



# Elementary Standards-Based Report Card

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PARENT HANDBOOK 2020-21

Dear Parents,

For the past nine years, Palisades Elementary Schools have used a standards-based report card to communicate the progress of students in grades 1-5. This report card was based on the National Common Core Standards. In 2014, Pennsylvania adopted its own set of standards, the PA Core Standards, in English/Language Arts and Mathematics, which necessitated realignment of the report card to these more specific standards.

In the 2015/16 school year, a district committee worked to align the report card to these updated standards, as well as implement improvements to the report card suggested by feedback gleaned from staff and parent surveys. Ultimately, the value of a report card lies in its ability to communicate student progress in attaining academic standards, and to do so in a way that is clear and user friendly. We hope you find this updated report card to do both.

A standards-based reporting system is beneficial for a number of reasons. The standards-based report card ensures consistency of expectations and assessment across classrooms and schools. Rather than providing simply one grade for each subject area, this report card provides specific feedback to you regarding your child's progress as he or she works toward reaching proficiency in all academic standards. A benefit of this revised report card is that you will be able to track your child's progress based on quarterly expectations, as well as end-of-grade expectations. Our Link It individual student report, which will be included with the report card, will allow you to view your child's progress in very specific detail.

This handbook provides you with all the information you will need to interpret your child's progress, as reported by his or her teacher. Should you have additional questions, please do not hesitate to contact your child's teacher, your building principal, or our Director of Curriculum.

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## Pennsylvania's Standards Aligned System



The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. The components are described below:

**Clear Standards:** Statements that define what students should know and be able to do as a result of instruction

**Fair Assessments:** A collection of evaluation tools used to measure student performance

**Curriculum Framework:** A set of teaching topics by subject and grade level

**Instruction:** Teaching strategies used to maximize student learning

**Materials and Resources:** Curricular assets used to assist educators in delivering standards-aligned instruction

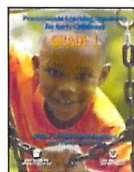
**Safe and Supportive Schools:** Tools to promote active student engagement and a safe and positive learning environment

### Palisades School District's Standards-Based Curriculum

Palisades School District's curriculum and instruction is based on the SAS system, and focused on Pennsylvania standards. These include PA Core Standards in the areas of English/Language Arts and Math, and PA Academic Standards in the areas of Scientific Thinking and Technology; Social Studies; Creative Thinking and Expression (Art and Music); and Health, Wellness, and Physical Development. Our Spanish curriculum is based on the National Standards for World Language. These are the standards that are used as the basis for our reporting system, and progress toward attainment of these standards is reflected on your child's report card.

### More Information about the PA Learning Standards

For comprehensive information about the PA standards on which our curriculum is based, and grade level expectations in specific standards areas, please explore the following resources:



#### Grade 1 PA Learning Standards

<https://tinyurl.com/y4c8k2bv>



#### Grade 2 PA Learning Standards

<https://tinyurl.com/y3nqd8ql>



#### Grades 3-5 PA Learning Standards

<https://www.pdesas.org/Standard/View>

Use the buttons to select standards by subject area and grade level

## Elementary Report Card

Year: 2016-2017

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

This key outlines the grading system used for learning standards. It is based on the percentage of items completed correctly by the student each quarter.

### Performance Levels

4 Excellent	The child is making excellent progress and is consistently exceeding grade-level skills/standards. (95% or more of assessment items correct)
3 Satisfactory	The child is making satisfactory progress and is on target to meet or is meeting grade-level skills/standards. (80% to 94% of assessment items correct)
2 Partial Progress	The child is making partial progress and needs improvement to meet grade-level skills/standards. (70% to 79% of assessment items correct)
1 Experiencing Difficulty	The child is experiencing difficulty in making adequate progress and is not meeting grade-level skills/standards. (60% or fewer of assessment items correct)
NA	Not assessed

Quarterly student performance levels will be reported for each major core standard

### English Language Arts – Pennsylvania Core Standards

#### 1.1 Foundational Skills (K–5)

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers. (Student skills include *book handling, print concepts, phonological awareness, phonics & word recognition, and fluency*)

Q1	Q2	Q3	Q4	Met Standard

#### 1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. (Student skills include the *application of identifying key ideas & details, author's craft & text structure, integrating knowledge & ideas to gain meaning, acquiring & using vocabulary, and reading a range of informational texts.*)

Q1	Q2	Q3	Q4	Met Standard

#### 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. (Student skills include the *application of identifying key ideas & details, author's craft & text structure, integrating knowledge & ideas to gain meaning, acquiring & using vocabulary, and reading a range of fictional texts.*)

Q1	Q2	Q3	Q4	Met Standard

#### 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. (Student skills include *composing writing pieces in narrative, informational, and opinion/argumentative form. Student skills also include responding to literature in written form, conducting research, citing credible & reliable sources, spelling, conventions of writing, grammar, and the use of technology.*)

Q1	Q2	Q3	Q4	Met Standard

At the end of the year, meeting of the grade-level standard will be indicated as "yes" or "no"

#### English Language Arts Comments:

Each quarter, the teacher will provide specific comments about your child's subject area strengths and needs. For 5<sup>th</sup> graders, letter grades will also be reported in the comments box.

Student Name:

Grade:

## Mathematics – Pennsylvania Core Standards

### 2.1 Numbers and Operations .....

Students demonstrate an understanding of numbers and place value, and then extend this knowledge to perform increasingly challenging operations in base ten. By grade 3, students develop an understanding of fractions as numbers and extend this understanding to perform operations using fractions in grades 4&5.

Q1	Q2	Q3	Q4	Met Standard

### 2.2 Algebraic Concepts .....

Students demonstrate an understanding of the meanings, properties, and uses of mathematical operations that provide a necessary foundation for the study of algebra in the middle grades.

Q1	Q2	Q3	Q4	Met Standard

### 2.1 Geometry .....

Students analyze, reason with, classify, compare and draw two and three-dimensional shapes. By Grade 5, they begin to plot points on a graph and interpret them to solve problems.

Q1	Q2	Q3	Q4	Met Standard

### 2.1 Measurement, Data, and Probability .....

Students measure and estimate accurately. This foundational skill allows them to eventually solve problems using measurement and conversion.

Q1	Q2	Q3	Q4	Met Standard

Mathematics Comments:

For this school year, Science or Social Studies progress will be reported on each MP.

### Science – Pennsylvania Academic Standards .....

Students develop knowledge and skill proficiency in four areas: biological science, physical science, earth and space science, environment and ecology.

Q2	Q4	Met Standard

### Social Studies – Pennsylvania Academic Standards .....

Students develop knowledge and skill proficiency in various areas of social studies, depending upon grade level. These areas include geography, civics, economics, physical and human characteristics of places and regions, chronological thinking, as well as Pennsylvania, United States, and World history.

Q2	Q4	Met Standard

Science and Social Studies Comments:



Student Name:

Grade: 7

#### Art

Students demonstrate an understanding of and use the basic elements of design, produce art in the style of various cultures, respond to and critique their own artwork and that of others, and explore a variety of cultures and ideas in order to create a modern day object.

Q1	Q2	Q3	Q4	Met Standard

#### Music

Students demonstrate singing and performing skills for music of various time periods and cultures, read music, and listen and respond to music.

Q1	Q2	Q3	Q4	Met Standard

#### Physical Education / Health (K-5)

Students demonstrate healthful living through healthy choices, information, and good decision-making skills. They demonstrate an understanding of growth and development, as well as knowledge of safety and injury prevention. They demonstrate the effects of physical activity and group interaction, as well as movement skills, motor skill development, and game skills.

Q1	Q2	Q3	Q4	Met Standard

#### Spanish (K-5)

Students demonstrate an understanding of spoken language and orally name in Spanish and an ability to pronounce, recognize, and utilize the written language. They demonstrate an understanding of cultural diversity and through comparison and connection, recognize the role of Spanish in the community.

Q1	Q2	Q3	Q4	Met Standard

#### Special Comments:

**For the 2020-2021 school year, specialist areas will not be providing grades for F2F or virtual learners.**

Grading system used for process standards

#### Process Standards

#### Performance Levels:

Learning Skills / Behaviors	Q1	Q2	Q3	Q4
Follows school rules				
Completes classwork on time				
Completes homework on time				
Contributes to class and group discussions				
Collaborates with and shows respect to others				

+	Exemplary
Y	Meets Expectations
-	Needs Improvement

ATTENDANCE	1st	2nd	3rd	4th
Days Tardy	0	0	0	0
Days Absent	1	0	0	0

#### General Comments:

Comments from any teacher regarding your child's progress in the area of process standards will be shared in this box.

# Interpreting Your Child's Standards-Based Report Card

## Progress Toward Meeting Grade Level Standards

Our new grading system indicates your child's progress in working toward grade level standards on a quarterly basis. We are indicating this progress through 4 performance levels:

**4- Excellent** (Student is making excellent progress and is consistently exceeding grade level skills/standards, as indicated by them getting 95% or more of assessment items in this standard correct)

**3-Satisfactory** (Student is making satisfactory progress and is on target to meet or is meeting grade level skills and standards, as indicated by them getting 80-94% of assessment items correct)

**2-Partial Progress** (Student is making partial progress and needs improvement to meet grade level skills/standards, as indicated by them getting 70-79% of items correct)

**1- Experiencing Difficulty** (student is experiencing difficulty in making adequate progress and is not meeting grade level skills/standards, indicated by the getting 69% or fewer of assessment items correct)

Additionally, we are using the designation "NA" to indicate that a particular standard was not assessed that quarter.

At the end of the school year, the report card will indicate whether or not your child has met the overall requirements of major core and academic standards by the recording of a "Y" for yes, or "N" for no in the "Met Standard" box. These general performance indicators will be supplemented by more specific information provided by teacher comments and your child's quarterly LinkIt Report.

## Teacher comments

Within the comment boxes for major academic areas, teachers will be identifying specific strengths and areas for growth for your child each quarter. These comments will "drill down" into sub-standards included in the general subject areas. Comments will be provided for English/Language Arts, Mathematics, and Science/Social Studies. Teachers of special subjects (Art, Music, Physical Education/Health, and Spanish) also have the opportunity to, but are not required to, provide individualized comments each quarter. (Note: special subjects will not be providing grades on report cards this year.)

**Please note that, for Fifth Graders only,** traditional letter grades for each quarter will be included in the comment boxes for English/Language Arts, Mathematics, Science, and Social studies (depending on which is being taught). These letter grades are being provided to help our students prepare for the traditional grading system they will encounter at the middle school. These letter grades will be generated by your child's overall percentage of items correct in assessments administered in the quarter for each general subject area listed above. Letter grades are assigned as follows:

- A- 90-100% of items correct
- B- 80-89% of items correct
- C- 70-79% of items correct
- D- 60-69% of items correct
- F- 59% or fewer of items correct

## Process Standards

Process standards are learning skills and behaviors positively associated with school achievement. The report card will contain information about the degree to which your child is developing/ displaying these skills/behaviors each quarter. These skills will be rated as follows:

- + = Exemplary development/display of these skills/behaviors
- Y = Average development/display of these skills/behaviors
- = Development/Display of this skill/behavior needs improvement

## LinkIt Reports

Along with your child's quarterly report card, you will be provided with two reports from our data management system, LinkIt (see samples on following page).

The first report is a **Student History Report** which contains the overall scores for all assessments that were administered during the marking period. This report also includes your child's scores on the most recent administration of MAP (Measure of Academic Progress), a nationally normed test that is administered to students each fall, winter, and spring.

The second report is a **Custom Standards Report**. This report will provide you with more detailed information about your child's performance in sub standards covered that quarter. For instance, within broad standard 1.2, Reading Informational Text, the LinkIt report will provide you with more specific information about your child's performance in corresponding sub-standards, such as sub-standard 1.2.C (Identifying Key Ideas and Details), 1.2.F (Vocabulary in Informational Text), etc. Depending on instruction and assessments offered that quarter, there may be many or a few items on which the sub-standard is measured, so this report needs to be interpreted with caution. The results are color-coded, with green being used as an indicator of strong performance (80-100% of items correct), yellow being an indicator of marginal performance (70-79% of items correct), and red being an indicator of an area of need (69% or fewer of items correct).



# SAMPLE MAP TEST RESULTS HISTORY



## Test Results History

<b>Language Arts</b>			
G5 ELA Lesson 7 - Focus Skill & Add'l Skill	Nov 1, 2016	Raw Percent	7/8 88%
G5 ELA Lesson 6 - Focus & Add'l Skill - Required 16-17	Oct 17, 2016	Raw Percent	7/8 88%
G5 ELA Theme 1 - Required 16-17	Oct 10, 2016	Raw Percent	42/54 78%
G5 ELA Lesson 4 - Focus & Add'l Skill - Required 16-17	Oct 3, 2016	Raw Percent	7/9 78%
G5 ELA Lesson 2 - Focus & Add'l Skill - Required 16-17	Sep 9, 2016	Raw Percent	4/4 100%
<b>Math</b>			
G5.MAT.Unit2 2016-17	Oct 27, 2016	Raw Percent	35/36 97%
2016 Fall NWEA MAP Math grade 5	Sep 28, 2016	Scaled Percentile Level	234 94 Q1 - (75-99%)
G5.MAT.Unit1 2016-17	Sep 23, 2016	Raw Percent	33/39 85%
<b>Reading</b>			
Fall DRA - G5	Sep 27, 2016	Raw	0
2016 Fall NWEA MAP Reading grade 5	Sep 22, 2016	Scaled Percentile Lexile Level	216 73 671 Q2 - (50-74)
Fall Fluency & Accuracy	Sep 6, 2016	Fluency Accuracy	139 99
<b>Writing</b>			
First Quarter Writing Assessment	Oct 28, 2016	Scaled Focus Content Organization Style Conventions	14 3 3 2 3 3

Fall MAP Math and Reading scores-

Percentile represents national percentile ranking

In writing, the scaled score is out of a total of 20 possible points, 4 in each of the 5 writing domains

## SAMPLE EXCERPT of LinkIt CUSTOM STANDARDS REPORT

List of  
assessments  
included in the  
report



### Selected tests

G5 ELA Lesson 4 • Focus & Add'l Skill • Required 16•17, G5 ELA Lesson 6 • Focus & Add'l Skill • Required 16•17, G5 ELA Lesson 7 • Focus Skill & Add'l Skill, G5 ELA Theme 1 • Required 16•17, G5.MAT.Unit1 2016• 17, G5.MAT.Unit2 2016•17

### Period

From Sep 1, 2016 To Nov 1, 201

### Standards

#### English Language Arts • 2014

Main standard (1.2.5) followed  
by eight sub-standards (A, B, C,  
E, F, H, J, L) composing this  
score.

CC.1.2.5	Students read, understand, and respond to informational text with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	79%	15/19
CC.1.2.5. A	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	100%	1/1
CC.1.2.5. B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	86%	6/7
CC.1.2.5.C	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	100%	5/5
CC.1.2.5. E	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	100%	3/3
CC.1.2.5. F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	0%	0/1
CC.1.2.5.H	Determine how an author supports particular points in a text through reasons and evidence.	80%	4/5
CC.1.2.5. J	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	0%	0/1
CC.1.2.5. L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	100%	1/1

This excerpt includes one main standard (CC1.2.5 – Reading Informational Text), as well as 8 sub-standards whose scores are incorporated into the total next to CC 1.2.5. You will notice that some standards are associated with several test items, while others are associated with only one item. This is not unusual, and is the reason we only issue a formal grade for the main standard under which there are an appropriate number of assessment items. However, we provide you with this granular data to give you more detailed information about your child's progress. This report will vary by grade level, as standards and curriculum vary across the grades. It will always include several standards under English/Language Arts and Mathematics. It will also include Science and Social Studies when tests in those subjects have been given during that marking period.