

GUIDE TO ELEMENTARY PROGRESS REPORTS

This guide is designed to provide parents and guardians with information about Elementary Progress Reports and grading in the Dublin School District.

Standards-Based Grading

Reporting student progress is an essential part of the communication and partnership between home and school. The standards-based progress report is a tool to accurately communicate to parents/guardians the progress that your child is making on learning the standards for each grade level. It is our hope that standards-based progress reports, together with parent/teacher conferences, will provide a more comprehensive and meaningful lens for you to understand and support your child's learning.

Our standards-based reporting system is designed to provide specific information about the skills students are progressing towards mastery. Elementary is a time when students gain foundational skills. This grade reporting gives you more details about your child's learning. If you have any questions, please reach out to your child's classroom teacher to discuss your child's learning progress. The standards can be found in the Curriculum section of the Dublin City Schools website.

WHERE TO FIND YOUR CHILD'S PROGRESS REPORT

Progress Reports are posted online twice a year at the conclusion of each semester.

On the Web

1. Go to the Dublin City Schools website and click on the Infinite Campus link.
2. Login to Infinite Campus by clicking on the Parent Portal icon.
3. Once logged in, if you have multiple students, select a student to view.
4. Choose "Documents" and select "Report Card".

In the App

1. Login to the Infinite Campus app.
2. Once logged in, if you have multiple students, select a student to view.
3. Choose "Documents" and select "Report Card".

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Understanding the Standards “Marking Key” (M, P, N)

The three levels of progress are noted as M, P, and N.

Standards are statements about what students should know and be able to do within each content area at each grade level. Teachers will assign standards-based marks next to key learning standards in each subject area once students have had the opportunity to show mastery. Therefore, parents may see blanks on the report card at mid-year if a standard has not yet been taught and assessed. Some standards will continue to build throughout the year and may be reported in multiple grading periods. In that case, you may see your student move from N to P to M.

To be fair and accurate in reporting both a student’s progress and achievement in each academic area, teachers use the marking key pictured below to report individual progress with the content standards in each academic area.



***It is important to know the standard indicators for each content area represent
END OF GRADE LEVEL EXPECTATIONS***

A teacher’s assessment for any standard reflects how the student is currently performing in relation to the end of year expectation.

- A student receiving a “M” is consistently meeting grade level expectations.
- A student receiving a “P” means the student is making adequate progress while working towards grade level expectations.

Frequently Asked Questions...

“So, why don’t we use ‘grades’ like we used to?”

Dublin City Schools has been using standards based grading in K-3 for many years. Our shift to a K-5 standards-based grade report card will provide alignment for students and parents. Elementary school is a time when students develop the critical thinking and processes for knowing that are essential to academic success in a larger context. Our goal through standards based grade reports is to provide parents with specific information about student learning processes. Traditional grades will be used starting in 6th grade for students as the focus of grading shifts from process to product.

This shift in elementary school communicates more specifically what a student has learned and achieved based upon learning standards and to what degree they have learned them.

“Why are some standards blank?”

Teachers will leave a standard blank if it hasn’t yet been taught yet OR there isn’t enough evidence, documentation, and assessment information to evaluate the grade level expectation.

“What if I have questions about my child’s grade card?”

Please reach out directly to your child’s teacher with any questions. Buildings have conference times available as needed twice a year and teachers are willing to meet with parents/guardians at any time.

“Can a child’s mark drop over time?”

Expectations for learning become more rigorous as the year progresses. As this bar raises, student progress can vary. For example, as the rigor increases, a student may need increased support, so a student may still be progressing towards mastery.

“Where do I see teacher comments?”

Some teachers may add comments for some standards. Parents will see these tucked immediately underneath the standard.