

Elementary Parent Guidebook *for* Standards-Based Reporting

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Overview

This guidebook provides detailed information regarding the elementary report card. Included is an overview of standards-based reporting, navigation of the report card, and frequently asked questions.

What is the overall purpose of the report card?

Naperville Community Unit School District 203 believes the purpose of the report card is to communicate students' progress toward specific standards so that teachers, students, and parents/guardians can work together to advance student learning.

What is a standards-based report card?

A standards-based report card provides detailed information of how well students are progressing toward the identified standards in a specific content area. These standards directly align with the content that is being taught and assessed in the classroom. Students are continually assessed on their progress toward mastery of the expectations set forth at each trimester.

What are reporting standards?

Reporting standards are a set of standards that directly align to our district curriculum and communicate the essential learning for each content area. The standards were created using the Illinois Learning Standards. Multiple learning standards are incorporated into each reporting standard to summarize student progress.

Teachers report student progress on two types of standards: content standards and process standards. Content reporting standards articulate what students know and are able to do academically while process standards refer to how a student is learning.

What data is used to evaluate student progress?

Teachers evaluate student learning and behavior in a multitude of ways using classroom observation, daily classwork, projects, and assessments. Teachers follow best practice in assessment by utilizing a variety of formative and summative assessments at both the classroom and district level. A combination of evidence provides a comprehensive overview of student understanding and progress toward each reporting standard.

What is the difference between content reporting standards and process reporting standards?

Content Reporting Standards

Content reporting standards are generated from the learning standards for each academic content area such as math, literacy, and music. Teachers report on these standards using proficiency levels, which range from Beginning to Exemplary as seen on the chart below. Corresponding numerical codes and descriptions accompany each proficiency level. The timeframe on when and how students achieve mastery is individualized and can take place at any time during the school year. Students will receive a 1, 1.5, 2, 2.5, 3, 3.5, or 4 for each content reporting standard. If a student is between proficiency levels on the report card, a .5 will be added to the code. This .5 communicates that the student is making progress toward, but has not fully demonstrated proficiency at the next level. For example, a student at a 3.5 is secure in his/her knowledge but has shown readiness toward a 4.

Proficiency Level	Code	Description
Exemplary	4	Student demonstrates the skill or understanding at a level exceeding the trimester expectation.
Secure	3	Student demonstrates mastery and independence of the trimester reporting standards.
Approaching	2	Student demonstrates evidence that he/she is approaching the trimester reporting standard, showing occasional independence or potential for independence toward meeting the standard.
Beginning	1	Student demonstrates that he/she is working toward readiness for the trimester reporting standard without independence.

Process Reporting Standards

The process reporting standards describe learning behaviors that are important across all content areas. Teachers report on these standards using frequency levels, which range from Seldom to Consistently as seen on the chart below.

Frequency Level	Code	Description
Consistently	C	Student demonstrates independence with few reminders and/or prompting.
Occasionally	O	Student demonstrates independence at times and may need reminders and/or prompting.
Seldom	S	Student demonstrates limited independence and needs frequent reminders and prompting.

Sample Report Card

2015-2016 Trimester 3 Report Card
 John Smith
 ID: 73128
 Grade: 04



Beebe Elementary School
 110 E. 11th Ave.
 Naperville, IL 60563-2767
 Principal, Chuck Freundt

Naperville Community Unit School District 203 believes the purpose of the report card is to communicate students' progress towards specific standards so that teachers, students and parents/guardians can work together to advance student learning

Legend

<p>4-(Exemplary) - Student demonstrates the skill or understanding at a level exceeding the trimester expectation.</p> <p>3-(Secure) - Student demonstrates mastery and independence of the trimester reporting standards.</p> <p>2-(Approaching) - Student demonstrates evidence that he/she is approaching the trimester reporting standard, showing occasional independence or potential for independence toward meeting the standard.</p> <p>1-(Beginning) - Student demonstrates that he/she is working toward readiness for the trimester reporting standard without independence.</p>	<p>C-(Consistently) - Student demonstrates independence with few reminders and/or prompting.</p> <p>O-(Occasionally) - Student demonstrates independence at times and may need reminders and/or prompting.</p> <p>S-(Seldom) - Student demonstrates limited independence and needs frequent reminders and prompting.</p>
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For an explanation of each standard please see the [District Education Standards Guidebook](#)

- ← General Information
- ← Report Card Purpose
- ← Process Standards
- ← Content Standards

Sample of the Process Standards Section

Students will receive a C, O, or S for each standard for each trimester.

Standard	Term 1	Term 2	Term 3
9E4010-21 4th Home Room			
Process Standards			
Is organized so that he/she is ready to learn			
Follows written and oral directions			
Is focused and engaged in learning			
Displays self-control			
Works well independently			
Demonstrates responsibility for assigned tasks in a timely manner			
Demonstrates perseverance with a variety of tasks			
Works cooperatively and respectfully with others			

Sample of Content Reporting Standards Section

Students will receive a 1, 1.5, 2, 2.5, 3, 3.5, or 4 for each reporting standard by trimester.

Standard	T1	T2	T3
3rd Mathematics			
Operations & Algebraic Thinking			
Represents multiplication problems from a variety of strategies and solves.			
Represents division problems from a variety of strategies and solves.			
Multiplies fluently within 100.			
Divides fluently within 100.			
Represents and solves word problems involving addition, subtraction, multiplication, or division.			

Frequently Asked Questions

What is the difference between “3” (Secure) and a “4” (Exemplary)?

Secure indicates that a student is meeting grade-level expectations with independence. Students at this level have demonstrated a proficient understanding of the content and are ready for new learning. With high and challenging expectations, Secure is where a proficient student shows mastery of the standard.

Exemplary indicates that a student is able to apply in-depth understanding that goes beyond classroom learning expectations. This student can transfer new knowledge to multiple settings and make connections across and between content areas using higher-level thinking skills. Exemplary is not about producing more; rather it is about what the student is able to do with the learned content at a higher level.

Should I be concerned if my child didn't receive a “3” (Secure) this trimester?

Students will have additional opportunities to demonstrate secure understanding of a reporting standard. This progress will be communicated the next trimester.

At times, a student may receive a “3” (Secure) for one trimester and a “2” (Approaching) for the next. This occurs when the rigor of the standard increases in complexity, and the student performance expectation increases. The shift from Secure to Approaching indicates that a student has the foundational skills but has yet to demonstrate independence at the targeted level for that point in time. Most of our reporting standards are end-of-the-year expectations. Students will show growth and progress toward these standards over time.

What if my child received a “3” (Secure) for most reporting standards this trimester?

A “3” (Secure) demonstrates mastery and independence of grade-level content. With high expectations and a complex curriculum, receiving a “3” indicates that a student has successfully demonstrated knowledge of the grade-level content and should be proud of his/her progress. Receiving a “4” (Exemplary) communicates that a student demonstrates the skill or understanding at a level exceeding the trimester expectation.

Why is a reporting standard blacked out for one trimester but not another?

Reporting standards communicate the focus for the teaching and learning during a trimester. There are some instances where a standard may not be introduced yet. Therefore, the standard is not assessed at that time. Once a standard is taught, students have multiple opportunities to demonstrate learning.

Why are there fewer content reporting standards in science and social studies?

For the past four years, our district has been in the process of aligning our math and literacy curriculum to the new Illinois Learning Standards. These standards clearly define what students should know and be able to do at each grade level. The math and literacy portions of our report card reflect the new curriculum and communicate a progression of learning across the grades.

Over the course of the next few years, our district will be writing and implementing new curriculum for science and social studies. The new curriculum will be used to develop clear, grade-level reporting standards for these content areas. These content reporting standards will be specific for each grade level.

Appendix A: Additional Information for English Language Development Progress Report

Parents of English learners in both the English Learning Program and the Dual Language Program will receive an English Language Development Progress Report attached to the electronic report card.

Districts are required to report on the English language development of students in the English Learner (EL) program. EL teachers will post the students' proficiency levels in speaking/writing (production of English) and listening/reading (comprehension of English) for each of the English Language Development Standards.

- Standard 1: English learners communicate for SOCIAL and INSTRUCTIONAL purposes within the school setting.
- Standard 2: English learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
- Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.
- Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.
- Standard 5: English learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

English language development standards will be reported according to the following proficiency levels from the Illinois English Language Development Standards:

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social English and minimal academic English with visual support
2 – Emerging	Knows and uses some social English and general academic English with visual support
3 – Developing	Knows and uses social English and some specific academic English with visual support
4 – Expanding	Knows and uses social English and some technical academic English
5 – Bridging	Knows and uses social and academic English working with grade level material
6 – Reaching	Knows and uses social and academic English at a level comparable to that of English proficient peers performing at the “proficient” level on state-wide assessments

Appendix B: Additional Information for Dual Language Report Cards

The Literacy section of the Dual Language report card contains standards differentiated by language.

- Some of the standards are repeated in English and Spanish because the students may demonstrate different levels of mastery depending on each language ability.
- Some of the standards are only reported in one language because they only apply to the specific language usage.
- When the English and Spanish standards are combined, the average student demonstrates the same level of proficiency in both languages. For these standards, the student’s score will reflect mastery in both English and Spanish combined.

<i>Example of Dual Language Literacy Reporting Standards</i>		
<i>Language</i>	<i>Example of Standards</i>	<i>Explanation</i>
English	English-Asks and answers questions to understand key details in a text.	These standards demonstrate students’ mastery when using the English language. These standards are specific to English.
Spanish	Spanish - Identifies the main idea of nonfiction texts.	These standards demonstrate students’ mastery when using the Spanish language. These standards are specific to Spanish.
English and Spanish	English and Spanish - Knows and uses text features to locate key facts or information in a text.	These standards demonstrate students’ mastery when using both the English and Spanish languages. These standards transfer easily from one language to another.

Sample of Dual Language Literacy Section

Standard	T1	T2	T3	T4
3rd Grade Literacy				
Reading				
English and Spanish - Determines the theme or main idea of a text using key details as support.				
English and Spanish - Describes the relationship between text elements and sequence of events.				
English and Spanish -Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text.				
English-Determines the meaning of words and phrases as they are used in fiction and nonfiction texts.				
Spanish-Determines the meaning of words and phrases as they are used in fiction and nonfiction texts.				
English-Reads and comprehends grade-level texts with accuracy and fluency.				
Spanish-Reads and comprehends grade-level texts with accuracy and fluency.				

In the Dual Language report cards, the math, science, and social studies content areas do not differentiate language. The same applies to music, art, and physical education.

Appendix C: Additional Information for Essential Elements English Language Development Progress Report

Parents of English learners who are receiving the Essential Elements Report Card in both the English Learning Program and the Dual Language Program will receive an Essential Elements English Language Development Progress Report attached to the electronic report card.

Districts are required to report on the English language development of students in the English Learner (EL) program. EL teachers will post the students' proficiency levels in speaking/writing (production of English) and listening/reading (comprehension of English) for each of the English Language Development Standards.

- Standard 1: English learners communicate for SOCIAL and INSTRUCTIONAL purposes within the school setting.
- Standard 2: English learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
- Standard 3: English learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.
- Standard 4: English learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.
- Standard 5: English learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

English language development standards will be reported according to the following proficiency levels:

Proficiency Level	Description of English Language Proficiency Levels	
	Production of English – <i>Students are able to use. . .</i>	Comprehension of English – <i>Students are able to understand. . .</i>
A1 – Initiating	<ul style="list-style-type: none"> • Imitations of sounds • Varied body movements to communicate 	<ul style="list-style-type: none"> • Familiar voices and communicative sounds • Change in expression
A2 – Exploring	<ul style="list-style-type: none"> • Different sounds and gestures to communicate • Markings or symbols to communicate • Approximations of routinely practiced words • Varied tone and inflection to convey needs, desires, or moods 	<ul style="list-style-type: none"> • Routinely practiced oral cues • Familiar visual representations associated with daily routines • Environmental symbols and shapes • Spoken words associated with familiar people, daily routine, and/or environment
A3 – Engaging	<ul style="list-style-type: none"> • Familiar words associated with daily routine • Representations of sounds, words, or ideas with drawing symbols, letters, or numbers • Routinely practiced patterns associated with common social and instructional situations • Oral approximations of words or phrases • Symbols or letters to represent ideas 	<ul style="list-style-type: none"> • Symbols, letters, and/or numbers • Spoken social and instructional words and familiar expressions • Routinely practiced social and instructional forms and patterns • Familiar statements or questions associated with daily routine • An idea within visual representations or familiar language
P1 – Entering	Knows and uses minimal social English and minimal academic English with visual support	
P2 – Emerging	Knows and uses some social English and general academic English with visual support	
P3 – Developing	Knows and uses social English and some specific academic English with visual support	