



## Elementary Report Card Guide

The elementary report card is designed to report a student's *current* performance as measured against grade level standards. Teachers watch students' progress over time and then report their current performance on the report card at the end of each semester. Below is an explanation of each section of the report card.

For additional language support, please refer to the bottom of this document.

### Learning & Social Skills

Learning Skills			Social Skills		
GRADING PERIOD	1st	2nd	GRADING PERIOD	1st	2nd
<i>Focuses attention</i>			<i>Accepts responsibility for own behavior</i>		
<i>Follows directions</i>			<i>Respects others</i>		
<i>Follows school and classroom expectations</i>			<i>Manages emotions appropriately for age</i>		
<i>Participates appropriately in class discussion</i>			<i>Cooperates and shares with others</i>		
<i>Organizes workspace and materials</i>			<i>Solves problems with support</i>		

The learning and social skills assessed align directly with the Second Step curriculum used at all elementary schools in the Monroe School District. Scores in this section indicate if a student demonstrates the grade level skills (often, sometimes or not at this time) by the end of the grading period

- O** **'Often'** scores indicate that a student demonstrates proficiency in the behaviors or skills being assessed most of the time
- S** **'Sometimes'** scores indicate that a student is able to demonstrate proficiency in the skill or behavior some of the time
- N** **'Not at this time'** indicates that a student rarely demonstrates proficiency in a skill or behavior. It might also mean that the student's lack of proficiency is affecting the learning experience of others

### Content Area Scores

Students are assessed in content areas against the grade level standards using the following four-point scale:

- 4** Regularly demonstrates proficiency at one grade level above his/her current grade as assessed by the end of the grading period
- 3** Regularly demonstrates proficiency in most of the grade level skills as assessed by the end of the grading period
- 2** Regularly demonstrates proficiency in some of the grade level skills and is working towards proficiency in other grade level skills as assessed by the end of the grading period
- 1** Regularly demonstrates proficiency in little or no grade level skills as assessed by the end of the grading period
- N/A** Not yet assessed or the teacher does not have enough assessment data to generate an overall proficiency score

## Growth Scores

Growth scores are included for major content areas to give more information about a student's progress, allowing teachers and families to identify areas of strength and areas for growth. These scores show how much effort a student is putting into his or her learning. For example, a student might not be at standard yet in a particular area, but is putting forth excellent effort and is making great progress. On the other hand, a student may be exceeding grade level standards, but is putting little to no effort in progressing in his or her learning. Students will receive the following marks to show their *progress* in reading, writing and math:

- \*\* Significant measurable progress
- \* Some measurable progress
- Little to no measurable progress

If your child receives instruction in classes other than the general education classroom, he or she may receive a pound sign (#) on the report card. This means that an addendum with additional information is attached from the student's other class(es). If a student receives services from a support program, a (Y) is placed in the corresponding box.

Literacy and Language					
Students write clearly and effectively in English for a variety of audiences and purposes and read, interpret, analyze and evaluate both literary and informational texts. Students understand and apply commonly accepted rules and conventions of the English language.					
English Language Arts Common Core State Standards					
Reading			Reading Foundational Skills		
GRADING PERIOD		1st	2nd	GRADING PERIOD	
		1st	2nd		
<i>Reading progress</i>				<i>Print concepts</i>	
<i>Reading at grade level</i>				<i>Phonological awareness</i>	
<i>Comprehends literature</i>				<i>Phonics and word recognition</i>	
<i>Comprehends informational text</i>				<i>Fluency</i>	
Writing			Literacy Language Skills		
GRADING PERIOD		1st	2nd	GRADING PERIOD	
		1st	2nd		
<i>Writing progress</i>				<i>Conventions</i>	
<i>Uses text types for various purposes</i>				<i>Vocabulary</i>	
<i>Organizes ideas to compose a written piece</i>					
<i>Understands and applies the writing process</i>					

**Reading at grade level** - As assessed on the district's screening assessment (Fountas & Pinnell Benchmark Assessment System), students will receive a Y or N to indicated whether or not they are reading at grade level.

This information is available in multiple languages on our website.

<https://www.monroe.wednet.edu/departments/learning-teaching/report-cards/elementary-report-cards>