

ACADEMIC ACHIEVEMENT & STUDENT PROGRESS

**Q: Why a Standards - Based Report Card?**

A: Standards-based report cards provide in-depth student assessments, consistent evaluations throughout the year, individualized instructional information and specific feedback.

**Q: How does this help parents?**

A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, they promote more detailed and meaningful conversations at conferences, allow for precise monitoring of student achievement, and reflect grade-level standards and expectations so parents gain a complete idea of student progress.

**Q: Why are all standards not listed on the report card?**

A: A Standards-based report card is not the same as a standard / learning outcome listing. Teams of teachers and administrators reviewed the New Illinois Learning Standards for each grade level and chose descriptors which were considered most significant for student learning and closely matched CISM#2015 Essential Skills.

**Q: Why are there no letter grades?**

A: A standards-based report card uses a rubric approach (1, 3, 2, 1) which provides information about student achievement without the need for letter grades. Letter grades follow a teacher's individual assessments and expectations and do not show a student's performance toward state and district expectations.

**Q: Can a student perform at a level 3 and then move to a lower level in the next marking period?**

A: The expectations change from one marking period to the next as students move toward the end of grade level expectations. This means students may meet the grade-level expectations during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period.

An academic key of 1-4 is used to report progress toward mastery of the New Illinois Learning Standards & District Essential Skills.

Student achievement is reported in specific strands within each subject that align with the New Illinois Learning Standards & District Essential Skills.

Descriptors within each strand give parents a more accurate picture as to areas of strength and weakness, as well as help teachers individualize instruction for every student.

Learner behavior indicators report the development of skills necessary to be a successful learner.

Academic Key	
Exceeding State and District Standards	4
Meeting State and District Standards	3
Approaching State and District Standards	2
Not Meeting State and District Standards	1
Not Assessed at this time	N/A

English Language Arts-Reading				
<b>Foundational Skills</b>	Q1	Q2	Q3	Q4
Able to use phonics and word analysis to decode				
Reads fluently and accurately				
Reads for understanding				
<b>Literature</b>	Q1	Q2	Q3	Q4
Asks and answers questions about the text				
Recounts stories to include story elements				
Demonstrates understanding of literary devices (point of view, cause and effect, figurative language, etc.)				
<b>Informational Text</b>	Q1	Q2	Q3	Q4
Asks and answers questions using evidence from the text				
Determines the main idea of a text; recounts the key details and explain how they support the main idea				
Compares and contrasts two texts on similar topics				
Uses text features and search tools (glossary, contents, illustrations, hyperlinks, etc.)				

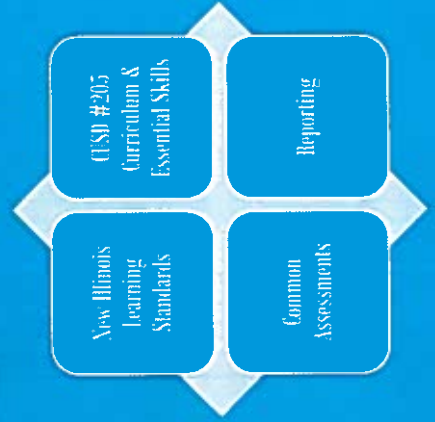
LEARNER BEHAVIORS

Learner Behaviors	Q1	Q2	Q3	Q4
Respects others' rights, feelings, and property				
Accepts responsibility for own behavior				
Exercises self control				
Organizes self and materials				
Follows directions				
Uses time effectively to produce quality work				
Completes work homework				
Perservers to solve problems				

## STANDARDS BASED REPORT CARDS

### Four Essential Components:

1. Content Standards as outlined by the New Illinois Learning Standards and USD #205 Essential Skills
2. USD #205 Curriculum / Quarterly Plans for grades K-5
3. Common assessments to measure the extent to which a student has met each standard
4. A communication tool that allows teachers to report a student's progress toward meeting standards



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*Community Unit School District #205*

## ELEMENTARY REPORT CARD GUIDE



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