

REPORT CARDS

Our elementary students receive formal feedback through report cards each trimester, or three times each school year. A specific time for grading provides an opportunity for both student and teacher reflection, a critical component of the learning process. In order to provide a grade, student performance on summative (measured) assessments is measured according to the specific priority standards for the trimester. Reassessment opportunities are allowed within the trimester, allowing students to gain understanding and demonstrate their proficiency.

The most effective grading practices provide accurate, specific, and timely feedback designed to improve student performance (Marzano, 2007). Our teachers are utilizing effective instructional strategies and best practices in our classrooms, including the use of frequent formative assessment, (using a 1,2,3,4 scale as described below.) Formative assessments are not meant or designed to be averaged to compute a final grade. Calculating traditional letter grades takes valuable teacher time away from meaningful planning, reflection, and timely feedback. Classroom assessments and standards-based grades can be aligned, allowing teachers to report grades that are indicative of how well students are performing on prioritized standards each trimester.

<p>1 - Inadequate Progress Student is not performing as expected on prioritized standards, often demonstrating competency at a full grade level below expectations.</p>	<p>2 - Making Progress Student is making adequate progress towards the expected grade-level prioritized standards, but does not show consistent proficiency yet.</p>	<p>3 - Meeting Expectations Student is performing as expected on grade-level prioritized standards. The grade level trimester expectation document provides further clarification on each learning standard.</p>	<p>4 - Exceeding Expectations Student is performing well beyond expectations on prioritized standards, often indicated by demonstrating competency at a full grade level beyond expectations.</p>
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If a student is trending toward a “1” or “2” (not meeting expectations) on a particular learning standard; teachers are expected to make a strong effort to communicate with parents through individualized communication such as a note requiring a signature of receipt, phone call, or email. All report cards shall be issued within two weeks following the close of the grading period and are either given to parents/guardians during parent-teacher conferences, sent home with students, or mailed.



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