

# RUSD Elementary Report Card

Parent Information Night

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# Overview

- Changes
  - Standards vs. Behaviors
  - Feedback & Reporting
  - Reading a Report Card
  - Supporting Your Child
  - Next Steps
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# Traditional Grading vs. Standards-Based Grading



## Traditional grading is easy to spot because it typically involves:

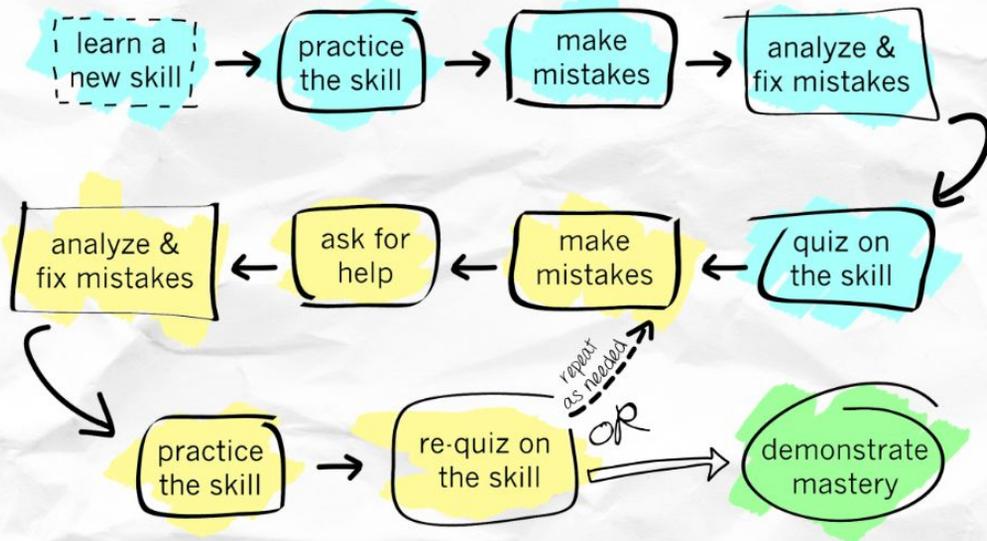
- Simple letter grades.
- Assessments based on teacher-defined criteria.
- A single overall grade per student based on a combination of related and unrelated assessments of skills, knowledge, performance and conduct over a period of time.

The main advantages of this method are simplicity and professional freedom. However, it results in a very limited measure of a student's abilities. The A on a child's report card might thrill the parents, but this grade obviously doesn't convey any precise information.

## Standards-based grading overcomes this problem. **The essential qualities of standards-based grading involve:**

- Rubrics with meaningful labels.
- Assessments based on specific state, district or school-wide standards.
- Multiple scores per student: one for each standard that reflects the student's ability related to the standard at a certain moment in time.

# What is standards based grading?



**What is standards-based grading?** Standards-based grading communicates how students are performing on a set of clearly defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

**How does standards-based grading differ from traditional grading?** Unlike with traditional grading systems, a standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. Thus a student who may have struggled at the beginning of a course, when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period. In a traditional grading system, a student's performance for an entire quarter is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-based report cards separate academic performance from work habits and behavior in order to provide parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attitude and attendance are reported separately, not as an indicator of a student's academic performance. How are my child's marks determined? A student's performance on a series of assessments will be used to determine a student's overall score in a course. Practice assignments (homework) are just that, practice, and thus should serve primarily as a source of feedback and instructional support for both students and teachers. Scores on practice assignments should not be used as a major component of a student's academic grade.

# Non-negotiable Principles of Standards-Based Grading



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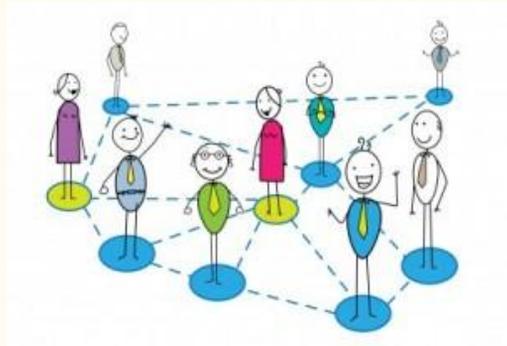
1. Focus on Achievement - other factors will be reported separately (Characteristics of Successful Learner)
2. Not everything is included in the reported achievement level - For example, daily schoolwork, projects, or homework may not be considered when determining a student's achievement to be recorded on the standards-based report card. Teachers look at student's performance on these activities to monitor student learning, identify strengths and weaknesses, and plan for future instruction.
3. Standards-Based Achievement is not based on averages - The final achievement mark on the standards-based report card represents the learning level at the end of an instructional unit. Students are not penalized for mistakes made at the beginning of the learning process

# Characteristics of a Successful Learner

## Intrapersonal Skills



## Interpersonal Skills



### Interpersonal Skills:

- Demonstrates respect for self/others, rules, and property
- Attentive listener
- Active participant
- Collaborative worker

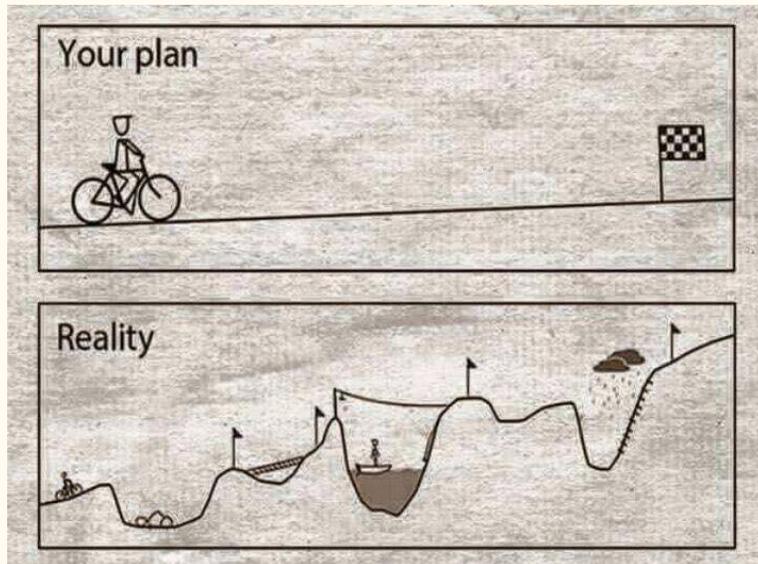
### Intrapersonal Skills:

- Independent worker
- Perseveres
- Demonstrates best effort
- Makes appropriate choices and takes responsibility for behavior

How do I read the  
report card?

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# Bench~~X~~marks → End of Year Mastery



# Student Progress - Standards

3



1234

4



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## **4 - Exceeds/E**

Students achieving at the Exceeds level demonstrate superior academic performance. Work that is exceeding indicates an in-depth understanding or exemplary display of the skills and concepts included in the California Common Core State Standards (CCCSS).

These students:

- demonstrate broad in-depth understanding of complex concepts and skills
- make abstract, insightful, complex connections among ideas beyond the obvious
- provide extensive evidence for inferences and justification of solutions
- demonstrate the ability to apply knowledge and skills effectively and independently by applying efficient, sophisticated strategies to solve complex problems
- communicate effectively and thoroughly, with sophistication

## **3 - Met/S**

Met work indicates a solid understanding or display of the skills and concepts included in the California Common Core State Standards (CCCSS). This is the accepted grade-level performance.

These students:

- can extend their understanding by making meaningful, multiple connections among important ideas or concepts and provide supporting evidence for inferences and

- justification of solutions
- apply concepts and skills to solve problems using appropriate strategies
- communicate effectively

## **2- Nearly Met**

Students achieving at the Nearly Met level demonstrate marginal academic performance.

Nearly Met work indicates a partial understanding or display of the concepts and skills included in the California Common Core State Standards (CCCSS). Students achieving at this level are approaching acceptable performance but have not achieved it.

These students:

- make simple or basic connections among ideas, providing limited supporting evidence for inferences and solutions
- apply concepts and skills to routine problem-solving situations
- communicate in limited fashion

## **1 - Not Met**

Students achieving at the Not Met level demonstrate unacceptable academic performance.

Below basic work indicates a need for additional instructional opportunities to achieve even a basic understanding or display of the skills included in the California Common Core State Standards.

## **Grade Level Expectations**

Level 3 reports that a student is consistently performing on grade level while Level 4 reports that a student always performs above grade-level expectations.

A student might begin the year performing at a Level 1 or Level 2 on some sub categories of reading, writing, and mathematics; it is our expectation that all students will be performing at Level 3 (on grade level) by the end of the academic year.

Remember, a mark of “3” indicates that a student is consistently performing on grade level and meeting grade-level expectations with independence and excellence. With high and challenging expectations, a “3” is exactly where a competent student should be. “Getting a 4” is not about what more a student or teacher does. It is what a student knows, and at what level he/she applies what s/he knows to new and higher-level situations that exceeds what is explicitly taught in class. The “3” is the top for the grade level and should be celebrated as such.

## Student Progress - Performance



EXCELLENT    SATISFACTORY    NEEDS  
IMPROVEMENT

# Scoring Keys



Rocklin Unified School District

Grade 1 Standards Based Progress Report

Educational Excellence

Student Name: Lorem Ipsum  
Principal: Lorem Ipsum

School: Lorem Ipsum  
Teacher: Lorem Ipsum

School Year: Lorem Ipsum

Attendance	
Days Enrolled	NA
Days Absent	NA
Days Tardy	NA

Progress Towards End of the Year Standards	
4	Exceeds
3	Met
2	Nearly Met
1	Not Met
NA	Not Yet Assessed

Standards of Mathematical Practice and Characteristics of a Successful Learner	
E	Excellent
S	Satisfactory
N	Needs Improvement
N/A	N/A

Non-Major Areas of Mathematics, Social Studies, and Science	
*	Taught
NT	Not Taught

Reporting Period	1	2	3
<b>Reading</b>			
<b>Literature</b>			
Key Ideas and Details (RL.1-3)	3	3	3
Craft and Structure (RL.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Informational Text</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Foundational Skills</b>			
Print Concepts (RF.1)	3	3	3
Phonological Awareness (RF.2)	3	3	3

Reporting Period	1	2	3
<b>Math Major Clusters</b>			
<b>Operations and Algebraic Thinking</b>			
Represent and solve problems involving addition (OA.1-2)	3	3	3
Add within 20 using different strategies (OA.5-6)	3	3	3
<b>Required Fluency: add within 10 (OA.6)</b>	3	3	3
Work with addition equations (OA.7-8)	3	3	3
Represent and solve problems involving subtraction (OA.1-2)	3	3	3
Subtract within 20 using different strategies (OA.5-6)	3	3	3
<b>Required Fluency: subtract within 10 (OA.6)</b>	3	3	3
Work with subtraction equations (OA.7-8)	3	3	3
Understand and apply properties of operations and the relationship between addition and subtraction (OA.3-4)	3	3	3



Student Name: Lorem Ipsum	School: Lorem Ipsum	School Year: Lorem Ipsum
Principal: Lorem Ipsum	Teacher: Lorem Ipsum	

Attendance		Progress Towards End of the Year Standards		Standards of Mathematical Practice and Characteristics of a Successful Learner		Non-Major Areas of Mathematics, Social Studies, and Science	
Days Enrolled	NA	4	Exceeds	E	Excellent	*	Taught
Days Absent	NA	3	Met	S	Satisfactory		
Days Tardy	NA	2	Nearly Met	N	Needs Improvement	NT	Not Taught
		1	Not Met	NA	N/A		
		NA	Not Not Assessed				

Reporting Period	1	2	3
<b>Reading</b>			
<b>Literature</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Informational Text</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Foundational Skills</b>			
Print Concepts (RF.1)	3	3	3
Phonological Awareness (RF.2)	3	3	3
Phonics and Word Recognition (RF.3)	3	3	3
Fluency (RF.4)	3	3	3
<b>Writing</b>			
Text Types and Purposes: Opinion (W.1)	3	3	3
Text Types and Purposes: Informative/Explanatory (W.2)	3	3	3
Text Types and Purposes: Narrative (W.3)	3	3	3
Production and Distribution (W.5-6)	3	3	3
Research to Build and Present Knowledge (W.7-8)	3	3	3
<b>Speaking and Listening</b>			
Comprehension and Collaboration (SL.1-3)	3	3	3
Presentation of Knowledge and Ideas (SL.4-6)	3	3	3
<b>Language Standards</b>			
Conventions of Standard English (L.1-2)	3	3	3
Vocabulary Acquisition and Use (L.4-6)	3	3	3

Reporting Period	1	2	3
<b>Math Major Clusters</b>			
<b>Operations and Algebraic Thinking</b>			
Represent and solve problems involving addition (OA.1-2)	3	3	3
Add within 20 using different strategies (OA.3-6)	3	3	3
<b>Required Fluency: add within 10 (OA.4)</b>	3	3	3
Work with addition equations (OA.7-8)	3	3	3
Represent and solve problems involving subtraction (OA.1-2)	3	3	3
Subtract within 20 using different strategies (OA.3-6)	3	3	3
<b>Required Fluency: subtract within 10 (OA.4)</b>	3	3	3
Work with subtraction equations (OA.7-8)	3	3	3
Understand and apply properties of operations and the relationship between addition and subtraction (OA.3-6)	3	3	3
<b>Number and Operations in Base Ten</b>			
Extending the counting sequence to 120 (NB1.1)	3	3	3
Understand place value (NB1.2-3)	3	3	3
Use place value understanding and properties of operations to add and subtract (NB1.4-6)	3	3	3
<b>Measurement and Data</b>			
Measure lengths indirectly and by iterating length units (MD.1-2)	3	3	3
<b>Math Supporting and Additional Clusters</b>			
<b>Measurement and Data</b>			
Tell and write time (MD.3)	*	*	*
Represent and interpret data (MD.4)	*	*	*
<b>Geometry</b>			
Reason with shapes and their attributes (G.1-3)	*	*	*
<b>Standards of Mathematics Practices (SMP)</b>			
Cover a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies	S	S	S
Clearly and precisely construct viable arguments to support own reasoning and to critique the reasoning of others	S	S	S
Analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems	S	S	S

# English Language Arts



Rocklin Unified School District  
Grade 1 Standards Based Progress Report

Student Name: Lorem Ipsum School: Lorem Ipsum  
 Principal: Lorem Ipsum Teacher: Lorem Ipsum School Year: Lorem Ipsum

Attendance		Progress Towards End of the Year Standards		Standards of Mathematical Practice and Characteristics of a Successful Learner		Non-Major Areas of Mathematics, Social Studies, and Science	
Days Enrolled	NA	4	Exceeds	E	Excellent	*	Taught
Days Absent	NA	3	Met	S	Satisfactory	NT	Not Taught
Days Tardy	NA	2	Nearly Met	N	Needs Improvement		
		1	Not Met	N/A	N/A		
		NA	Not Yet Assessed				

Reporting Period	1	2	3
<b>Reading</b>			
<b>Literature</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Informational Text</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Foundational Skills</b>			
Print Concepts (RF.1)	3	3	3
Phonological Awareness (RF.2)	3	3	3
Phonics and Word Recognition (RF.3)	3	3	3
Fluency (RF.4)	3	3	3
<b>Writing</b>			
Text Types and Purposes: Opinion (W.1)	3	3	3
Text Types and Purposes: Informative/Explanatory (W.2)	3	3	3
Text Types and Purposes: Narrative (W.3)	3	3	3
Production and Distribution (W.5-6)	3	3	3
Research to Build and Present Knowledge (W.7-8)	3	3	3
<b>Speaking and Listening</b>			
Comprehension and Collaboration (SL.1-3)	3	3	3
Presentation of Knowledge and Ideas (SL.4-6)	3	3	3
<b>Language Standards</b>			
Conventions of Standard English (L.1-2)	3	3	3
Vocabulary Acquisition and Use (L.4-6)	3	3	3

Reporting Period	1	2	3
<b>Math Major Clusters</b>			
<b>Operations and Algebraic Thinking</b>			
Represent and solve problems involving addition (OA.1-2)	3	3	3
Add within 20 using different strategies (OA.3-6)	3	3	3
Required Fluency: add within 10 (OA.4)	3	3	3
Work with addition equations (OA.7-8)	3	3	3
Represent and solve problems involving subtraction (OA.1-2)	3	3	3
Subtract within 20 using different strategies (OA.5-6)	3	3	3
Required Fluency: subtract within 10 (OA.6)	3	3	3
Work with subtraction equations (OA.7-8)	3	3	3
Understand and apply properties of operations and the relationship between addition and subtraction (OA.3-6)	3	3	3
<b>Number and Operations in Base Ten</b>			
Extending the counting sequence to 120 (NBT.1)	3	3	3
Understand place value (NBT.2-3)	3	3	3
Use place value understanding and properties of operations to add and subtract (NBT.4-6)	3	3	3
<b>Measurement and Data</b>			
Measure lengths indirectly and by iterating length units (MD.1-2)	3	3	3
<b>Math Supporting and Additional Clusters</b>			
<b>Measurement and Data</b>			
Tell and write time (MD.3)	*	*	*
Represent and interpret data (MD.4)	*	*	*
<b>Geometry</b>			
Reason with shapes and their attributes (G.1-3)	*	*	*
<b>Standards of Mathematics Practices (SMP)</b>			
Solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies	5	5	5
Clearly and precisely construct viable arguments to support own reasoning and to critique the reasoning of others	5	5	5
Analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems	5	5	5

# Math



Rocklin Unified School District  
Grade 1 Standards Based Progress Report

Student Name: Lorem Ipsum School: Lorem Ipsum  
Principal: Lorem Ipsum Teacher: Lorem Ipsum School Year: Lorem Ipsum

Attendance		Progress Towards End of the Year Standards		Standards of Mathematical Practice and Characteristics of a Successful Learner		Non-Major Areas of Mathematics, Social Studies, and Science	
Days Enrolled	NA	4	Exceeds	E	Excellent	+	Taught
Days Absent	NA	3	Met	S	Satisfactory	-	Not Taught
Days Tardy	NA	2	Nearly Met	NI	Needs Improvement	NT	Not Taught
		1	Not Met	N/A	N/A		
		NA	Not Yet Assessed				

Reporting Period	1	2	3
<b>Reading</b>			
<b>Literature</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Informational Text</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Foundational Skills</b>			
Print Concepts (RF.1)	3	3	3
Phonological Awareness (RF.2)	3	3	3
Phonics and Word Recognition (RF.3)	3	3	3
Fluency (RF.4)	3	3	3
<b>Writing</b>			
Text Types and Purposes: Opinion (W.1)	3	3	3
Text Types and Purposes: Informative/Explanatory (W.2)	3	3	3
Text Types and Purposes: Narrative (W.3)	3	3	3
Production and Distribution (W.5-6)	3	3	3
Research to Build and Present Knowledge (W.7-8)	3	3	3
<b>Speaking and Listening</b>			
Comprehension and Collaboration (SL.1-3)	3	3	3
Presentation of Knowledge and Ideas (SL.4-6)	3	3	3
<b>Language Standards</b>			
Conventions of Standard English (L.1-2)	3	3	3
Vocabulary Acquisition and Use (L.4-6)	3	3	3

Reporting Period	1	2	3
<b>Math Major Clusters</b>			
<b>Operations and Algebraic Thinking</b>			
Represent and solve problems involving addition (OA.1-2)	3	3	3
Add within 20 using different strategies (OA.3-6)	3	3	3
Required Fluency: add within 10 (OA.4)	3	3	3
Work with addition equations (OA.7-8)	3	3	3
Represent and solve problems involving subtraction (OA.1-2)	3	3	3
Subtract within 20 using different strategies (OA.3-6)	3	3	3
Required Fluency: subtract within 10 (OA.6)	3	3	3
Work with subtraction equations (OA.7-8)	3	3	3
Understand and apply properties of operations and the relationship between addition and subtraction (OA.3-6)	3	3	3
<b>Number and Operations in Base Ten</b>			
Extending the counting sequence to 100 (NBT.1)	3	3	3
Understand place value (NBT.2-3)	3	3	3
Use place value understanding and properties of operations to add and subtract (NBT.4-6)	3	3	3
<b>Measurement and Data</b>			
Measure length indirectly and by iterating length units (MD.1-2)	3	3	3
<b>Math Supporting and Additional Clusters</b>			
<b>Measurement and Data</b>			
Tell and write time (MD.3)	+	+	+
Represent and interpret data (MD.4)	+	+	+
<b>Geometry</b>			
Reason with shapes and their attributes (G.1-3)	+	+	+

Reporting Period	1	2	3
<b>Standards of Mathematics Practices (SMP)</b>			
Cover a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies	5	5	5
Clearly and precisely construct viable arguments to support own reasoning and to critique the reasoning of others	5	5	5
Analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems	5	5	5

# Math

## MAJOR CLUSTERS



Rocklin Unified School District  
Grade 1 Standards Based Progress Report

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Principal: Lorem Ipsum	Teacher: Lorem Ipsum	

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Days Absent	NA	3	Met	S	Satisfactory		
Days Tardy	NA	2	Nearly Met	N	Needs Improvement	NT	Not Taught
		1	Not Met	NA	N/A		
		NA	Not Yet Assessed				

Reporting Period	1	2	3
<b>Reading</b>			
<b>Literature</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Informational Text</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Foundational Skills</b>			
Print Concepts (RF.1)	3	3	3
Phonological Awareness (RF.2)	3	3	3
Phonics and Word Recognition (RF.3)	3	3	3
Fluency (RF.4)	3	3	3
<b>Writing</b>			
Text Types and Purposes: Opinion (W.1)	3	3	3
Text Types and Purposes: Informative/Explanatory (W.2)	3	3	3
Text Types and Purposes: Narrative (W.3)	3	3	3
Production and Distribution (W.5-6)	3	3	3
Research to Build and Present Knowledge (W.7-8)	3	3	3
<b>Speaking and Listening</b>			
Comprehension and Collaboration (SL.1-3)	3	3	3
Presentation of Knowledge and Ideas (SL.4-6)	3	3	3
<b>Language Standards</b>			
Conventions of Standard English (L.1-2)	3	3	3
Vocabulary Acquisition and Use (L.4-6)	3	3	3

Reporting Period	1	2	3
<b>Math Major Clusters</b>			
<b>Operations and Algebraic Thinking</b>			
Represent and solve problems involving addition (OA.1-2)	3	3	3
Add within 20 using different strategies (OA.3-6)	3	3	3
Required Fluency: add within 10 (OA.4)	3	3	3
Work with addition equations (OA.7-8)	3	3	3
Represent and solve problems involving subtraction (OA.1-2)	3	3	3
Subtract within 20 using different strategies (OA.3-6)	3	3	3
Required Fluency: subtract within 10 (OA.6)	3	3	3
Work with subtraction equations (OA.7-8)	3	3	3
Understand and apply properties of operations and the relationship between addition and subtraction (OA.3-6)	3	3	3
<b>Number and Operations in Base Ten</b>			
Extending the counting sequence to 100 (NB1.1)	3	3	3
Understand place value (NB1.2-3)	3	3	3
Use place value understanding and properties of operations to add and subtract (NB1.4-6)	3	3	3
<b>Measurement and Data</b>			
Measure length indirectly and by iterating length units (MD.1-2)	3	3	3
<b>Math Supporting and Additional Clusters</b>			
<b>Measurement and Data</b>			
Tell and write time (MD.3)	+	+	+
Represent and interpret data (MD.4)	+	+	+
<b>Geometry</b>			
Reason with shapes and their attributes (G.1-3)	+	+	+

Reporting Period	1	2	3
<b>Standards of Mathematics Practices (SMP)</b>			
Cover a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies	5	5	5
Clearly and precisely construct viable arguments to support own reasoning and to critique the reasoning of others	5	5	5
Analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems	5	5	5

# Math

- MAJOR CLUSTERS
- MINOR CLUSTERS



Rocklin Unified School District  
Grade 1 Standards Based Progress Report

Student Name: Lorem Ipsum School: Lorem Ipsum  
Principal: Lorem Ipsum Teacher: Lorem Ipsum School Year: Lorem Ipsum

Attendance		Progress Towards End of the Year Standards		Standards of Mathematical Practice and Characteristics of a Successful Learner		Non-Major Areas of Mathematics, Social Studies, and Science	
Days Enrolled	NA	4	Exceeds	E	Excellent	*	Taught
Days Absent	NA	3	Met	S	Satisfactory		
Days Tardy	NA	2	Nearly Met	N	Needs Improvement	NT	Not Taught
		1	Not Met	NA	N/A		
		NA	Not Yet Assessed				

Reporting Period	1	2	3
<b>Reading</b>			
<b>Literature</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Informational Text</b>			
Key Ideas and Details (RI.1-3)	3	3	3
Craft and Structure (RI.4-6)	3	3	3
Integration of Knowledge (RI.7-9)	3	3	3
Range of Reading and Level of Text Complexity (RI.10)	3	3	3
<b>Foundational Skills</b>			
Print Concepts (RF.1)	3	3	3
Phonological Awareness (RF.2)	3	3	3
Phonics and Word Recognition (RF.3)	3	3	3
Fluency (RF.4)	3	3	3
<b>Writing</b>			
Text Types and Purposes: Opinion (W.1)	3	3	3
Text Types and Purposes: Informative/Explanatory (W.2)	3	3	3
Text Types and Purposes: Narrative (W.3)	3	3	3
Production and Distribution (W.5-6)	3	3	3
Research to Build and Present Knowledge (W.7-8)	3	3	3
<b>Speaking and Listening</b>			
Comprehension and Collaboration (SL.1-3)	3	3	3
Presentation of Knowledge and Ideas (SL.4-6)	3	3	3
<b>Language Standards</b>			
Conventions of Standard English (L.1-2)	3	3	3
Vocabulary Acquisition and Use (L.4-6)	3	3	3

Reporting Period	1	2	3
<b>Math Major Clusters</b>			
<b>Operations and Algebraic Thinking</b>			
Represent and solve problems involving addition (OA.1-2)	3	3	3
Add within 20 using different strategies (OA.3-6)	3	3	3
Required Fluency: add within 10 (OA.4)	3	3	3
Work with addition equations (OA.7-8)	3	3	3
Represent and solve problems involving subtraction (OA.1-2)	3	3	3
Subtract within 20 using different strategies (OA.3-6)	3	3	3
Required Fluency: subtract within 10 (OA.6)	3	3	3
Work with subtraction equations (OA.7-8)	3	3	3
Understand and apply properties of operations and the relationship between addition and subtraction (OA.3-6)	3	3	3
<b>Number and Operations in Base Ten</b>			
Extending the counting sequence to 100 (NB1.1)	3	3	3
Understand place value (NB1.2-3)	3	3	3
Use place value understanding and properties of operations to add and subtract (NB1.4-6)	3	3	3
<b>Measurement and Data</b>			
Measure length indirectly and by iterating length units (MD.1-2)	3	3	3
<b>Math Supporting and Additional Clusters</b>			
<b>Measurement and Data</b>			
Tell and write time (MD.3)	*	*	*
Represent and interpret data (MD.4)	*	*	*
<b>Geometry</b>			
Reason with shapes and their attributes (G.1-3)	*	*	*
<b>Standards of Mathematical Practices (SMP)</b>			
Solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies	S	S	S
Clearly and precisely construct viable arguments to support own reasoning and to critique the reasoning of others	S	S	S
Analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems	S	S	S

# Math

- MAJOR CLUSTERS
- MINOR CLUSTERS
- STANDARDS OF MATHEMATICAL PRACTICE



Student Name: Lorem Ipsum  
Principal: Lorem Ipsum

School: Lorem Ipsum  
Teacher: Lorem Ipsum

School Year: Lorem Ipsum

Reporting Period	1	2	3
<b>Science</b>			
Materials come in different forms	*	*	*
Plants and animals meet their needs in different ways	*	*	*
Weather can be observed, measured, and described	*	*	*
Investigation and questioning skills taught throughout the year in the above unit			
<b>History - Social Science</b>			
Rights and individual responsibilities of citizenship	*	*	*
Maps, globes, and effects of location, weather, and physical environments on the way people live	*	*	*
Symbols, icons, and traditions of the United States	*	*	*
Everyday life in different times and places	*	*	*
Human characteristics of familiar places and the varied backgrounds of American citizens and residents	*	*	*
Concepts of money and work in the economy	*	*	*

Reporting Period	1	2	3
<b>Characteristics of a Successful Learner</b>			
<b>Intrapersonal Domain</b>			
Independent worker	\$	\$	\$
Persistent	\$	\$	\$
Demonstrates best effort	\$	\$	\$
Makes appropriate choices and takes responsibility for behavior	\$	\$	\$
<b>Interpersonal Domain</b>			
Demonstrates respect for self/other, rules, and property	\$	\$	\$
Attentive listener	\$	\$	\$
Active participant	\$	\$	\$
Collaborative worker	\$	\$	\$

FIRST TRIMESTER TEACHER COMMENTS

Lorem Ipsum is simply dummy text of the printing and typesetting industry. Lorem Ipsum has been the industry's standard dummy text ever since the 1500s, when an unknown printer took a galley of type and scrambled it to make a type specimen book. It has survived not only five centuries, but also the leap into electronic typesetting, remaining essentially unchanged. It was popularized in the 1960s with the release of Letraset sheets containing Lorem Ipsum passages, and more recently with desktop publishing software like Aldus PageMaker including versions of Lorem Ipsum.

SECOND TRIMESTER TEACHER COMMENTS

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Science

History  
Social Science

TAUGHT / NOT TAUGHT



Student Name: Lorem Ipsum School: Lorem Ipsum  
Principal: Lorem Ipsum Teacher: Lorem Ipsum School Year: Lorem Ipsum

Reporting Period	1	2	3
<b>Science</b>			
Materials come in different forms	•	•	•
Plants and animals meet their needs in different ways	•	•	•
Weather can be observed, measured, and described	•	•	•
Investigation and questioning skills taught throughout the year in the above unit			
<b>History - Social Science</b>			
Rights and individual responsibilities of citizenship	•	•	•
Maps, globes, and effects of location, weather, and physical environments on the way people live	•	•	•
Symbols, icons, and traditions of the United States	•	•	•
Everyday life in different times and places	•	•	•
Human characteristics of familiar places and the varied backgrounds of American citizens and residents	•	•	•
Concepts of money and work in the economy	•	•	•

Reporting Period	1	2	3
<b>Characteristics of a Successful Learner</b>			
<b>Intrapersonal Domain</b>			
Independent worker	S	S	S
Persistent	S	S	S
Demonstrates best effort	S	S	S
Makes appropriate choices and takes responsibility for behavior	S	S	S
<b>Interpersonal Domain</b>			
Demonstrates respect for self/other, rules, and property	S	S	S
Attentive listener	S	S	S
Active participant	S	S	S
Collaborative worker	S	S	S

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# Characteristics of a Successful Learner

EXCELLENT

SATISFACTORY

NEEDS IMPROVEMENT



Student Name: Lorem Ipsum	School: Lorem Ipsum	School Year: Lorem Ipsum
Principal: Lorem Ipsum	Teacher: Lorem Ipsum	

Reporting Period	1	2	3
<b>Science</b>			
Materials come in different forms	•	•	•
Plants and animals meet their needs in different ways	•	•	•
Weather can be observed, measured, and described	•	•	•
Investigation and questioning skills taught throughout the year in the above unit			
<b>History - Social Science</b>			
Rights and individual responsibilities of citizenship	•	•	•
Maps, globes, and effects of location, weather, and physical environments on the way people live	•	•	•
Symbols, icons, and traditions of the United States	•	•	•
Everyday life in different times and places	•	•	•
Human characteristics of familiar places and the varied backgrounds of American citizens and residents	•	•	•
Concepts of money and work in the economy	•	•	•
<b>Reporting Period</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Characteristics of a Successful Learner</b>			
<b>Intrapersonal Domain</b>			
Independent worker	S	S	S
Persistent	S	S	S
Demonstrates best effort	S	S	S
Makes appropriate choices and takes responsibility for behavior	S	S	S
<b>Interpersonal Domain</b>			
Demonstrates respect for self/other, rules, and property	S	S	S
Attentive listener	S	S	S
Active participant	S	S	S
Collaborative worker	S	S	S

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# Comments from Your Child's Teacher

# Talking to your child about the report card



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## **Talking with your child about the report card can be a positive, productive experience. The following points may help:**

1. Plan to talk in a quiet place and time.
2. Start with the good news. Talk about your child's successes first.
3. For disappointing scores, ask questions so you and your child understand how a score was earned.
  - How difficult was the work?
  - Was extra help needed?
  - Would more active participation have made a difference?
4. Ask for a parent-teacher-student conference if you need more information.
5. Set realistic goals and make a plan for improvement.
6. Work together and follow through on your plan.

## **Ways to Support Your Child**

1. **Attend Parent Teacher Conferences.** These are held twice a year, however, a conference may be scheduled other times throughout the school year as needed.
2. **Discuss grade level expectations with your student.** It is important that both parents and students understand the specific knowledge and skills to be mastered in each grade level.
3. **Ask about the school day.** Expect more than just a one word response. Encourage details about what was learned, homework due, and upcoming events.
4. **Go over homework with your student.** It is also advantageous to go over any corrected papers or assessments.

1. Enjoying the same book or selection several times should not be discouraged – this may help promote the practice of rereading difficult material to improve comprehension as well as instill a love of reading.
2. **Help prepare for tests.** Going over information, worksheets, study guides, or rereading text is helpful and encourages good study habits. One suggestion is to have your child “teach” you what is to be tested. Remember - don’t wait until the night before the test to study!
3. **Send your child to school prepared with a positive attitude.** A restful night’s sleep, good breakfast, completed homework, all needed supplies and papers, and of course encouragement help children get off to a good start each day!

# Next Steps



Parent/Teacher  
Conferences  
Nov. 16-20



Collect Feedback  
& Finalize  
Report Card  
for 2016-17



Continue to support  
teachers and parents in  
measuring and reporting  
student progress in  
meaningful ways