How to read the report card

Entity = School

S1 = semester one

Success Attribute scores are given for each class.

Academic scores are given for each strand in each class.

Bellingham School District

Entity: 316
Algl 7th S1 — B — S1
Teacher Name

Extended Learning — P
Teacher Name

Here you will see pass/fail (P/F) grades for Extended Learning classes. If your child is in a class that receives high school credit you will see it listed here, along with a letter grade of A, B, C, D, or F.

Entity: 316
Math 7th S1

	S1
Number System	
Expressions and Equations	3
Geometry	3
Statistics and Probability	2
Ratios and Proportional Relationships	3
Success Attributes	2
	3

Teacher Name
Comment:

Science 7th S1

Science Practices	
Core Ideas	3
Success Attributes	3
	3

Teacher Name
Comment:

PE 7th S1

Movement & Physical Fitness	
Success Attributes	3
	4

Teacher Name
Comment:

Spanish 7th S1

Communications	
Culture	2
Success Attributes	2
	NE

Teacher Name
Comment:

Lang Arts 7th S1

Literature	3
Writing	
Speaking & Listening	3
Language	2
Success Attributes	3
	3
	4

Entity: 316

4 - Exceeding
3 - Meeting
2 - Approaching
1 - Not Meeting
M - Modified Expectation
NE - Not Evaluated

NE means that the topic has not yet been taught.

More Information

If you have questions or need additional information, the best point of contact is your child's classroom teacher or the school principal. Questions can also be directed to the Department of Teaching and Learning at 360-676-6512. For more information on family engagement and standards-based reporting visit **bellinghamschools.org/reportingstudentprogress.**

You can find Frequently Asked Questions on our Bellingham Public Schools website at **bellinghamschools.org/reportingstudentprogress**. Some examples of questions you'll find there include:

- **How do the numbers (4,3,2,1) compare to the previous letter grades (A,B,C,D)?**
- **My children received all A's before and now they are getting 3's, should I be worried?**
- **How does standards-based reporting affect my child's high school credit class?**

Additional information related to standards and assessment can also be found on the Washington State Office of Superintendent of Public Instruction website at **k12.wa.us**. The National PTA website, **PTA.org**, has parent guides to support student success, including an overview of key concepts your child will learn in English/literacy and math by grade level and ideas for supporting learning at home. Another aligned resource is **corestandards.org**, the website for the Common Core State Standards Initiative.

Bellingham Public Schools
a collective commitment

1306 Dupont Street
Bellingham, WA 98225

360-676-6400 *phone*
360-647-6816 *multi-language phone*

bellinghamschools.org/reportingstudentprogress

Report Card Guide
for Middle School Families

This is your guide to the middle school report card. An effective family engagement system includes multiple ways of communicating with you about your child's performance and progress. The report card is just one way we share information.

What is Standards-Based Reporting and why is it used?

Standards-Based Reporting gives you information about how your child is progressing toward meeting the Washington State Standards during the course of the school year. Standards specify what all students should know and be able to do. In a standards-based system:

- **Your child's performance is measured against the standard, rather than simply being compared to other students in his or her class.**
- **As parents and guardians, you are provided clear information on how your child is progressing academically.**

Tips for Reviewing the Report:

- **Review the report card with your child.**
- **Ask your child questions about the content of the report card; get his/her insights into the learning focus and the scores.**
- **If you are uncertain about any portion of the report card, make note of it, ask your child, and when needed, ask your child's teacher.**
- **Together, identify areas of accomplishment and growth, and celebrate them; remember that a "3" designates "meeting standard" and is cause for celebration.**
- **Ask your child to select one or two areas to set goals for improvement and together make a plan to reach those goals.**

Academic Scoring Marks

Scores on the report cards are numbers in the form of a 4, 3, 2, or 1. Half points can be given to show performance that includes some, but not all of the higher level performance indicators.

A "3", as highlighted in the academic descriptors, indicates that a student is meeting grade level expectations at the time of reporting.

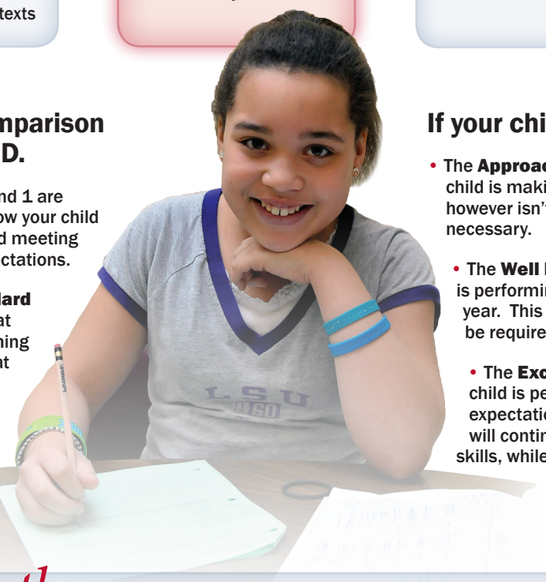
Score indicates performance related to expectations at time of reporting.

4 — Exceeding Standard
Significantly exceeds grade level standard
Demonstrates advanced level of knowledge and understanding
Independently applies learning in other contexts

3 — Meeting Standard
Meets grade level standard
Demonstrates solid knowledge and understanding
Applies learning to other subject areas

2 — Approaching Standard
Demonstrates progress toward grade level standard, but not yet at standard
Demonstrates some knowledge and understanding

1 — Well Below Standard
Not meeting grade level standard
Showing minimal progress
Additional support needed to develop knowledge and understanding



There is no comparison to A, B, C, and D.

- The grades 4, 3, 2 and 1 are designed to show how your child is performing toward meeting the grade level expectations.
- The **Meeting Standard** score of **3** shows that your child is performing at grade level. If that performance is maintained, your child will meet the end-of-year standard.

If your child did not receive a 3:

- The **Approaching Standard** score of **2** shows that your child is making progress toward the grade level expectation, however isn't quite there yet. Some additional support may be necessary.
- The **Well Below Standard** score of **1** shows that your child is performing well below the expectations for that time of year. This indicates that extra support and intervention will be required to make progress toward the standard.
- The **Exceeding Standard** score of **4** shows that your child is performing significantly above the grade level expectations. If this performance is maintained, your child will continue developing critical thinking and collaboration skills, while learning at deeper levels.

the Bellingham Promise outcomes

We develop students and graduates who are:

- readers and writers,
- scientists and mathematicians,
- historians and global thinkers,
- artists, performers and trades people,
- healthy, active individuals,
- multilingual readers and speakers,
- skilled users of technology and information.

Board Policy E-2

- critical thinkers and problem-solvers,
- effective communicators,
- leaders, collaborators and team players,
- dependable and responsible workers,
- innovators and creators,
- confident individuals who continuously challenge themselves,
- respectful and compassionate humans,
- honest and ethical citizens who act with integrity, and
- well-rounded community members engaged with the broader world.

Board Policy E-3

The Bellingham Promise is our district's strategic plan. The outcomes desired for all learners are a part of The Promise.
For more information on the The Bellingham Promise, visit **bellinghamschools.org**

Success Attribute Scoring Marks

In addition to Academic Score Marks, students are given marks for performance and practices related to effective student Success Attributes. The 4, 3, 2, 1 represent performance in the following ways:

4 — Exceeding Expectations
Exceeds expectations and consistently and independently demonstrates attributes

3 — Meeting Expectations
Meets expectations and generally demonstrates attributes

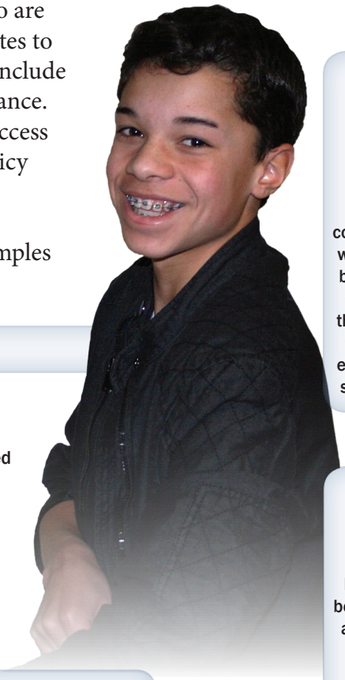
2 — Approaching Expectations
Progressing toward expectations; needs practice and support to acquire attribute skills

1 — Well Below Expectations
Not meeting expectations; not presently demonstrating attribute skills

Middle School Success Attributes

We believe in the importance of developing students who are knowledgeable in content areas and also have the attributes to be successful learners. Therefore, our goals for students include demonstration of attributes as well as academic performance. The Success Attributes are behaviors that lead to one's success as a student. These attributes are aligned with Board Policy E-3 outcomes, as found in The Bellingham Promise.

The following success attribute descriptions provide examples of what we want students to demonstrate:



Take Responsibility

Work completion, planning and use of time, preparedness, class contributions

- Attend class, and when absent seek ways to learn the material missed
- Come to class prepared
- Complete tasks on time
- Examine and learn from errors, seek help when needed
- Utilize resources—class time, notes, texts, assignments, peers, supplemental materials
- Focus and contribute positively to team work and class discussion

Attend to Detail

Producing quality work, following directions, persevering and following through

- Correctly follow all parts of oral and written directions independently
- Review own work and make corrections
- Produce quality work
- Show evidence of thinking

Other Marks for Reporting

NE — Not Evaluated at this time
This may be used when a subject has not been introduced or not yet covered in sufficient detail to warrant a score. It may also be used to indicate an area that is not covered during that reporting period. Or, for when there is not enough evidence collected from the student to warrant a score.

M — Modified Expectation
Indicates that a student is below grade level standards, and modified expectations have been identified for individual learning goals. Specific information on the student's progress will be in a separate report.