

# PARENTS AS PARTNERS



The webinar will begin soon!

**Please make sure your  
volume is adjusted  
to hear the music.**



# Standards-Based Report Card

Kindergarten - 2nd Grade

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# Why Standards-Based Report Cards?

Understanding the benefits for parents, students, and teachers

**01**

## **Parent Clarity**

Provides specific information to parents about what their child knows and is able to accomplish.

**02**

## **State Standards**

Gives clear information about student's knowledge and understanding of defined state standards.

**03**

## **Active Growth**

Visually shows individual student growth and progress over the entire course of the school year.

**04**

## **Targeted Skills**

Allows a teacher to target specific key skills for students who need additional support.

# Standards-Based Report Card

Grading periods each 9 weeks.

|                                                                                   | NW1 | NW2 | NW3                      | NW4                      |
|-----------------------------------------------------------------------------------|-----|-----|--------------------------|--------------------------|
| <b>LANGUAGE ARTS &amp; READING</b>                                                |     |     |                          |                          |
| <b>Beginning Reading &amp; Writing</b>                                            |     |     |                          |                          |
| Distinguishes between long and short vowel sounds in one-syllable words (1.2Aiii) |     |     |                          |                          |
| Identifies and manipulates sounds within words (1.Avi)                            |     |     |                          |                          |
| Blends and segments words into individual sounds (1.Av,vii)                       |     |     |                          |                          |
| Identifies and reads 100 high frequency words (1.2Bvi)                            |     |     |                          |                          |
| Applies phonetic knowledge to spell words (1.2C)                                  |     |     |                          |                          |
| <b>Reading Comprehension &amp; Skills</b>                                         |     |     |                          |                          |
| Applies a variety of comprehension strategies when reading independently (1.6)    |     |     |                          |                          |
| Responds to texts that are heard, viewed, or read (1.7B,C)                        |     |     |                          |                          |
| Understands characteristics of literary texts (1.8B,C,D)                          |     |     |                          |                          |
| Understands characteristics of informational texts (1.9Di,ii)                     |     |     |                          |                          |
| Discusses the author's purpose for writing text (1.10A)                           |     |     |                          |                          |
| <b>Reads Grade Level Text</b>                                                     |     |     |                          |                          |
| Reads grade-level texts with fluency and comprehension. (1.5A)                    |     |     | <input type="checkbox"/> | <input type="checkbox"/> |
| or<br>Additional support needed to demonstrate fluency and comprehension          |     |     | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Written Composition</b>                                                        |     |     |                          |                          |
| Writes literary texts (1.12A)                                                     |     |     |                          |                          |
| Writes informational texts (1.12B)                                                |     |     |                          |                          |
| Edits writing using appropriate conventions (1.11Di, viii, ix)                    |     |     |                          |                          |

Student expectations are an abbreviation of the state standards (TEKS)

Shaded means the standard was not assessed during that grading period.

# How are the standards chosen?

Understanding the foundation of our student report cards

**01**

## **State Standards Alignment**

Standards for our report cards are aligned with the standards established by the State of Texas, the Texas Essential Knowledge and Skills (TEKS).

**02**

## **Essential Foundations**

Standards selected are essential for success in current and subsequent grade levels.

# How will my child's progress be reported?

|                                                                                                                                                                                                                                                                                                                             |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>Mastery at the current expected level</b> <ul style="list-style-type: none"><li>• Independently and accurately</li><li>• Applies knowledge and skills within content</li><li>• Can use prior knowledge to support new content</li><li>• Consistently reflects on their own learning</li></ul>                            | <b>MS</b> |
| <b>Approaching at the expected level of mastery</b> <ul style="list-style-type: none"><li>• Minimal teacher support</li><li>• Understands knowledge and skills within content</li><li>• Has prior knowledge to support new content</li><li>• Sometimes reflects on their own learning</li></ul>                             | <b>AS</b> |
| <b>Developing at the expected level of mastery</b> <ul style="list-style-type: none"><li>• Constant teacher support</li><li>• Recognizes knowledge and skills within content</li><li>• Has limited prior knowledge to connect to new content</li><li>• Beginning to reflect on their own learning with assistance</li></ul> | <b>DS</b> |
| <b>Not assessed at this time in the curriculum</b>                                                                                                                                                                                                                                                                          | <b>*</b>  |

# How will I receive my child's report card?



## Skyward Family Access

Your child's report card will be available online in Skyward Family Access under the **Portfolio** tab.

### ▼ ELAR - KG

Period 1 (7:40 AM - 8:31 AM)

COURTNEY BRADLEY

#### ▼ Beginning Reading & Writing



Identifies and produces rhyming words...

Blends syllables and individual sounds...

Segments words into syllables and ind...

Recognizes at least 25 high frequency...

Identifies capital and lowercase letters...

Identifies letter sounds. Identifica los s...

DUAL: Mezcla sílabas para formar pal...

DUAL: Segmenta palabras multisilábic...

# How does my child's teacher assess the standards?



## Observe & Confer

Teachers observe and take notes to record progress while conferring and working directly with students in various classroom settings.



## Evaluate Daily Work

Projects, research, portfolios, and other classwork completed during the school day are evaluated to assess ongoing academic growth.



## Track Progress

Notes and student work samples are compiled over the grading period to accurately determine progress: Mastery, Approaching, or Developing.

# What determines Mastery of the Standard?



## District Standardized Rubric

Teachers will use a district standardized rubric to determine the student's level of mastery on the essential standards.

# Rubric

Below is a snapshot of a 1st grade math rubric.

| Standards Based Report Card Rubric: Mathematics |                                                                                                                 |                                                                                                                                                              |                                                                                         |             |                                                                                                                                                                 |                                                                                                                                                                 |                                                                                                                                                                 |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Report Card Category                            | Report Card Language                                                                                            | Student Expectations                                                                                                                                         | Bluebonnet Evidence of Learning                                                         | 1st 9 Weeks | 2nd 9 Weeks                                                                                                                                                     | 3rd 9 Weeks                                                                                                                                                     | 4th 9 Weeks                                                                                                                                                     |
|                                                 |                                                                                                                 |                                                                                                                                                              |                                                                                         |             |                                                                                                                                                                 |                                                                                                                                                                 | support.                                                                                                                                                        |
|                                                 | <b>2nd - 4th Nine Weeks</b><br><br>Generates and solves addition and subtraction word problems within 20 (1.3F) | 1.3(F) The student is expected to generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. | Utilize Bluebonnet problem sets, exit tickets, mid module and end of module assessments |             | <b>3 - Mastery</b><br><br>The student is able to generate and solve <b>all addition and subtraction word problems within 20 independently and accurately.</b>   | <b>3 - Mastery</b><br><br>The student is able to generate and solve <b>all addition and subtraction word problems within 20 independently and accurately.</b>   | <b>3 - Mastery</b><br><br>The student is able to generate and solve <b>all addition and subtraction word problems within 20 independently and accurately.</b>   |
|                                                 |                                                                                                                 |                                                                                                                                                              |                                                                                         |             | <b>2-Approaching</b><br><br>The student is able to generate and solve <b>all addition and subtraction word problems within 20 with minimal teacher support.</b> | <b>2-Approaching</b><br><br>The student is able to generate and solve <b>all addition and subtraction word problems within 20 with minimal teacher support.</b> | <b>2-Approaching</b><br><br>The student is able to generate and solve <b>all addition and subtraction word problems within 20 with minimal teacher support.</b> |
|                                                 |                                                                                                                 |                                                                                                                                                              |                                                                                         |             | <b>1-Developing</b><br><br>The student is able to generate and solve <b>all addition and subtraction word problems within 20 with constant teacher support.</b> | <b>1-Developing</b><br><br>The student is able to generate and solve <b>all addition and subtraction word problems within 20 with constant teacher support.</b> | <b>1-Developing</b><br><br>The student is able to generate and solve <b>all addition and subtraction word problems within 20 with constant teacher support.</b> |

# My child is in a special program. (Special Education, Dual Language, or has 504 paperwork)?



## With an IEP

Special education students will be assessed according to the grade level curriculum with accommodations and/or modifications as noted in their Individualized Education Plan (IEP).



## Without an IEP

Students without an IEP will receive designated supports according to their paperwork and will receive mastery, approaching, and developing progress on their report card in a manner consistent with all students at that grade level.

# Why Standards-Based grading?

[Seven Reasons for Standards-based grading](#) ASCD

[Making the Grades](#) ASCD

[Leading the Change/Effective Grading Practices](#) By Douglas Reeves

[Why the Label “Exceeds Standard” does not work](#) By Thomas Guskey

## Resources for more information:

- Student's classroom teacher
- [Belton ISD SBRC website](#)

# Skyward Family Access Log In - Option 1

Go to: [www.bisd.net](http://www.bisd.net)

Look for Family Access on the top banner

Click **Family Access**



**Belton ISD**

*Inspiring Dreams. Empowering Futures.*

Enrollment ▾

**Family Access**

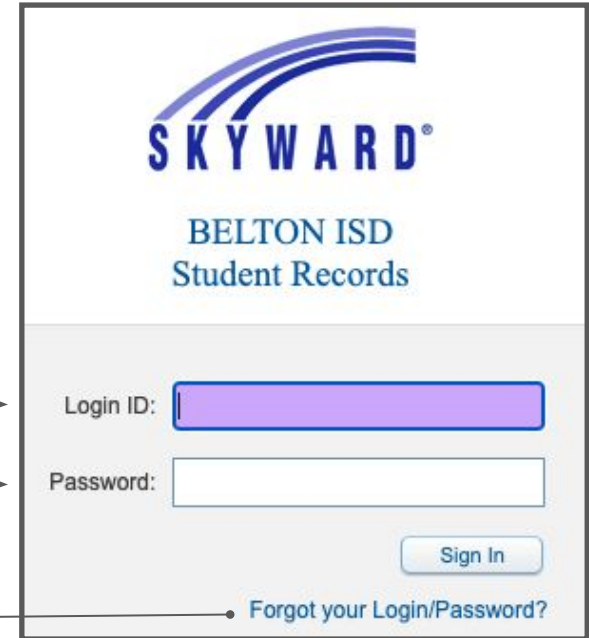
Join Our Team ▾

# Sign In to Skyward Family Access

1. **Enter your login ID**  
*Email address or ID that you set*
2. **Enter the password**  
*First time log in, enter password from email*
3. **Click Sign In**

*If you forgot your Login ID or Password, click the **Forgot Login/Password?** Link*

Technology Support: 254-215-4357



The image shows a login form for Skyward Family Access. At the top is the Skyward logo, which consists of three blue curved lines above the word "SKYWARD" in blue capital letters. Below the logo, it says "BELTON ISD" and "Student Records" in blue. The login area has a light gray background. It contains two input fields: "Login ID:" followed by a purple rectangular box, and "Password:" followed by a white rectangular box. Below these fields is a blue button with the text "Sign In". At the bottom right of the form is a link that says "Forgot your Login/Password?". Two black arrows point from the instructions on the left to the "Login ID:" and "Password:" labels. A thin black line connects the "Forgot your Login/Password?" link to the text in the instruction block below the list.

SKYWARD®

BELTON ISD  
Student Records

Login ID:

Password:

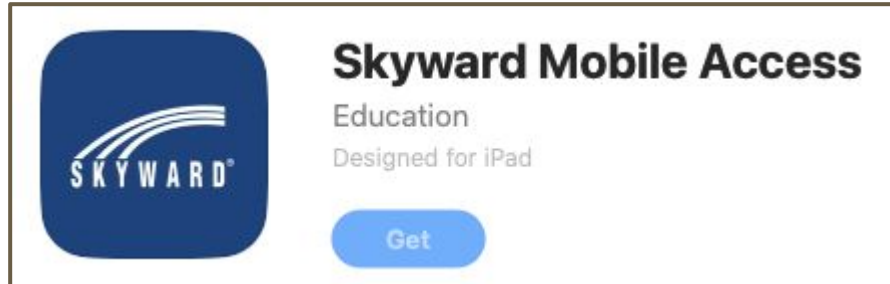
[Sign In](#)

[Forgot your Login/Password?](#)

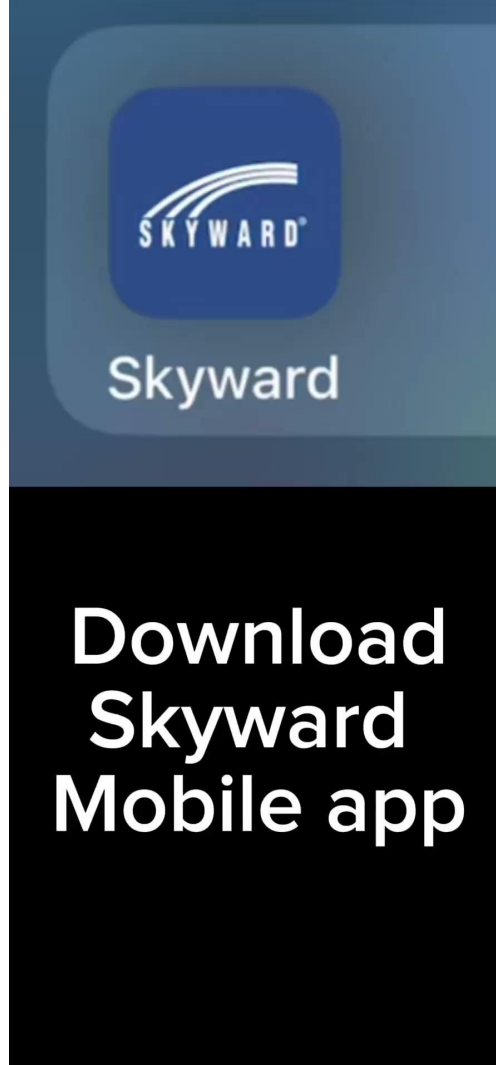
# Skyward Family Access Log In - Option 2

Use the Skyward Mobile App

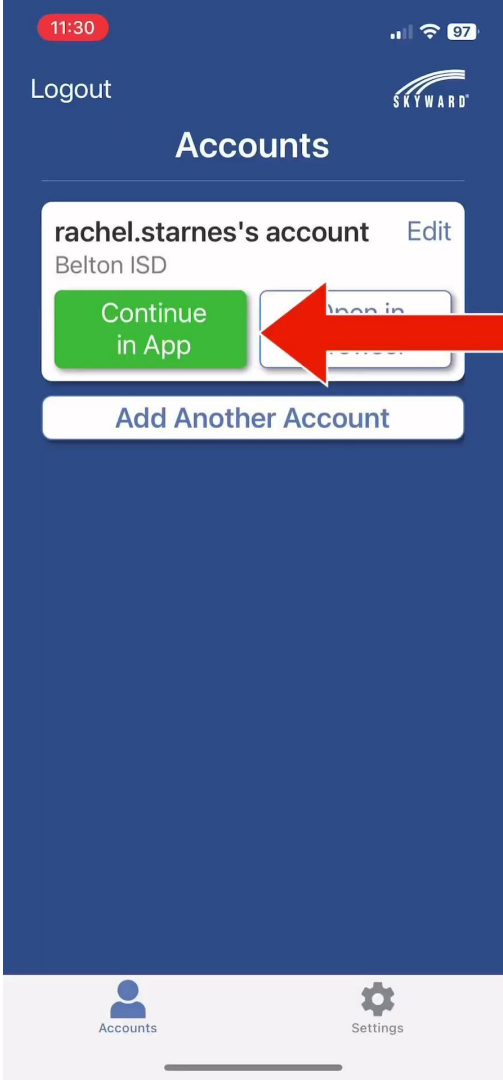
[Skyward Mobile App - Set Up Instructions](#)



Family Access Mobile App  
Log In Demo



Skyward Family Access App  
Demo



PK - 2nd Grade View

The screenshot shows the Gradebook interface for Tarver Elementary School. The left sidebar contains navigation links: Home, New Student Online Enrollment, Calendar, **Gradebook**, Attendance, Discipline, Career Plans, Portfolio, and Student. The main area displays 'Class Grades' for 'ELAR - 02' in 'Period 1 (7:40 AM - 8:31 AM)'. The table has columns for standards (PR1, PR2, 1ST, PR3, PR4, 2ND, SM1, PR5, PR6, 3RD, PR7, PR8) and rows for standards. The '2ND' and 'SM1' columns are highlighted in yellow. A callout box points to the '2ND' and 'SM1' columns, stating 'Grades posted to the report card are in **bold**. Current grades are **highlighted**.' Another callout box points to the 'MS' grade in the '2ND' column, stating 'Click to view the details for this standard'. A third callout box points to the 'MS' grade in the 'SM1' column, stating 'Standard graded'. A fourth callout box points to the 'MS' grade in the '2ND' column, stating 'Grade received'. A fifth callout box points to the 'MS' grade in the 'SM1' column, stating 'Click Gradebook'. A sixth callout box points to the 'MS' grade in the '2ND' column, stating 'Progress Report Report Card or Semester'.

Home

New Student Online Enrollment

Calendar

**Gradebook**

Attendance

Discipline

Career Plans

Portfolio

Student

**Gradebook**

There are no Missing Assignments/Events.

**Class Grades**

(TARVER ELEMENTARY SCHOOL) Display Options | GPA / Class Rank

| Class                                              | PR1 | PR2 | 1ST | PR3 | PR4 | 2ND | SM1 | PR5 | PR6 | 3RD | PR7 | PR8 |
|----------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| ▼ <b>ELAR - 02</b><br>Period 1 (7:40 AM - 8:31 AM) |     |     |     |     |     |     |     |     |     |     |     |     |
| ▼ Beginning Reading & Writing                      |     |     |     |     |     |     |     |     |     |     |     |     |
| Demonstrates and applies phonetic kn...            |     |     |     |     |     |     |     |     |     |     |     |     |
| Demonstrates and applies phonetic kn...            |     |     |     |     |     |     |     |     |     |     |     |     |
| Uses context to determine the meanin...            |     |     |     |     |     |     |     |     |     |     |     |     |
| ▼ Reading Comprehension & Skills                   |     |     |     |     |     |     |     |     |     |     |     |     |
| Reads grade-level texts independently...           |     |     |     |     |     |     |     |     |     |     |     |     |
| Applies a variety of comprehension str...          |     |     |     |     |     |     |     |     |     |     |     |     |

Grades posted to the report card are in **bold**. Current grades are **highlighted**.

Click Gradebook

Click to view the details for this standard

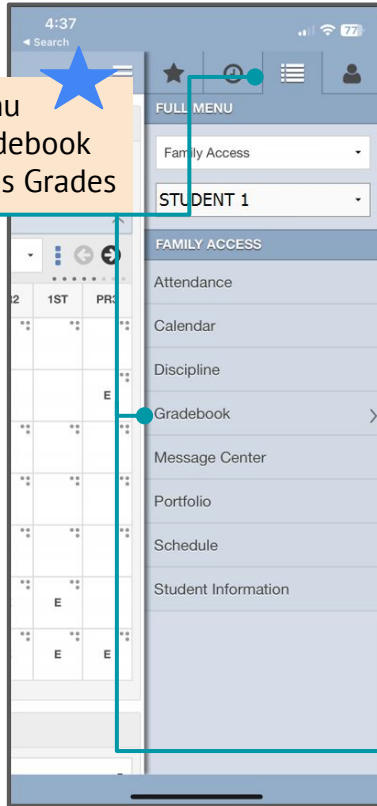
Standard graded

Grade received

Progress Report Report Card or Semester

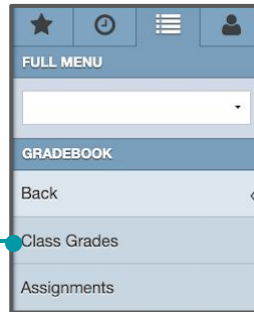
# PK - 2nd Grade View on App

Click Menu  
Click Gradebook  
Click Class Grades



**Grade Options**  
Current Grades  
Previous & Current  
All Grades

**Class, period  
and teacher**



| Class Grades             |     |     |     |     |     |    |
|--------------------------|-----|-----|-----|-----|-----|----|
| TARVER ELEMENTARY SCHOOL |     |     |     |     |     |    |
| All Grades               |     |     |     |     |     |    |
| Class                    | PR1 | PR2 | 1ST | PR3 | PR4 |    |
| ELAR - 02<br>Prd 1 /     | **  | **  | **  | **  | **  | ** |
| ART - 02<br>Prd 3 /      | **  | **  |     | E   | E   |    |
| MATH - 02<br>Prd 4 /     | **  | **  | **  | **  | **  | ** |
| SOC STUD - 02<br>Prd 5 / | **  | **  | **  | **  | **  | ** |
| SCIENCE - 02<br>Prd 6 /  | **  | **  | **  | **  | **  | ** |
| MUSIC - 02<br>Prd 7 /    | **  | E   | E   | E   | E   |    |
| PE - 02<br>Prd 8 /       | E   | E   | E   | E   | E   |    |

Progress Report  
Report Card or  
Semester

Use arrows to move  
through grades

Click dots to open for  
standards based grade

| MATH - 02                                                                                                                        |             |
|----------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1ST Progress Report                                                                                                              | Grade Marks |
| 1ST Summary (08/17/2023 - 10/14/2023)<br>Not a graded class                                                                      |             |
| Subjects & Skills                                                                                                                |             |
| Description                                                                                                                      | Grade       |
| Number & Operations                                                                                                              | MS          |
| Use concrete and picture models to put together and break apart numbers up to 1,200 Usa modelos concretos y pictoriales para ... | MS          |
| Use standard/word/expanded forms to represent numbers up to 1,200 Use formas estandar / de palabra / expandidas para ...         | AS          |
| Compare/order numbers up to 1,200 using comparative language, numbers, and symbols Compare / ordene numeros de hasta 12...       | MS          |
| Locate and name numbers on a number line Localizar y nombrar numeros en una recta numerica                                       | MS          |

# How to View Report Cards

## View Reports

All files are PDF files

Click description to download the file and open it

Click  
Portfolio

## Reports

All Report Cards and Progress Reports are available here

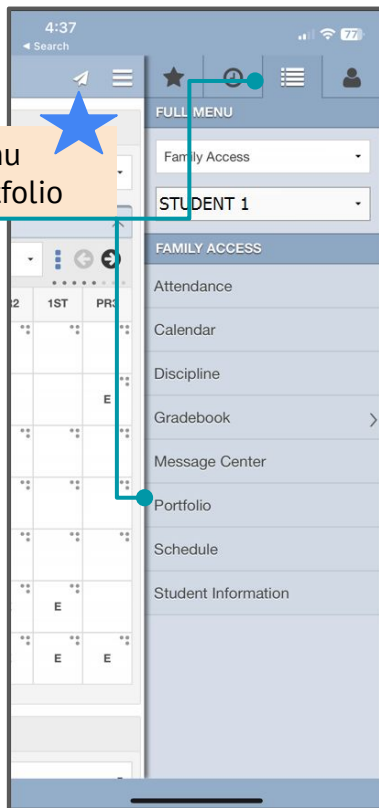
You may see other reports here such as transcripts

Description, type and created date are displayed

| Portfolio - Attachments                      |                 |                          |  |
|----------------------------------------------|-----------------|--------------------------|--|
| LAKE BELTON HIGH SCHOOL                      |                 |                          |  |
| Report Directory is not available for [NAME] |                 |                          |  |
| [NAME]                                       |                 |                          |  |
| Description                                  | Type            | Created                  |  |
| 2024 PR3                                     | Report Card     | Fri Nov 2, 2024 10:20am  |  |
| 2024 RC1                                     | Report Card     | Fri Oct 26, 2024 10:20am |  |
| 2024 PR2                                     | Progress Report | Mon Oct 2, 2023 8:01am   |  |
| 2024 PR1                                     | Progress Report | Thu Sep 14, 2023 2:59pm  |  |
| 2023 FINAL ACADEMIC RECORD                   | Report Card     | Thu May 25, 2023 1:33pm  |  |
| Progress Report 4                            | Progress Report | Fri Dec 9, 2022 11:55am  |  |
| Progress Report 3                            | Progress Report | Thu Nov 10, 2022 2:05pm  |  |
| 1ST 9 WEEKS                                  | Report Card     | Fri Oct 21, 2022 8:13am  |  |
| PROGRESS REPORT 2                            | Progress Report | Thu Sep 29, 2022 12:59pm |  |
| Report Card                                  | Progress Report | Fri Sep 9, 2022 1:58pm   |  |
| 2021 - Student Academic Record               | Report Card     | Thu Jun 10, 2021 2:45pm  |  |
| 2020 - Student Academic Record               | Report Card     | Wed May 27, 2020 9:11am  |  |
| 2019 - Student Academic Record               | Report Card     | Thu Jan 9, 2020 8:26am   |  |
| 2018 - Student Academic Record               | Report Card     | Wed May 30, 2018 2:56pm  |  |
| 2016-2017 FINAL REPORT CARD                  | Report Card     | Wed Jun 28, 2017 12:39pm |  |

# How to View Report Cards - Mobile App

Click Menu  
Click Portfolio



## Reports

All Report Cards and Progress Reports are available here

You may see other reports here such as transcripts

Description, type and created date are displayed

## View Reports

All files are PDF files

Click print to view the file on your mobile device

