



Camas School District Elementary Report Card Parent FAQ

The partnership between parents and teachers is the most powerful support for students' academic and social learning. We are excited to share the elementary report card revisions with you, as we believe this will be an important tool for communication.

This FAQ document provides more information about the reasons for revision and new features of the report cards, which will be used beginning with the 2014-15 school year.

What is the purpose of a report card?

When redesigning the report cards, we first connected back to understanding the purpose. Report cards are intended to:

- clearly communicate each child's academic progress in a consistent way to parents, students and staff; and to
- provide information about *Characteristics of a Successful Learner* - those behaviors that enhance academic progress.

What are standards-based report cards?

Standards-based report cards are based on the following characteristics:

- First, standards define grade level targets for what students at each grade level should know and be able to do;
- As a result, standards-based report cards provide clear information about each student's progress toward meeting the learning standards;
- The report card can also provide information about your child's strengths and areas of challenge. This information can assist parents and teachers in a partnership to provide the support each student needs.

Why change?

The primary drivers in revising the report card were to reflect new Washington State Common core learning standards, ensure consistency in reporting for all students groups across grades K-5, and clearly communicate progress to students, parents, and staff.

How are the new report cards different?

There are several key differences in the new report cards.

- First, the statements for English Language Arts and Math reflect the Washington Common Core Learning Standards;
- Progress for all grade levels, K-5, will be reported using scales, rather than letter grades; and
- We have made changes to the *Characteristics of a Successful Learner* to align with PBIS expectations at each elementary school. (PBIS stands for Positive Behavior Interventions and Supports.)

As in the past, report cards will be issued three times per year - fall, winter and spring.

Grade 3 Report Card

An image of the grade 3 report card is provided below. You can find a link to the report card for each grade level on the district's web page. As you look at the report card, you will see the statements aligned with Washington Common Core learning standards listed under the headings of Math and English Language Arts. The key to understanding the scale appears in the upper left of the report card. Updated *Characteristics of a Successful Learner* appear on the right hand side.

At the bottom left of the second page, the Support and Special Services section of the report card notes which services your student receives. If your student receives individualized instruction through, for example, an IEP or Title program, expect to find additional information about his or her progress on a separate page included with the report card.

Additional sections reflect learning in Science, Social Studies, Library, Physical Education and Music. Page 3 of the report card, not shown here, will include comments from your child's teacher.

		Grade <div style="border: 1px solid black; padding: 2px; width: 30px; margin: 0 auto;">3</div>	Student Name: _____ Third Grade																																																																																																																																																
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Characteristics of a Successful Learner are behaviors and habits that support a student's learning progress. They are important for a student's overall success throughout their educational career, yet separate from knowledge & skill development or academic progress.

Each trimester, your student's teacher will assign a mark of 4, 3, 2, or 1 for the areas of respectful, responsible and safe. In the example below, you see marks entered for fall trimester in these areas.

Characteristics of a Successful Learner

	F	W	S
Respectful	3		
Cooperates with others.			
Respects others' rights, feelings, and property.			
Solves problems appropriately.			
Responsible	4		
Organizes self and materials.			
Listens and follows directions.			
Solves problems appropriately.			
Safe	3		
Exercises self control.			
Follows school and classroom rules.			
Uses materials appropriately.			

How will my child's academic performance on a standard be reported?

Students' progress toward academic standards will be assessed on a scale of 4, 3, 2 or 1. The scale is as follows:

4	Consistently performs above grade level expectations. Demonstrates depth, application, connections, extension or acceleration beyond targeted goals.
3	Consistently meets grade level expectations.
2	Progressing towards grade level expectations. Meets some grade level expectations.
1	Little progress towards grade level expectations. Meets few or no grade level expectations.

What does a report card indicator in each trimester represent?

Report card indicators (4, 3, 2, or 1) show a student's demonstrated competency on a specific standard *up to the point it was taught*.

For example, a '3' in Fall indicates a student is achieving at the appropriate level of expectations for that grade level at the time of reporting.

The guiding question is this: Is the student 'on track' to meet the standard or skill by the end of the year? If yes, then this student is consistently meeting the expectations for students at this time of the year. The student's mark for this standard would be a 3.

Is an indicator of "4" equal to an A?

Standards-based reporting is fundamentally different from letter grades. For this reason, standards-based indicators are not comparable in any way to letter grades.

Instead, students will be assessed in multiple ways for each standard on the report card. If the student consistently, accurately and independently applies the knowledge and skills of the standard at an appropriate level for the grade level, you will see a 3, 'meets standard.'

This is our target for all students - to meet grade level proficiency.

4's will only be used when students demonstrate learning well beyond the standard, with work showing depth, application, connections, extension, or acceleration beyond targeted goals.

Will I see an indicator (4, 3, 2, or 1) for every standard in every trimester?

Not all standards will be fully addressed in each trimester. A field will be left blank if a standard is not being taught and assessed in a given trimester.

In the example shown here, In the example shown here, the standard “demonstrates an understanding of fractions” was not assessed during fall trimester, so that field is left blank.

	F	W	S
Number and Operations Fractions			
Demonstrates an understanding of fractions, including comparing and/or using a number line.		2	2
Measurement and Data			
Tells and writes time to the nearest minute and measures time intervals in minutes.	2	3	3
Measures and estimates volume, length, and mass using standard units.	3	2	3
Represents, organizes, and interprets data through the usage of graphs.	2	3	3

Also, the indicators you see across trimesters may fluctuate. Throughout the year, your student will encounter new or more complex content. The indicator for each trimester shows ongoing progress toward meeting the grade level standard.

For example, in the graphic above, consider the statement “measures and estimates volume, length and mass using standard units.” In the fall, instruction might primarily focus on measuring and estimating length using inches. In the winter trimester, the focus might expand to include volume and mass, which will be new concepts for some students. Students may need additional time and practice to gain mastery of new concepts.

In this example, the student received an indicator of “3” for fall trimester, “2” for winter trimester and “3” for spring trimester. Remember that our target for all students is a “3” - consistently meets grade level expectations.

How can I learn more?

If you'd like to learn more, visit the district's Elementary Report Card web page. We will continue to add resources there, so please check back. Also, conference times and other communications with your child's teacher can provide opportunities to learn more about your child's progress and how you can help support his or her growth.