

# REPORT CARD GUIDE

## LAURA B. SPRAGUE SCHOOL



With the adoption of the Common Core State Standards, schools throughout the country are charged with preparing all students for the higher demands of college and career readiness. We are committed to ensuring that our students are prepared and providing a clear, complete communication tool is our main goal of our standards-based report card.



*Adolescents entering the adult world in the 21<sup>st</sup> Century will read and write more than any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.*

- *Richard Vacca*  
*Author and Literacy Expert*



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## Common Core State Standards

- Academic content standards that indicate what students should know and be able to do at each grade level by the end of each school year.
- Forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards.
- The standards can be found online at: [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)

### Essentials of a Standards-Based System:

- Standards describe what a student should know and be able to do at an identified point in time.
- The curriculum ensures that classroom instruction targets standards and allows for remediation and enrichment.
- The assessments that teachers use measure learning and the extent to which a student has met each standard.
- The report cards is a communication tool that allows a teacher to report accurately a student's progress toward meeting standards three times per school year.



# STANDARDS-BASED REPORT CARDS MEASURE PROGRESS

*The report card is designed to communicate to you how your child is progressing. The report card provides an overview of learning priorities and how your child is performing relative to the benchmarks at the grade level. To provide an accurate picture of how your child is performing on a developmental continuum, the following descriptors are applied.*

## Developing Standards

The student is making progress toward achieving skills and learning grade level concepts, but has not yet met the standard or can't meet the standard expectation without support from teachers.

## Meets Standards

The student demonstrates grade level expectations for concepts and skills.

*The Common Core State Standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four-year college programs or enter the workforce. Source: [www.corestandards.org/resources/frequently-asked-questions](http://www.corestandards.org/resources/frequently-asked-questions)*

# FREQUENTLY ASKED QUESTIONS

**Q • Does the criteria on the report cards correspond with the Common Core State Standards?**

*The English/Language Arts and Mathematics Common Core State Standards are in full implementation; therefore the report card reflects these expectations. All other content areas reflect current curriculum and local benchmarks and objectives.*

**Q • Are performance levels based on individual progress or measured against the class?**

*The report card indicates an individual student's progress rather than comparing students to each other. Progress is reported on what has been taught during the trimester and is based upon grade level benchmarks.*

**Q • Do expectations vary by grade level (K-2) even though the report card standards may be similar?**

*The K-2 standards define what students should know and be able to do at the end of each grade level. The standards in each content area may use similar language, but benchmarks vary by grade level.*

**Q • What do the letters in front of the report card standards represent?**

1.OA.A Represent and solve problems involving addition and subtraction

Grade Level / Domain / Standard

Domains

RL: Reading-Literature

RF: Reading-Foundational Skills

L: Language

CC: Counting and Cardinality (K only)

NBT: Number and Operations in Base Ten

RI: Reading-Informational Text

W: Writing

SL: Speaking and Listening

OA: Operations and Algebraic Thinking

MD: Measurement and Data