

Carroll ISD Standards-Based Report Card

Parent Guide



Based on specific grade level standards, the report card will identify a child's academic and social strengths, as well as targeted areas for growth.

Dear Parents,

In Carroll ISD, we understand that your child's overall success depends on a partnership between the school and the home. In an effort to report student progress in a manner that is consistent and aligned with state curriculum standards, our kindergarten, first and second grade teachers and administrators a standards-based report. The report card informs parents about student progress toward critical skills/standards that are expected. It is designed to give you, the parent, helpful information on the progress of your child throughout the school year.

Carroll ISD is committed to providing parents with high quality information on students' academic and social progress. This guide has been specifically designed to help parents better understand the reporting format.

Thank you for partnering with us to help your child succeed. Sincerely,

Carroll ISD Teachers and Administrators

1. How are the standards for the report card decided?

Standards for our kindergarten, first grade and second grade report cards are aligned with the standards established by the state of Texas, the Texas Essential Knowledge and Skills (TEKS). Standards selected are essential for success in current and subsequent.

2. How will my child's progress be reported?

During reporting periods when standards are assessed, your child will receive a number to indicate the progress level toward mastery at that time. The number system is as follows:

3 = Mastered Expectation <ul style="list-style-type: none">• The student has mastered this standard. AND• The child consistently demonstrates mastery independently.
2 = Making Progress <ul style="list-style-type: none">• The student needs help demonstrating mastery of this standard.• The student's mastery of the standard fluctuates between different experiences
1 = Below Grade Level Expectation <ul style="list-style-type: none">• The student has not mastered the standard• The student is performing below grade level expectations

As parents, it is important to understand that standards may evolve in rigor and expectation to greater levels of difficulty throughout the year. If your child receives a 3 on a standard during a grading period, he/she may make a 2 on the standard in subsequent reporting periods if the complexity of the standard has increased and your child hasn't yet mastered the new level of expectation. It will not be uncommon for students to earn a "2" during the school year on several standards, as they work towards mastery. The goal is for students to earn 3's at the end of the year, as well as be reading on or above grade level. (For more information on reading levels, see below.)

If your child earns a 3 on a standard prior to the end of the school year, you can help your child make continued progress by assisting him/her to continually apply the standard (i.e. continue to use mastered skills in his/her writing) or to apply the standard in new ways (use numbers in everyday situations like cooking and at the store). You may also ask your child's teacher for information about extensions to these standards.

3. How will I receive my child's report card?

The report card will be posted to Skyward Family Access instead of being sent home. Your child's report card will be available in Skyward Family Access in the Portfolio tab.



The last report card of the school year will be printed and mailed home.

Paper copies of report cards will still be available at schools for parents who request them; interested parents should contact your child's teacher.

4. Will I receive traditional grades? (95, 85, etc.)

You will not receive traditional grades because standards-based reporting does not report on the average system. This report card is designed to give you specific feedback on your child's progress on standards within the content areas.

You will receive student work throughout the grading period to inform you of your child's progress towards the standards. Traditional percentage grades will not typically be recorded on papers returned to students, rather feedback may include the total number correct or comments related to the student's progress towards a standard.

5. How does the teacher assess the standards?

Teachers may assess standards in a variety of ways. Teachers will observe and take notes to record progress when conferring and working in small groups with students. Teachers will evaluate student work done during the school day. Projects, research, portfolios, and other student work will all be used to assess progress towards the standards. Teachers will keep notes and sample copies of student progress throughout the grading period, and will use this information to determine students' progress (3, 2, or 1) at the end of each grading period.

6. What determines student mastery?

Teachers will use a rubric to align student mastery of the standards across the district. Teachers are looking for students to consistently demonstrate understanding of the standard in assessment and daily situations.

7. My child is in special education, ESL or has 504 paperwork. How will this be noted on the report card?

Special education students will be assessed according to the grade level curriculum and/or any modifications to it as noted in their Individualized Education Plan (IEP). Students who have an IEP will receive an IEP report card noting their progress on IEP goals. In addition to the IEP report card, a student's progress towards grade level standards will be noted on the grade level report card.

For students without an IEP (per their special education plan) who receive 504 or English as a Second Language support for their documented need will receive 3s, 2s, and 1s on their report in a manner consistent with all students at that grade level. Any accommodations granted to these students may be used in a student's work toward achieving a level 3 (meeting expectations) on the report card standards.

8. What do the reading levels mean?

Teachers administer the Developmental Reading Assessment 2 (DRA-2) and Carroll ISD Early Literacy assessment in order to understand where students are in their reading development and to inform the instructional process.

K-4 Elementary Reading Level Expectations*			
	Beginning of Year Standard	Middle of Year Standard	End of Year Standard
K	n/a	Letter Sounds 38 Letter Naming 44	DRA2 - level 4
1 st	DRA2 - level 4	DRA2 - level 10	DRA2 - level 18
2 nd	DRA2 - level 18	DRA2 - level 24	DRA2 - level 28

* The levels contained in this table are students' independent reading levels.

The levels of performance on the assessments noted in the chart above illustrate the level of progress students are making toward successful reading (DRA2 scores encompass both fluency, accuracy and comprehension of text). Students performing below a targeted level during the year may need additional support by the classroom teacher or others to help them achieve grade level expectations.