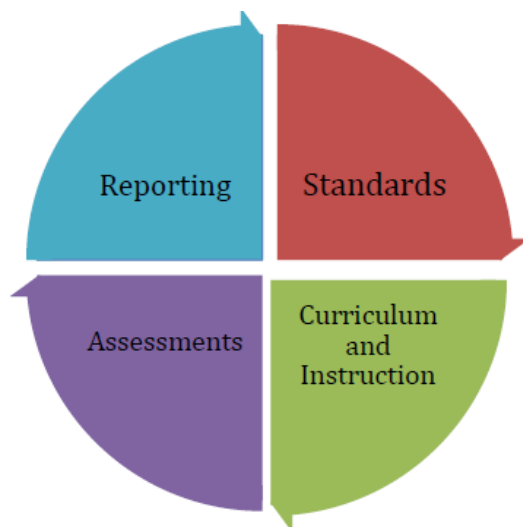




A Parent's Guide To Standards-Based Reporting

Standards-Based Reporting Background

Reporting is one of the four essential components of a Standards-Based system. The **standards** define what students will know and be able to do within a given grade level. The **curriculum** creates the roadmap to ensure that **instruction** targets these standards. The **assessments** measure learning and the extent to which standards are met. Our **report card** allows teachers to communicate accurately to parents the extent to which students have progressed toward meeting standards.



Report Card Purpose

The purpose of the D300 Standards-Based Report Card is to communicate student progress with parents/guardians, students and others.

Academic Performance Levels

Academic performance levels include the following:

- Identification of what individual students know and can do
- Components of the Illinois Learning Standards which are based on the Common Core State Standards
- Areas where students continue to need support

Academic performance levels do NOT include the following:

- Homework completion
- Effort
- Behavior
- Collaborative work activities

Important Dates

For the 2018-2019 school year, all report cards will be **printed** and sent home on the following dates:

October 26, 2018

January 18, 2019

April 4, 2019

Placed in the mail on May 30, 2019

Report Cards will be also be available on **Parent Portal** during the following windows:

October 26, 2018 to November 23, 2018

January 18, 2019 to February 8, 2019

April 5, 2019 to April 26, 2019

May 31, 2019 to July 30, 2019

Resources

Illinois Learning Standards -

<https://www.isbe.net/Pages/Learning-Standards.aspx>

Common Core State Standards -

<http://www.corestandards.org/read-the-standards/>

D300 Assessment: Additional Report Card Information:

www.d300.org/ElementaryReportCards



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Components of the Report Card

Standards Mastery - ELA & MATH

In English Language Arts and Math, there are two sections of reporting. The shaded, top section, is reporting how students performed on the standards taught THIS TERM. Scores of 4,3,2,1 or X are provided in the unshaded boxes.

ENGLISH LANGUAGE ARTS				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
THIRD GRADE				
LITERATURE - FICTION				
Describe key ideas and details of a text				
Compare and contrast key ideas of multiple texts				

Year Long Standards - ELA & MATH

In English Language Arts and Math, there are two sections of reporting. The unshaded, bottom portion labeled Year Long Standards, communicates how students are progressing towards meeting the end of the year expectations. Scores of Above, On, Below or X are provided each term.

YEAR LONG ENGLISH LANGUAGE ARTS STANDARDS				
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
Demonstrate understanding of a text by citing evidence				
Read grade-level material fluently to support comprehension				
Determine the meaning of unknown vocabulary words				

Additional Subjects Reported

Social Studies

Science

STEM

Physical Education

Music

Art

ELL (If appropriate)

Band/Orchestra (If enrolled)

Social Emotional Learning (SEL)

Each student participates in Second Step lessons to address social emotional learning. Scores reported for this section are Above, On, Below, or X and are based on the student's ability to consistently demonstrate these skills.

SOCIAL EMOTIONAL LEARNING				
	Term			
	Qtr 1	Qtr 2	Qtr 3	Qtr 4
Consistently demonstrates Skills for Learning (Focused Attention, Listening, Self-talk and Be Assertive)				
Consistently demonstrates empathy for others				
Consistently demonstrates emotion management				
Consistently demonstrates problem solving skills				
Teacher Comments				

Explanation of Scores

4 – Exceeds - The student independently completes the task or understands the concept *beyond what is expected at grade level*

3 – Meets - The student independently completes the task or understands the concept

2 – Approaches – With assistance, the student completes the task or understands the concept. Reinforcement and support are needed

1 – Begins – With assistance, the student is unable to complete the task or understand the concept. Significant reinforcement and support is needed

X – Not assessed – This standard is not being assessed at this time

For Year Long Standards: ELA, MATH, SEL

Above – For quarters 1,2, and 3 this indicates that the student is ABOVE the quarterly targets and is likely to be above or on level for the end of the year mastery. For quarter 4, this indicates the final level of mastery for the year is above grade level

On - For quarters 1,2, and 3 this indicates that the student is meeting the quarterly targets and is likely to be ON level for the end of the year mastery. For quarter 4, this indicates the final level of mastery for the year is ON grade level

Below – For quarters 1,2, and 3 this indicates that the student is BELOW the quarterly targets and is likely to be below level for the end of the year mastery. For quarter 4, this indicates the final level of mastery for the year is BELOW grade level

X – Not assessed – This standard is not being assessed at this time