

SD 128 Report Card guide

ACADEMIC INDICATORS & SCORING MARKS

This guide has been created to provide parents/guardians with the following information about the Palos Heights School System's Standards-Based Report Cards:

- An explanation of how to use and interpret a standards-based report card, including its connection to the Illinois Learning Standards
- An explanation of the Academic/Success Habits Performance Codes which have changed to 4, 3, 2, 1, and N/A on the new report card
- Answers to some of the most frequently asked questions about standards based report cards

Reporting student progress is an essential part of the communication and partnership between home and school. We believe that it is our district's professional responsibility to provide parents and students with information that accurately reflects a student's level of performance and progress in meeting academic and social standards. This report card is designed to provide a "snapshot" of grade-level standards and communicates an individual student's progress toward independently meeting those expectations.

Standards-based grading measures the mastery of learning target. It is based on a specific set of standards that the students need to meet for each grade/content area.

Student Success



Behaviors that lead to success

Academic Indicators



How the student is doing each trimester to meet end-of-year learning standards

1

BEGINNING

Student demonstrates limited ability or is unable to perform skills that meet the grade level standard

2

APPROACHING

Student demonstrates a partial understanding of grade level standards and is moving towards independence

3

MEETING

Student independently demonstrates an understanding and performs skills that meet the grade level standard

4

EXCEEDING

Student demonstrates an in-depth understanding and completes advanced application of the material

CHARACTERISTICS OF A SUCCESSFUL LEARNER



We believe in the importance of developing students who are knowledgeable in content areas and also in the attributes to be successful learners. Therefore, our goals for students include demonstration of these attributes as well as academic performance.

The Characteristics of a Successful Learner are behaviors that lead to one's success as a student. The following indicator descriptions provide examples of what we want students to demonstrate.

Although HighSchools are not yet standards based these characteristics do correlate to success in high school and beyond. If you are a successful learner of the standards, you will likely to show this same success in other grading systems.

SELF DIRECTED LEARNER

- demonstrates effort
- organizes time, tasks, and materials
- completes work on time
- actively listens
- shows responsibility
- produces neat and organize work

COOPERATIVE LEARNER

- works cooperatively with others
- works to achieve group's goals
- shares information
- helps others when necessary

RESPECTFUL CITIZEN

- demonstrates respect for self and others
- demonstrates self-control
- follows rules
- resolves conflicts appropriately
- accepts responsibility for actions

CHARACTERISTICS OF A SUCCESSFUL LEARNER SCORING MARKS

Students are given marks to show how they are meeting the expectations for the Characteristics of a Successful Learner Indicators. Grades Kindergarten thru 3rd Grade receive a +/- . 4th grade thru 8th grade receive a 4, 3, 2, 1 as indicated on page 1.



ACADEMIC INDICATORS & SCORING

Scores on the report card are numbers on a scale of 4, 3, 2, 1. These scores indicate how your child is doing at that time of the year to be on track for meeting the end-of-year learning standards. A "3" as highlighted in the descriptors, indicate that a student is meeting grade level expectations at the time of reporting.

THERE IS NO COMPARISON TO LETTER GRADES

- ▶ The 1- 4 scale should not be compared to the traditional A - F grading scale
- ▶ The mark of "3" cannot be considered a "B", nor should a "4" be considered an "A"
- ▶ The Meeting Standard of 3 shows that your child is performing at grade level. If that performance is maintained, your child will meet the end of the year standard
- ▶ Achievement and effort/behavior are able to be separated. No penalties or extra credit given.
- ▶ Emphasize the most recent evidence of learning when grading.

IF YOUR CHILD DID NOT RECEIVE A 3:

- The Beginning Grade Level score of 1 shows that your child is working below expectations for that time of the year. This indicated that additional assistance and support are required to make progress toward the learning standards.
- The Approaching Grade Level standards score of 2 shows that your child is making progress toward grade level expectations, however has not yet mastered the skill. Some additional assistance may be needed.
- The Exceeding Grade Level score of 4 shows that your child is independently and consistently performing above expectations and is demonstrating an in-depth understanding and completes advanced application of grade level material.



1



WHAT IS A “1”?

A student who is not yet making progress toward understanding the standard.

Grade level standards not yet mastered

EXPANDED MEANING

Academics:

Student demonstrates limited or no understanding of the concept and/or skill and/or requires substantial support from the teacher through differentiation, accommodations, or modifications. The student is either just beginning to learn the concept and/or skill or has not yet made substantial progress toward meeting grade level standards.

Characteristics of a Successful Learner:

Student demonstrates social and academic behaviors below what is expected for their age/grade. These behaviors are interfering with their learning and possibly the learning of others. It would be expected that the teacher and parents would have discussed such behavior before distribution of the report card.

2



WHAT IS A “2”?

A student who is inconsistent in understanding and applying grade level standards.

Beginning to independently understand grade level standards.

Grade level Standards not fully mastered

EXPANDED MEANING

Academics:

Student demonstrates basic understanding , but inconsistently applies the content and/or skill. The student is progressing toward meeting the grade level standard by demonstrating a regular need of support from the teacher at the current grade level.

Characteristics of a Successful Learner:

Student inconsistently demonstrates social and academic behaviors or needs reminders to meet the age/grade appropriate expectations as communicated by the teacher.

3



WHAT IS A “3”?

A student who is secure in grade level standards.

Understands and applies grade level standards

Performs skills that meet grade level standards

EXPANDED MEANING

Academics:

Student demonstrates secure understanding and application of the concepts and/or skills consistent in a variety of contexts with minimal support. The student meets the expectations of the grade level standard by demonstrating consistent and independent mastery of the standard at the current grade level.

Characteristics of a Successful Learner:

Student consistently demonstrates age/grade appropriate social and academic behaviors.

4



WHAT IS A “4”?

A student who is consistently and independently secure in grade level standards

A student who extends their learning by demonstrating an in-depth understanding

Completes advanced application of the grade level material

EXPANDED MEANING

Academics:

Student demonstrates a deep understanding and consistently applies the concepts/skills in a variety of contexts independently. The student's progress exceeds standards because s/he has demonstrated mastery in terms of knowledge, and s/he applies that knowledge in ways that go beyond expectations.

Characteristics of a Successful Learner:

Student demonstrates academic and social maturity beyond their years and those of their age/grade appropriate peers.