

*Upper Merion Area School
District
Progress Reports
Kindergarten - 4th grade
Key Terms Guide*



UPPER MERION AREA SCHOOL DISTRICT A PARENTS' GUIDE TO STANDARDS-BASED PROGRESS REPORTS

The purpose for grading and reporting is to communicate to parents what a student knows and is able to do as a result of learning. Progress is measured based upon the individual student's performance of identified learning standards.

Q. Why did Upper Merion Area School District update their progress reports?

Upper Merion Area School District has a standards-based curriculum. Our teachers provide instruction according to our state core standards and use assessments that reflect a child's performance toward mastery of the standards. The elementary progress report is written to align with these core standards.

These academic core standards define what students should know and be able to do at specific grade levels in each subject by the end of the school year. Standards are specified learning goals applied to all students and provide consistent targets for students to meet. Standards represent the expected level of proficiency for all students. The standards remain constant; however, the time span within which they are met may vary from student to student.

Q. What are Standards?

Standards are what students should know and be able to do at the end of each grade. UMASD curriculum, instruction and assessments are aligned to the PA Core Standards. You may view the Pennsylvania Core Standards through the PA Department of Education website <http://www.pdesas.org/Standard/PACore>

Q. What benefits does a standards-based system offer?

A standards-based system:

1. Defines the **knowledge and skills** students should master at each grade.
2. Defines clear **learning goals** for each school year.
3. Enhances **reliable communication** between and among teachers.
4. Uses **consistent language**, which is representative of instruction in all elementary grades and across all buildings.

5. Identifies **developmental learning patterns** over the course of a child's elementary career.
6. Is supported by current educational and **learning-based research**.

Q. What is a Standards-Based Progress Report?

A Standards-Based Progress Report provides detailed information on how well your child is progressing toward mastery of standards in each subject area. This progress report reflects the Pennsylvania Core Standards and lists what the learning expectations are for your child.

A Standards-Based Progress Report differs from a traditional report card in two ways: *what* it measures and how it reports *progress*.

The progress report lists standards for each subject area and shows student progress over the course of the three marking periods. Each standard is divided into benchmark levels that progressively build toward proficiency over the course of the academic year. At the end of each marking period, the teacher will indicate your child's performance level in meeting the benchmarks.

What does the progress report tell parents?

The Progress Report will:

- indicate student progress with regard to the benchmarks for the specific marking period as these benchmarks align to the standards.
- reflect how a student is doing in terms of grade level expectations.
- better clarify expectations for student performance on marking period benchmarks.
- offer a shared language for conversing about a student's learning.
- assist us in improving student performance over time rather than just identifying it.

Q. How does the Standard-Based Progress Report compare with traditional grades?

Kindergarten students are assessed using a developmental scale to indicate their "Approaches to Learning and Achievement":

- 5 = Consistent
- 4 = Capable
- 3 = Developing
- 2 = Emerging
- 1 = Experimenting

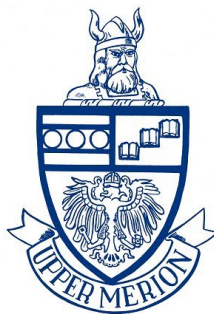
Students in **grades 1-4** are assessed using the following scores to indicate their performance with "Approaches to Learning and Achievement":

4 = The student's performance consistently **EXCEEDS** the benchmarks for the grade level standard. The student produces clear and convincing evidence of expanded knowledge of key concepts, processes and skills.

3 = The student's performance consistently **MEETS** the benchmarks for the grade level standard. The student consistently applies the key concepts, processes and skills.

2 = The student's performance is **PROGRESSING** towards the benchmarks for the grade level standard. The student is developing an understanding of key concepts, processes and skills.

1 = The student's performance shows **LIMITED PROGRESS** towards the benchmarks as required for the grade level standard. The student displays a minimal understanding of key concepts, processes and skills. Modifications and/or accommodations may be in place.



Q. If my child earns a "2" ("3" in kindergarten) what does it mean?

The progress report includes multiple standards in a subject area, thereby giving an overall picture of a student's progress. If your child receives a "2" ("3" in kindergarten) it means he/she has not met the benchmark for that standard during the reporting period. Your child is making progress toward the benchmark, but may require additional support to meet the grade level expectation at this time.

Q. What if my child receives a "3" ("4" in kindergarten) in the first marking period?

The "3" ("4" in kindergarten) indicates proficiency of the benchmark for that marking period. There are numerous skills and concepts covered within each standard that are assessed each marking period. Therefore, your child's score for each marking period reflects their progress in achieving grade level expectations at that time. Each marking period, students are introduced to new skills and content. Therefore, the benchmark expectation increases in rigor over time.

Q. What if my child's level drops from one marking period to the next marking period?

If your child's level drops from a "3" to a "2" ("4" to a "3" in kindergarten), this may be an indication that your child is not making adequate progress toward one or more benchmarks for the marking period. It is important to note that the benchmark increases in difficulty during the course of the year as students progress toward mastery of the grade level standard. If your child's level changes from a "4" to a "3" ("5" to a "4" in kindergarten), it indicates proficiency, but the benchmark expectation has increased.

Q. What if my child is falling behind the standard?

If your child is not making adequate progress toward grade level standards they will be supported in EXCEL. EXCEL is part of a multi-tiered system of support called, Response to Instruction and Intervention (RtII). RtII is a comprehensive, multi-tiered, standards aligned system that provides instruction and interventions to match the needs of students and supports the student's progress toward mastery of the standards.



***UMASD Progress Report
Key Terms for English Language Arts and Mathematics
PA Core Standards***

The Standards of Mathematical Practice

1. Make sense of problems and persevere in solving them
2. Construct viable arguments and critique the reasoning of others
3. Use appropriate tools strategically
4. Look for and make use of structure
5. Reason abstractly and quantitatively
6. Model with mathematics
7. Look for and express regularity in repeated reasoning.

The Standards of English Language Arts

- 1.1 **Foundational Skills:** Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
- 1.2 **Reading Informational Text:** Nonfiction Text: Students read, understand, and respond to informational text-with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between text with a focus on textual evidence.
- 1.3 **Reading Literature:** Students read and respond to works of literature-with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
- 1.4 **Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
- 1.5 **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Kindergarten

English Language Arts – Kindergarten

1.1 Foundational Skills

Print Concepts

- Understanding organization and features of print

Phonological Awareness

- Understanding of spoken words, syllables, and sounds

Phonics and Word Recognition

- Uses word analysis skills in decoding words

Fluency

- Read emergent-reader text with purpose and understanding

1.2 Reading Informational Text: Nonfiction Text

Key Ideas and Details

- Identify main idea and retell key details

Craft and Structure

- Identify parts of a book and texts
- Answer questions about unknown vocabulary words

Integration of Knowledge and Ideas

- Identify author's point of view
- Identify similarities and differences between text

Vocabulary Acquisition and Use

- Clarify the meaning of unknown or multiple meaning words and phrases

Range of Reading

- Activity engage in group reading activities with purpose and understanding

1.3 Reading Literature: Fiction Text

Key Ideas and Details

- Identify main idea and retell key details

Craft and Structure

- Identify parts of a book and texts
- Answer questions about unknown vocabulary words
- Name and identify the role of an author and an illustrator

Integration of Knowledge and Ideas

- Identify author's point of view
- Identify similarities and differences between text

Vocabulary Acquisition and Use

- Clarify the meaning of unknown or multiple meaning words and phrases

Range of Reading

- Activity engage in group reading activities with purpose and understanding

1.4 Writing

Focus

- Use of drawing, dictating, and writing on a specific topic

Content

- Generate ideas and details on a specific topic

Organization

- Making logical connections

Style

- Illustrate using details and writing using descriptive words

Conventions

- Grammar, usage, capitalization, punctuation, spelling

Technology and Publication

- Use of digital tools to produce and publish writing

Conducting Research

- Participate in research projects on a topic of interest

Credibility, Reliability, and Validity of Sources

- Recall or gather information from provided sources

Range of Writing

- Write routinely over time for a variety of purposes

1.5 Speaking and Listening

Comprehension and Collaboration

- Ask and question for clarification

Presentation of Knowledge and Ideas

- Share stories, experiences, and interests clearly enough to be understood using appropriate volume

Conventions of Standard English

- Demonstrate command of the conventions of standard English when speaking, based of kindergarten-level and content

Mathematics – Kindergarten

2.1 Numbers and Operations

Counting and Cardinality:

- Knows and writes number names and recites the count sequence
- Applies one-to-one correspondence
- Compare numbers and quantities

Numbers and Operations in Base Ten:

- Use and understand place value

2.2 Algebraic Concepts

Operations and Algebraic Thinking:

- Basic Addition and Subtraction

2.3 Geometry

- Identify, describe, analyze, compare, and compose two and three-dimensional shapes

2.4 Measurement and Data

- Describe and compare length, area, weight, and capacity
- Classify and count objects in a category

Grade 1

English Language Arts – Grade 1

1.1 Foundational Skills

Print Concepts

- Demonstrate understanding of the organization and basic features of print; recognize the distinguishing features of a sentence.

Phonological Awareness

- Understanding of spoken words, syllables, and sounds

Phonics and Word Recognition

- Uses word analysis skills in decoding words

Fluency

- Read on-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding

1.2 Reading Informational Text: Nonfiction Text

Key Ideas and Details

- Identify main idea and retell key details

Craft and Structure

- Identify parts of a book and texts
- Answer questions about unknown vocabulary words

Integration of Knowledge and Ideas

- Identify author's point of view
- Identify similarities and differences between text

Vocabulary Acquisition and Use

- Clarify the meaning of unknown or multiple meaning words and phrases

Range of Reading

- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

1.3 Reading Literature: Fiction Text

Key Ideas and Details

- Identify main idea and retell key details

Craft and Structure

- Identify parts of a book and texts
- Answer questions about unknown vocabulary words
- Name and identify the role of an author and an illustrator

Integration of Knowledge and Ideas

- Identify author's point of view
- Identify similarities and differences between text

Vocabulary Acquisition and Use

- Clarify the meaning of unknown or multiple meaning words and phrases

Range of Reading

- Read and comprehend literary literature on grade level, reading independently and proficiently

1.4 Writing

Focus

- Use of drawing, dictating, and writing on a specific topic

Content

- Generate ideas and details on a specific topic

Organization

- Making logical connections

Style

- Illustrate using details and writing using descriptive words

Conventions

- Grammar, usage, capitalization, punctuation, spelling

Technology and Publication

- Use of digital tools to produce and publish writing

Conducting Research

- Participate in research project on a topic of interest

Credibility, Reliability, and Validity of Sources

- Recall or gather information from provided sources

Range of Writing

- Write routinely over time for a variety of purposes

1.5 Speaking and Listening

Comprehension and Collaboration

- Ask and questions for clarification

Presentation of Knowledge and Ideas

- Share stories, experiences, and interests clearly enough to be understood using appropriate volume

Integration of Knowledge and Ideas

- Add drawings/visuals to clarify ideas, thoughts, and feelings

Conventions of Standard English

- Demonstrate command of age-level appropriate grammar when speaking

Mathematics – Grade 1

2.1 Numbers and Operations

Numbers and Operations in Base Ten:

- Use and understand place value concepts to represent tens and ones and compare two digit numbers
- Add and subtract within 100

2.2 Algebraic Concepts

Operations and Algebraic Thinking:

- Solve basic Addition and Subtraction problems within 20

- Understand/apply properties of and the relationship between addition and subtraction

2.3 Geometry

- Compose and distinguish two and three-dimensional shapes
- Understand fractions to divide shapes into halves and quarters

2.4 Measurement and Data

- Order lengths and measure indirectly by repeating length units
- Tell and write time to nearest half hour using both analog and digital clocks
- Represent and interpret data using tables/charts

Grade 2

English/Language Arts – Grade 2

1.1 Foundational Skills

Phonics and Word Recognition

- Uses word analysis skills in decoding words
- Read grade-level high frequency sight words

Fluency

- Read on-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding

1.2 Reading Informational Text: Nonfiction Text

Key Ideas and Details

- Identify main idea and retell key details

Craft and Structure

- Identify parts of a book and texts
- Answer questions about unknown vocabulary words

Integration of Knowledge and Ideas

- Identify author's point of view
- Identify similarities and differences between text

Vocabulary Acquisition and Use

- Clarify the meaning of unknown or multiple meaning words and phrases

Range of Reading

- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

1.3 Reading Literature: Fiction Text

Key Ideas and Details

- Identify main idea and retell key details

Craft and Structure

- Identify parts of a book and texts
- Answer questions about unknown vocabulary words
- Name and identify the role of an author and an illustrator

Integration of Knowledge and Ideas

- Identify author's point of view
- Identify similarities and differences between text

Vocabulary Acquisition and Use

- Clarify the meaning of unknown or multiple meaning words and phrases

Range of Reading

- Read and comprehend literary literature on grade level, reading independently and proficiently

1.4 Writing

Focus

- Use of drawing, dictating, and writing on a specific topic

Content

- Generate ideas and details on a specific topic

Organization

- Making logical connections

Style

- Illustrate using details and writing using descriptive words

Conventions

- Grammar, usage, capitalization, punctuation, spelling

Technology and Publication

- Use of digital tools to produce and publish writing

Conducting Research

- Participate in research projects on a topic of interest

Credibility, Reliability, and Validity of Sources

- Recall or gather information from provided sources

Range of Writing

- Write routinely over time for a variety of purposes

1.5 Speaking and Listening

Comprehension and Collaboration

- Ask and questions for clarification

Presentation of Knowledge and Ideas

- Share stories, experiences, and interests clearly enough to be understood using appropriate volume

Integration of Knowledge and Ideas

- Add visuals when appropriate to clarify ideas, thoughts, and feelings

Conventions of Standard English

- Demonstrate command of age-level appropriate grammar when speaking

Mathematics – Grade 2

2.1 Numbers and Operations

Numbers and Operations in Base Ten:

- Use and understand place value concepts - tens and ones and compare three digit numbers
- Read, write, and skip count to 1000
- Add and subtract within 1000

2.2 Algebraic Concepts

Operations and Algebraic Thinking:

- Solve problems involving addition and subtraction within 100
- Use mental strategies to add and subtract within 20
- Identify equal groups – foundation for multiplication

2.3 Geometry

- Analyze and draw two and three-dimensional shapes
- Understand fractions to divide shapes into halves, quarters, and thirds

2.4 Measurement and Data

- Measure and estimate lengths in standard units using appropriate tools
- Tell and write time to the nearest five minutes using both analog and digital clocks
- Solve problems and make change using coins and paper currency with appropriate symbols
- Use lines, plots, picture graphs, and bar graphs to represent and interpret data
- Understand the concepts of addition and subtraction to solve problems involving length

Grade 3

English/Language Arts – Grade 3

1.1 Foundational Skills

Phonics and Word Recognition

- Uses word analysis skills in decoding words
- Identify and know the meaning of prefixes and suffixes

Fluency

- Read on-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding

1.2 Reading Informational Text: Nonfiction Text

Key Ideas and Details

- Identify main idea and retell key details
- Make inferences from text
- Using language pertaining to sequence/cause and effect

Craft and Structure

- Answer questions about unknown vocabulary words
- Explain the point of view of the author
- Distinguish from literal to non-literal meanings

Integration of Knowledge and Ideas

- Identify author's point of view using text
- Identify similarities and differences between text/compare and contrast
- Use text features to locate and interpret information

Vocabulary Acquisition and Use

- Clarify the meaning of unknown or multiple meaning words and phrases based on grade-level reading and content

Range of Reading

- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

1.3 Reading Literature: Fiction Text

Key Ideas and Details

- Identify central message, lesson, or moral in literary text
- Make inferences from text
- Describe characters in a story

Craft and Structure

- Explain the point of view of the author
- Refer to parts of text or chapter, scene, and stanza

Integration of Knowledge and Ideas

- Explain how illustrations contribute to the meaning of the text
- Identify similarities and differences between text

Vocabulary Acquisition and Use

- Clarify the meaning of unknown or multiple meaning words and phrases

Range of Reading

- Read and comprehend literary literature on grade level, reading independently and proficiently

1.4 Writing

Focus

- Use of drawing, dictating, and writing on a specific topic

Content

- Generate ideas and details on a specific topic

Organization

- Making logical connections

Style

- Illustrate using details and writing using descriptive words

Conventions

- Use of appropriate grade-level grammar, usage, capitalization, punctuation, spelling

Technology and Publication

- Use of digital tools to produce and publish writing
- Interact and collaborate with others

Conducting Research

- Participate in research projects on a topic of interest

Credibility, Reliability, and Validity of Sources

- Recall or gather information from provided sources
- Take brief notes on sources and sort evidence into provided categories

Range of Writing

- Write routinely over time for a variety of purposes and audiences

1.5 Speaking and Listening

Comprehension and Collaboration

- Ask and answer questions for clarification
- Engage effectively in a range of collaborative discussions and build on others' ideas

Presentation of Knowledge and Ideas

- Share stories, experiences, and interests clearly enough to be understood using appropriate volume and pacing
- Speak in complete sentences

Integration of Knowledge and Ideas

- Use of audio and visual displays to emphasize and enhance facts or details

Conventions of Standard English

- Demonstrate command of age-level appropriate grammar when speaking

Mathematics – Grade 3

2.1 Numbers and Operations

Numbers and Operations in Base Ten:

- Perform multi-digit arithmetic applying place-value understanding and properties of operations

Numbers and Operations - Fractions

- Explore and understand fractions as numbers

2.2 Algebraic Concepts

Operations and Algebraic Thinking:

- Represent, solve and understand the relationship between multiplication and division problems with fluency
- Solve problems involving the four operations and identify and explain patterns in arithmetic

2.3 Geometry

- Identify, compare, and classify shapes and their attributes
- Understand the use of fractions to divide shapes into parts with equal areas and express the area of each part as a unit fraction of the whole

2.4 Measurement and Data

- Solve problems of measurement and estimation of temperature, liquid, volume, mass, and length
- Tell and write time to the nearest minute and solve problems calculating time intervals
- Solve problems and make change involving money using a combination of coins and bills
- Use tally charts, tables, pictographs, line plots, and bar graphs to represent and interpret data
- Determine the area of a rectangle and apply the concept of multiplication and division
- Solve problems involving perimeters of polygons and distinguish between linear and area measures

Grade 4

English Language Arts – Grade 4

1.1 Foundational Skills

Phonics and Word Recognition

- Uses word analysis skills in decoding words
- Uses combined skills to read accurately unfamiliar multisyllabic words

Fluency

- Read on-level text orally with accuracy, appropriate rate, and expression
- Use context to confirm or self-correct word recognition and understanding

1.2 Reading Informational Text: Nonfiction Text

Key Ideas and Details

- Identify main idea and retell key details
- Summarize the text
- Make inferences from text

Craft and Structure

- Use text to compare and contrast events and topics
- Explain the point of view of the author
- Determine the meaning of words and phrases in grade-level text including figurative language
- Compare and contrast two different points of view

Integration of Knowledge and Ideas

- Interpret various presentations of information within text or digital source
- Explain how an author uses reasons and evidence

Vocabulary Acquisition and Use

- Clarify the meaning of unknown or multiple meaning words and phrases based on grade-level reading and content and use accurately

Range of Reading

- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently

1.3 Reading Literature: Fiction Text

Key Ideas and Details

- Identify main idea and retell key details
- Summarize the text
- Make inferences from the text
- Describe in depth a character, setting, or event

Craft and Structure

- Explain differences between poems, drama, and prose
- Answer questions about unknown vocabulary words as used in grade-level text including figurative language

Integration of Knowledge and Ideas

- Identify similarities and differences between text
- Make connections between the text of a story and a visual or oral presentation of the text
- Compare and contrast text from different cultures

Vocabulary Acquisition and Use

- Clarify the meaning of unknown or multiple meaning words and phrases

Range of Reading

- Read and comprehend literary literature on grade level, reading independently and proficiently

1.4 Writing

Focus

- Use of drawing, dictating, and writing on a specific topic

Content

- Generate ideas and details on a specific topic
- Identify and introduce the topic clearly

Organization

- Making logical connections

Style

- Illustrate using details and writing using descriptive words for effect

Conventions

- Use of appropriate grade-level grammar, usage, capitalization, punctuation, spelling

Technology and Publication

- Use of digital tools to produce and publish writing
- Interact and collaborate with others

Conducting Research

- Participate in research projects on a topic of interest

Credibility, Reliability, and Validity of Sources

- Recall or gather information from provided sources
- Take notes and categorize information

Range of Writing

- Write routinely over time for a variety of purposes and audiences

1.5 Speaking and Listening

Comprehension and Collaboration

- Ask and answer questions for clarification
- Engage effectively in a range of collaborative discussions and build on others' ideas
- Paraphrasing portions of text or information read aloud

Presentation of Knowledge and Ideas

- Share stories, experiences, and interests clearly enough to be understood using appropriate volume and pacing

Integration of Knowledge and Ideas

- Use of audio and visual displays to emphasize and enhance facts or details

Conventions of Standard English

- Demonstrate command of age-level appropriate grammar when speaking

Mathematics – Grade 4

2.1 Numbers and Operations

Numbers and Operations in Base Ten:

- Perform multi-digit whole numbers applying place-value understanding and properties of operations

Numbers and Operations - Fractions

- Extend understanding of fractions to show equivalence and ordering
- Build fractions from unit fractions
- Extend and apply previous understandings of operations of whole numbers
- Connect and compare decimal notation to fractions

2.2 Algebraic Concepts

Operations and Algebraic Thinking:

- Represent and solve problems involving four operations
- Develop and apply number theory to find factors and multiples
- Generate and analyze patterns using one rule

2.3 Geometry

- Draw and identify lines and angles of two-dimensional figures
- Classify two-dimensional figures by properties of their lines and angles
- Recognize and draw lines of symmetry

2.4 Measurement and Data

- Solve problems involving measurement and conversions from a larger unit to a smaller unit
- Translate data from one type of data display to another
- Using information provided in a line plot, represent and interpret data
- Measure angles and use properties of adjacent angles to solve problems