

# A Guardian's Guide to Report Cards



## Providing the best information about student learning.

This guide has been created to provide guardians with information about reports cards at Zion Elementary School District 6.

Report cards provide a “snapshot” of student learning reflecting grade-level expectations/ standards, student achievement and progress. Students are evaluated on their individual progress towards achieving mastery of the standards and skills at their grade level.

### **Students will be assessed in:**

English Language Arts  
Mathematics  
Science  
Social Studies  
Physical Education/Health  
Explore Courses  
Elective Courses  
Characteristics of Successful Learner  
(social-emotional development)





Extending  
The Standard



Mastering  
The Standard



Developing  
The Standard



Beginning  
With The Standard

Zion Elementary School District 6 Middle Schools utilize a standards-based, mastery grading system to communicate what students have learned. District report cards and progress reports aim to communicate student progress in mastering proficiency of grade-level learning standards using a traditional grading scale with a 4 point numerical correlation. These correlations are identified below and are in alignment with high school grading practices.

Academic Performance Level for Proficiency	Standards Grading Indicators
[ Extend ] Demonstrates skill/concept development that exceeds the current grade level standards through application	A (4)
[ Master ] Demonstrates skill/concept development that meets the current grade level standards	B (3)
[ Develop ] Demonstrates skill/concept development approaching the current grade level standards	C (2)
[ Begin ] Demonstrates skill/concept development significantly below the grade level standards	D (1)
The student has not met the minimum requirements and/or insufficient data is available to assess	F (NA)

Standards-based report cards provide detailed information about how your child is doing in each subject. You will see when students need extra assistance in certain areas or when they need to be challenged even more. By using these clearly defined standards and domains, teachers and families can work together to ensure that students succeed. During parent-teacher conferences and throughout the year:

- Ask to see samples of your child's work, talk to his/her teacher about whether the work samples are satisfactory, or how your child could have done a better job.
- Ask about the resources available in each subject so that you can assist your child in reaching their educational goals.

#### How do I help my student achieve an A (4)?

Remember, a mark of B (3) indicates that a student is meeting grade-level expectations with independence and excellence. With high and challenging expectations, a B (3) is exactly where a student should be. Achieving an A (4) is not about what *more* a student does. It is what a student knows, and at what level they apply what they know to new and higher-level situations that exceeds what is explicitly taught in class. The shift in thinking from letter grades is that B (3) is the top for the grade level and should be celebrated as such.

#### How is it possible for my child to “drop” from one mark to another?

It is important to note that the student does not necessarily drop a grade. The proficiency score is an indication of performance with expectations of difficulty that increase throughout the school year. In other words, concepts increase in difficulty as the year progresses. Therefore, a student who demonstrates a proficiency score of B (3) in first quarter could earn a C(2) in second quarter when the rigor of the standard has increased. This shift from a B (3) to a C (2) indicates the student understands the major elements of the concept, but may need more development of the finer details.