

## K-4 Report Cards

Reporting student progress is an essential part of the communication partnership between home and school. At NDPA, we believe it is our professional responsibility to provide parents and students with information that accurately reflects the student’s level of performance and progress in meeting academic and social standards. Grades K-4 use report cards to reflect these standards because we believe it will give you more information about how your child is progressing. This report card system is called “Standard-based Grading.”

Standard-based Grading is designed to provide a “snapshot” of grade level standards and communicate an individual student’s progress toward independently meeting end-of-year grade level expectations. We use a rubric from *The Developmental Continuum to Personal Mastery*. This rubric has already been used by teachers at NDPA to assess student achievement and growth in Math and Spanish; this year, we have decided to expand it to all subject areas.

Utah follows the Common Core State Standards, which is a shared set of national learning expectations in mathematics and language arts. This report card will use four different skill levels to indicate the student’s progress toward meeting the end-of-year Common Core State Standards.

*See the following graph, interpretation, and FAQ for more information.*

### Academic and Successful Habits Performance Indicators

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| <p><b><u>Expert (Exp):</u></b><br/>Exceeding<br/>End-of-Year<br/>Grade Level<br/>Standard</p> <p><i>Student independently uses and applies knowledge in ways that demonstrate higher level thinking skills.</i></p> | <p><b><u>Practitioner (Pra):</u></b><br/>Meeting<br/>End-of-Year<br/>Grade Level<br/>Standard</p> <p><i>Student consistently demonstrates mastery of the knowledge and skills expected at this grade level and requires minimal support.</i></p> | <p><b><u>Apprentice (App):</u></b><br/>Progressing<br/>Toward<br/>End-of-Year<br/>Grade Level<br/>Standard</p> <p><i>Student has not yet met the standard but is adequately progressing toward mastery of the knowledge and skills expected.</i></p> | <p><b><u>Novice (Nov):</u></b><br/>Does not<br/>Meet Current<br/>Grade Level<br/>Standard</p> <p><i>Student is currently not demonstrating an understanding of the knowledge and skills expected for grade level and may require intervention.</i></p> |
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### Interpretation:

On a standards-based report card, a mark of “Practitioner” is the expectation for the student, which indicates they are meeting the requirements of the academic standards for the grade level. Marks of “Practitioner” and “Apprentice” both indicate that a student is working toward the desired outcome. The difference is the level of independence and support a student needs to demonstrate mastery. The goal is that all students will achieve a “Practitioner” by the end of the year for each grade-level standard.

- **Exp**– “Expert” level indicates that the student’s progress exceeds standards because they have demonstrated mastery in terms of knowledge, and applies that knowledge in ways that go beyond expectations. This student shows initiative, challenges himself or herself, and demonstrates superior skills in that specific area. Instruction needs to be differentiated for this student because the student has demonstrated mastery of the grade level expectation at this time. Typically, very few students would be at this level of performance. In terms of behavior, students receiving an indication of “Expert” demonstrate academic and social maturity beyond their years and those of their peers. This student processes a deeper understanding of grade level standards and independently exceeds them.
- **Pra** – A mark of “Practitioner” indicates the student currently meets the standard. We want all our students to reach “Practitioner.” Student performance demonstrates an understanding of the knowledge and skills expected at this grade level. The student demonstrates consistent application of skills, and does so independently. In terms of behavior, the student who consistently (more times than not) demonstrates age/grade appropriate social and academic behaviors meets the standard and should receive a “Practitioner” designation.
- **App** - “Apprentice” indicates that the student’s progression of skills and information is in the expected range, but support and assistance are still required to meet the academic standard for the grade level at this time. They have a partial understanding of the knowledge and skills expected at this grade level. The student is somewhat proficient at meeting grade level expectations, but the skills are not yet mastered. “Apprentice” should indicate that the student’s performance varies in consistency with regards to accuracy, quality, and level of required support. In terms of behavior, students would receive “Apprentice” for any of the academic or social behaviors when they usually demonstrate age/grade appropriate expectations as communicated by the teacher but may need occasional reminders.
- **Nov**– A mark of “Novice” indicates that the student is not meeting the requirements of the grade level standard at this time. He/she has minimal understanding and is working below grade level expectations. Their instructional level is characterized as requiring extra teacher support and differentiation, accommodations, or even modifications. Most students at this level require intervention and guidance. In terms of behavior, the student who often demonstrates social and academic behaviors below what is expected for their age/grade receives a “Novice.” These behaviors interfere with their learning and possibly the learning of others.

## Frequently Asked Questions by Parents

### **Why does NDPA use Standards-based reporting?**

- Standard-based reporting helps provide an accurate picture of student achievement in regard to Common-Core Standards.
- Standard-based reporting helps teachers plan their instruction so they can challenge and support all students.
- Standards based reporting helps parents know the academic areas in which a student meets expectations, needs to be challenged, or needs support.

### **How is my child assessed?**

Students are assessed using multiple techniques. These may include, but are not limited to, rubrics, observation, performance, application, paper and pencil tasks, as well as various summative assessments. Examples of summative assessments include school-wide probe testing like the DIBLES, MAZE, Basic Skills, and AIMS tests. A variety of assessments help to ensure your child is given many opportunities to show mastery of each content standard.

### **Do the achievement marks reflect missing assignments or late work?**

No, the achievement marks reflect only a student's knowledge and skill of a specific concept. However, late and missing assignments, along with other work habits vital to academic success are reported in the *Characteristics of a Successful Learner* section of the Standard-based Report Card.

### **How can I help my child at home?**

Discussing and going over lessons and assignments with your child at home is very beneficial. Ask your student to "teach" you what was learned in school each day. Also, communication with the classroom teacher is very important. The teacher may make specific suggestions pertaining to your child's individual needs.

### **How can I reward my student for a "good" report card?**

Progress and improvement toward meeting the content standards should definitely be acknowledged. A key component aiding in academic success is effort toward the *Characteristics of a Successful Learner*. Encouragement here will undoubtedly benefit academic progress.

### **How can I better understand the Grade Level Indicators?**

Information can be found at <http://www.corestandards.org/read-the-standards/> . Teachers and administrators at your child's school will be glad to clear up any confusion. Also, talk with your student, they have an understanding of what's expected of them, including much of the educational vocabulary of the concepts!

## **Will I be able to tell if my child is passing?**

The Standard-based report card, made available through Aspire Gradebook 3 times a year, will indicate mastery level toward grade level expectations. The benefit of a standard-based report card is that it separates product from process. It is important to remember that the achievement report does not reflect an average of a child's work over the grading period. Students are not penalized for information they may have struggled with at the beginning of the learning process. The achievement mark reflects the learning of the student after he has had time to process and practice. We encourage you to always, contact your child's teacher to discuss any concerns about your student's report card.

## **I don't understand most recent evidence, most comprehensive evidence, or most important learning goals. Why aren't grades just averaged?**

The purpose of standard-based reporting is to communicate what students know and are able to do. Averaging does not necessarily present an accurate picture of where a student is in his learning. A student who struggles in a class at the beginning of a grading period and receives poor grades, but who keeps working and, by the end of the grading period, can clearly demonstrate competence in the subject, should receive a grade that reflects that competence.