

Parent Guidebook for Standards-Based Reporting

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?

Elmhurst CUSD 205 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 are 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 (during a unit of instruction) and summative (at the end of a unit of instruction) assessments at both the classroom and district level. A combination of evidence provide 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 Exceeds 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+, 2, 2+, 3, 3+, or 4 for each content reporting standard. If a student is between proficiency levels on the report card, a “+” will be added to the code. This “+” 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+ is proficient at the grade level standard but has shown readiness toward a 4.

Proficiency Level	Code	Description
Exceeds	4	Student demonstrates the skill or understanding at a level exceeding the trimester expectation.
Proficient	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

Sample of the Process Standards Section

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

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+, 2, 2+, 3, 3+, or 4 for each reporting standard by trimester.

Represents and solves problems involving multiplication and division			
Understands properties of multiplication and the relationship between multiplication and division			
Multiplies and divides within 100			
Solves problems involving the four operations, and identify and explain patterns in arithmetic			
Solves problems involving measurement and estimation			
Geometric measurement: understands concepts of area and relates area to multiplication and to addition			
Develops an understanding of fractions as numbers			

Frequently Asked Questions

What is the difference between “3” (Proficient) and a “4” (Exceeds)?

Proficient 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, ***proficient is where a student shows mastery of the grade level standard.***

Exceeds 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. Exceeds is not about producing more; rather it is about what the student is able to do with the learned content at a higher level.

There are some standards that students are not able to achieve a “4.” For example, there isn’t a way to exceed a reporting standard of knowing all the sounds and letters. Some math standards that are computation-based are also examples. However, there are many standards and many opportunities for students to demonstrate that they have mastery beyond a standard.

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

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

At times, a student may receive a “3” (Proficient) 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 Proficient 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” (Proficient) for most reporting standards this trimester?

A “3” (Proficient) 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” (exceeds) communicates that a student demonstrates the skill or understanding at a level exceeding the trimester grade level expectation.

Why is a reporting standard marked “NA” 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 three 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.

Why is “proficient” the highest possible rating on Eureka math assessments?

The assessments were created to measure proficiency (level 3) on standards. Throughout all of our math units, as students demonstrate proficiency on a standard, they will have the opportunity to work beyond the standard and demonstrate that their understanding exceeds the standard (Level 4). This is applicable in all grades kindergarten through middle school.