

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
and/or Spanish Language Arts

Mathematics

Physical Education

Music

Art

Characteristics of a
Successful Learner
(social-emotional development)





Extending
The Standard



Mastering
The Standard



Developing
The Standard



Beginning
With The Standard

Zion Elementary School District 6 utilizes a standards-based, mastery grading system at the elementary level. The purpose of our grading system is to identify student mastery toward specific grade-level learning standards. These standards are categorized by domains. District report cards and progress reports aim to communicate student progress in mastering these learning standards through numerical indicators by domain.

**Academic Performance
Level for Proficiency**

Standards Grading
Indicators

[Extend] Demonstrates skill/concept development that exceeds the current grade level standards through application

4

[Master] Demonstrates skill/concept development that meets the current grade level standards

3

[Develop] Demonstrates skill/concept development approaching the current grade level standards

2

[Begin] Demonstrates skill/concept development significantly below the grade level standards

1

The student has not met the minimum requirements and/or insufficient data is available to assess

NA

Standards-based report cards provide detailed information about how your child is doing in each subject. You will see whether 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 a 4?

Remember, a mark of 3 indicates that a student is meeting grade-level expectations with independence and excellence. With high and challenging expectations, a 3 is exactly where a student should be. Achieving 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 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 3 in first quarter could earn a 2 in second quarter when the rigor of the standard has increased. This shift from a 3 to a 2 indicates the student understands the major elements of the concept, but may need more development of the finer details.