

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.

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.