**Moscow School District Elementary Report Card Parent Guide**

# Purpose of this Report Card

The purpose of this interim standards-based report card is to communicate with the parents, guardians, and students about the achievement of specific learning goals. It identifies students’ levels of progress with regards to goals, areas of strengths, and areas where additional time and effort are needed.

This year, Moscow School District’s elementary school report card will be in a state of transition. At the end of first quarter, teachers will be sharing your child’s progress at the parent/teacher conference. At the end of the remaining marking periods you will receive a hard-copy report card and/or you will conference with your child’s teacher.

Some of the changes to the standards-based report card include:

* The Idaho Common Core Standard domains for language arts and mathematics as well as the domains for the specialist areas (Music, PE, etc.);
* A 1-4 proficiency scale to show progress towards mastery of a specific academic standard;
* A 1-3 scale for reporting on study/social skills;
* Narrative boxes where teachers will describe the learning targets worked on that quarter.

# What is Standards-Based Grading?

Standards-based grading measures your child’s mastery of essential standards for a subject area, or how well your child understands the material in class. Throughout a unit or module of instruction, specific learning targets under each domain are assessed to determine the child’s level of mastery. Each academic learning target will be assessed in a 1-4 proficiency scale through a balance of work products and assessments, some of which may include:

* content and standard-based formative assessments
* performance tasks (e.g. essays, artwork, visual representations, models, multimedia, oral presentations, live or recorded performances, demonstrations, etc.)
* oral/written responses
* exit tickets
* observations
* end of module unit assessments
* quizzes

The goal of this approach is to provide the teacher, child, and parent as accurate a picture as possible of the student’s learning and to encourage a dialogue about how the student can master the material for the class. Because learning is a process that takes place over time, each assessment or work product will provide feedback for the child about what to focus on next, and in many cases the child will be allowed to retake assessments or redo work. If the new assessment or work product shows a higher level of mastery, that new score replaces the old one.

Another change in standards-based grading is that it does not separate out tests, homework, or projects. All of the work a child does is used to assess their independent mastery of the essential standards. A child’s 1-4 scores from their work are tracked by the essential learning target, which gives the teacher, child and parent a very detailed picture of which standards a student has mastered. Their overall proficiency level in each subject area domain is shared on the report card. Non-academic factors like behavior, attitude, and effort are not included in the academic reporting grade and reported in the study/social skills section instead.

# What do the proficiency levels mean?

|  |  |
| --- | --- |
| **4**Exceeding State and District Standards | A “4” means your child consistently exceeds standards as demonstrated by a variety of work that shows an in-depth understanding of grade-level concepts. A “4” is very difficult to obtain.  |
| **3\***Meeting State and District Standards Expectations | A “3” means that your child has demonstrated mastery in terms of knowledge.  Your child has met the expectation independently and requires little to no adult support to demonstrate proficiency.  \**This is the goal and would have historically been the equivalent of an A/B.* |
| **2**Working towards State and District Standards | A “2” means that your child’s performance indicates developing skills with some application within the grade level range. He/she still requires support and assistance to meet the requirements of the academic standard for their grade level.  |
| **1**Not Meeting State or District Standards | A “1” means that your child is not meeting the grade level expectations, needs continued support, and struggles with the concept even with assistance. |
| **\***Not assessed at this time. | This standard has not yet been covered or assessed at this time.  |

What do the different domains mean?

**Language Arts**

This is a brief definition of the different domains in language arts, kindergarten through grade 5:

|  |
| --- |
| Reading Literature – Using fictional texts, students are able to identify key ideas, details, craft and structure. They are able to integrate knowledge and ideas and comprehend grade level literature.  |
| Foundational Skills – Students build and understand their knowledge of concepts of print, the alphabetic principle, reading fluency, and other basic conventions of the English writing system.  |
| Informational Text - Using informational or non-fiction texts, students are able to identify key ideas, details, craft and structure. They are able to integrate knowledge and ideas and comprehend grade level informational or non-fiction texts. |
| Speaking and Listening – Students demonstrate their comprehension of text in a variety of collaborative opportunities. Students present their knowledge and ideas to others.  |
| Narrative Writing – Students compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| Informative/Explanatory Writing – Students compose informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| Opinion Writing – Students compose texts to support opinions in an analysis of various topics or texts, using valid reasoning and evidence.  |
| Language – Students demonstrate their knowledge of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Students demonstrate knowledge of vocabulary acquisition and use.  |

**Math**

|  |
| --- |
| Counting and Cardinality (kindergarten only) – Students demonstrate their knowledge of number names, counting objects, writing, and comparing numbers.  |
| Operations and Algebraic Thinking – Students demonstrate their knowledge of and apply properties of operations as well as demonstrating the relationship between operations.  |
| Numbers and Operations in Base Ten – Students demonstrate an understanding and apply properties of place value in operations.  |
| Numbers and Operations – Fractions (grades 3-5) – Students demonstrate an understanding of fractions as a number, equivalence, and applying those properties in operations.  |
| Measurement and Data – Students demonstrate an understanding of data, measurement, length, and time and apply that knowledge to solve and analyze problems.  |
| Geometry – Students demonstrate an understanding of 2 and 3 dimensional shapes and attributes and apply that knowledge to solve and analyze problems.  |

Social Studies and Science content varies by grade level, therefore at this time, teachers will describe the learning targets covered that quarter.

**Music**

|  |
| --- |
| Creating – Students will apply the skills and concepts of music to demonstrate the ability to improvise, compose, and arrange music. |
| Performing – Students will apply the skills and concepts of music to perform musical works. |
| Responding – Students will respond to music through movement, listening, analyzing, and evaluating to show understanding of musical skills/concepts and their own personal preferences. |
| Connecting (grades 2-5)- Applying the skills and language of music, students will demonstrate the ability to connect to/with musical work. |
| Learner Behaviors - Students exhibit responsible, personal, and social behaviors that respects self and others in musical activities. |

**Physical Education**

|  |
| --- |
| Skilled Movement – Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Students achieve and maintain a health enhancing level of fitness.  |
| Academic Content – Students demonstrate an understanding of movement concepts, principles, strategies, and tactics that apply to the learning and performance of physical activities. |
| Learner Behaviors – Students exhibit responsible, personal, and social behaviors that respects self and others in physical activities.  |

# Frequently Asked Questions

**What should the expectations for my child be?**

Remembering that every child learns differently, the goal for students is to reach a level 3-“Meeting State and District Standards” by the end of the school year.

**Can a child perform at a level 3 during one marking period and then receive a level 2 or 1 in subsequent marking periods?**

The expectations change from one marking period to another as the child moves toward mastering grade level expectations for the end of the year. As such, a child may find that expectations have increased in each marking period. This may result in very different levels of proficiency. A child could receive a 3 in the first marking period, and a level 2 or 1 in the subsequent marking period.

**Some areas on my child's report card were not evaluated this marking period and the report card shows an “\*” or “not assessed at this time”. Why wasn't this standard evaluated?**

Some standards will be taught each marking period. These standards will be assessed more frequently, and progress will be reported every marking period. The level of difficulty in the task and/or text may change, or the level of text complexity may change, making the expectation more demanding (i.e.: main idea). In other areas, the skill can progress to something more difficult. Other standards require an entire unit of study that may be unrelated to the current topic. In this case, the domain may have an “\*” for a marking period since the skill may not have been assessed at that time. When the standard is taught, the standard is evaluated.

**How many times does a student have to demonstrate mastery to receive a level “4 – Exceeding State and District Standards”?**

The reporting period shows a snapshot of student progress and is not an average of performance. Because learning is a dynamic process that generally results in a student’s understanding of concepts increasing as time progresses, grades should reflect a child’s most recent scores.

**Why are report cards changing?**

Report cards are changing to give parents and students detailed information on progress toward mastery of specific grade level or content standards.

**What’s changing on the report card?**

Instead of letter grades in 4th and 5th grade, parents and students will receive a report showing progress toward mastery of an overall domain. Progress will be reported for all grades and academic subject area domains based on a 1-4 proficiency scale. Study and social skills are reported using a 1-3 scale.

**How does a proficiency level score differ from a traditional letter grade?**

Traditional letter grades generally show how well a child is doing compared to his or her classmates and can reflect averages of work done over the year and extra credit. Proficiency reporting reflects a child’s individual progress toward learning specific knowledge and skills as related to a specific standard.