Meeting Standard	Expected Progress Toward Standard	Limited Progress Toward Standard
ME	EP	LP
Students should be able to draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	Students are able to identify points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	The student attempts this standard. They require significant guidance and support.