

# Elementary report cards

Rather than giving number grades (1-4), K-5 teachers report on your child's progress toward grade-level expectations, or standards, that students should meet by *the end of the school year*.

Performance indicators:



A more accurate picture of how your child is doing in school

The standards-based report cards are helpful in many ways:

- They provide a better and more accurate communication tool for families.
- They align to the district's curriculum and classroom expectations.
- They focus on your child's strengths and successes.
- You will know exactly how your child is doing based on the standards. You will learn which big ideas and concepts your child has learned and also what work still needs to be done to make sure they are ready for the next grade level.
- You will learn your child's progress toward meeting Social Emotional Learning standards like managing emotions, having empathy for others, establishing positive relationships and making responsible decisions.
- They also report on Spanish proficiency for students in Dual Language Immersion programs (DLI).

The purpose of standards-based grading is to identify what your child knows or what they can do in relation to a learning target.

The previous method – simply averaging scores over the course of a grading period – can mask what a student has learned, or not learned, in a specific course.

## Performance Indicators

Teachers use the following performance indicators to report progress:

- (E) Emerging**—Student begins to show initial understanding of grade-level expectations for the end of the year.
- (Dv) Developing**—Student shows increased understanding of the grade-level expectations and attempts to consistently meet grade-level expectations for the end of the year.
- (M) Meeting**—Student consistently meets grade-level expectations for the end of the year.
- (Ex) Exceeding**—Student consistently exceeds grade-level expectations for the end of the year.
- (/)**—Not assessed at this time.

## Foundational skills in reading

Report cards also report on a set of five skills that the Common Core State Standards have identified as the foundation for becoming a proficient reader.

- [Print Concepts](#)
- [Phonological Awareness](#)
- [Phonics](#)
- [Word Recognition](#)
- [Fluency](#)

English Language Development for students whose native language is not English

- Teachers use observation tools to report how students whose native language is not English are acquiring English language.

Spanish proficiency for students in Dual Language Immersion and Developmental Bilingual Education programs

- Teachers use observation tools to report how students in DLI and DBE programs are acquiring Spanish language as per grade-level Spanish Proficiency benchmarks.



## What if I have questions?

If you have questions about the report cards, we welcome you to contact your child's teacher or school principal.

You can also find more details at [mmsd.org/report-cards](https://mmsd.org/report-cards).

