

report card guide

for families



OAK LAWN-HOMETOWN SCHOOL DISTRICT 123 is a community of learners guided by the belief that continuous learning promotes fulfillment and future success. In keeping with the district's mission and vision, Oak Lawn-Hometown School District 123 has transitioned to a standards-based system of reporting on students' performance and progress. The purpose of this transition is to create a more specific, accurate, and understandable description of student learning for children, parents, and teachers.



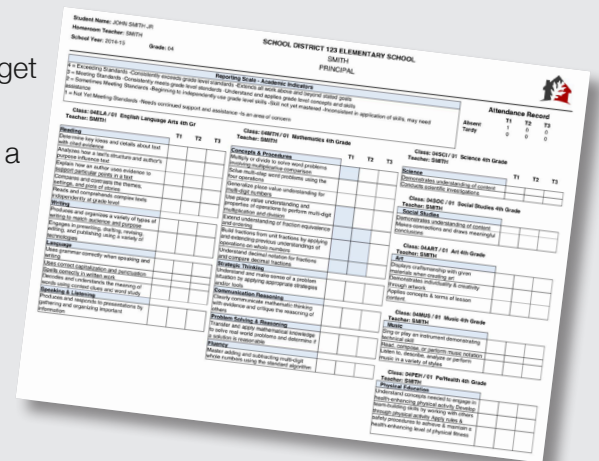
STANDARDS-BASED REPORTING OF GRADES

Standards-based grading measures the mastery of learning targets. It is based on a specific set of standards that students need to meet for each grade/content area. 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.
- Academic performance considers the level of consistency and independence your child displays toward meeting the standard at a particular time.
- As parents and guardians, you are provided clear information on how your child is progressing academically.

TIPS FOR REVIEWING THE REPORT CARD:

- 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 a note of it, ask your child, and when needed, ask your child's teacher
- Together with your child, identify and celebrate areas of accomplishment and growth; remember that a "3" designates "meeting a standard" and is cause for celebration
- Ask your child's teacher about ways to support learning at home



ACADEMIC INDICATORS & SCORING MARKS

Scores on the report cards are numbers on a scale of 4, 3, 2, or 1. These scores indicate how your child is doing at that time of the year to be on track for meeting the end-of-year learning standards. A “3” as highlighted in the descriptors, indicates that a student is meeting grade level expectations at the time of reporting. For an inside look into how instructional staff members determine the Academic Indicators through an Expanded Meaning Matrix, see d123.org/reportingstudentprogress



Not Yet Meeting Standards

Working below grade level expectations

Needs continued support and assistance

1

Sometimes Meeting Standards

Developing towards independence and consistency in meeting grade level skills

Needs assistance to apply grade level standards

2

Meeting Standards

Independently and consistently meets standards

Demonstrates consistent application of skills

Independently and consistently applies grade level concepts and skills

3

Exceeding Standards

Independently and consistently exceeds standards

Demonstrates a deeper understanding of standards

Extends all work above and beyond the grade level standards

4

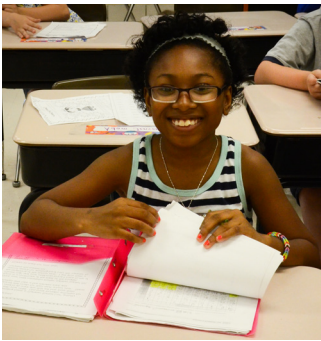
THERE IS NO COMPARISON TO LETTER GRADES

- The 1-4 scale should not be compared to the traditional A-F grading scale in any way
- A mark of “3” cannot be considered a “B”, nor should a “4” be considered an “A”
- The Meeting Standards 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 Sometimes Meeting Standards score of 2 shows that your child is making progress toward the grade level expectations, however has not yet mastered the skills. Some additional assistance may be needed.
- The Not Yet Meeting Standards score of 1 shows that your child is working below expectations for that time of the year. This indicates that additional assistance and support are required to make progress toward the learning standards.
- The Exceeding Standards score of 4 shows that your child is independently and consistently performing significantly above expectations. If this performance is maintained, your child will continue developing critical thinking and collaboration skills, while learning at deeper levels.



STUDENT SUCCESS INDICATORS

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 Student Success Indicators are behaviors that lead to one's success as a student. The following success indicator descriptions provide examples of what we want students to demonstrate:

<p>Critical Thinker</p> <p>Demonstrates the ability to use knowledge to problem solve and make good decisions</p> <p>Asks questions to clarify understanding</p> <p>Recognizes when an approach is unsuccessful and can identify logical alternatives</p>	<p>Collaborative Worker</p> <p>Communicates effectively with others, through writing, speaking, and listening</p> <p>Focuses on teacher, peers, and/or task, exhibits self-control, and accepts responsibility for their own behavior</p> <p>Collaborates positively with teacher and peers</p>	<p>Self-Directed Learner</p> <p>Independently sets and monitors goals</p> <p>Can independently apply connections between past and present experiences to current learning</p> <p>Advocates for oneself and demonstrates positive leadership characteristics</p>	<p>Quality Producer</p> <p>Demonstrates ability to create products that are innovative, imaginative, and creative</p> <p>Regularly prepares and utilizes an effective organizational system to enhance learning and productively use time</p> <p>Submits quality work that is accurate, precise, neat, and legible</p>
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STUDENT SUCCESS INDICATORS SCORING MARKS

Students are given marks to show how they are meeting the expectations for the Student Success Indicators.




<p>Not Yet Successful</p> <p>1</p>	<p>Sometimes Successful</p> <p>2</p>	<p>Consistently Successful</p> <p>3</p>	<p>Independently Successful</p> <p>4</p>

Standards - Academic Scoring marks (1,2,3,4) are given at the standard level only.

Subject & Standard descriptors are attached inside Skyward. They can be accessed by clicking the small paperclip visible inside the gradebook.


Attendance is one of the most accurate predictors of student success.

Student Name: JOHN SMITH JR Homeroom Teacher: SMITH School Year: 2014-15 Grade: 04		SCHOOL DISTRICT 123 ELEMENTARY SCHOOL SMITH PRINCIPAL																		
Reporting Scale - Academic Indicators						Attendance Record														
4 = Exceeding Standards -Consistently exceeds grade level standards -Extends all work above and beyond stated goals 3 = Meeting Standards -Consistently meets grade level standards -Understand and applies grade level concepts and skills 2 = Sometimes Meeting Standards -Beginning to independently use grade level skills -Skill not yet mastered -Inconsistent in application of skills, may need assistance 1 = Not Yet Meeting Standards -Needs continued support and assistance -Is an area of concern						<table border="1"> <thead> <tr> <th></th> <th>T1</th> <th>T2</th> <th>T3</th> </tr> </thead> <tbody> <tr> <td>Absent</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Tardy</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>				T1	T2	T3	Absent	1	0	0	Tardy	0	0	0
	T1	T2	T3																	
Absent	1	0	0																	
Tardy	0	0	0																	
Class: 04ELA / 01 English Language Arts 4th Gr Teacher: SMITH		Class: 04MTH / 01 Mathematics 4th Grade Teacher: SMITH		Class: 04SCI / 01 Science 4th Grade Teacher: SMITH																
Reading Determine key ideas and details about text with cited evidence Analyzes how a text's structure and author's purpose influence text Explain how an author uses evidence to support particular points in a text Compares and contrasts the themes, settings, and plots of stories Reads and comprehends complex texts independently at grade level		Concepts & Procedures Multiply or divide to solve word problems involving multiplicative comparison Solve multi-step word problems using the four operations Generalize place value understanding for multi-digit numbers Use place value understanding and properties of operations to perform multi-digit multiplication and division Extend understanding of fraction equivalence and ordering Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers		Science Demonstrates understanding of content Conducts scientific investigations																
Writing Produces and organizes a variety of types of writing to match audience and purpose Engages in prewriting, drafting, revising.				Class: 04SOC / 01 Social Studies 4th Grade Teacher: SMITH Social Studies Demonstrates understanding of content Makes connections and draws meaningful conclusions																
				Class: 04ART / 01 Art 4th Grade Teacher: SMITH Art Displays craftsmanship with given																

MORE INFORMATION: If you have questions or need additional information, the best point of contact is your child's classroom teacher or school principal. For more information on family engagement and standards-based reporting visit <http://d123.org/reportingstudentprogress>.

Additional information related to standards and assessment can also be found on the Illinois State Board of Education website at ISBE.net. The National PTA website, www.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 www.corestandards.org, the website for the Common Core State Standards Initiative.

The Student Success Indicators are intended to report information about the habits & attributes of the learner.

Student Name: JOHN SMITH JR Homeroom Teacher: SMITH School Year: 2014-15 Grade: 04		SCHOOL DISTRICT 123 ELEMENTARY SCHOOL SMITH PRINCIPAL						
Reporting Scale - Student Success Indicators								
4-Independently Successful 3-Consistently Successful 2-Sometime Successful 1-Not Yet Successful								
Class: SUIND / 13 Success Ind Teacher: SMITH								
Critical Thinker Asks questions to clarify understanding Demonstrates the ability to use knowledge to problem solve and make good decisions Makes connections and finds patterns between disciplines and content Recognizes when an approach is unsuccessful and can identify logical alternatives Demonstrates enthusiasm and engagement when learning new things								
Collaborative Worker Follows classroom rules, respects others and the learning environment Focuses on teacher, peers, and/or task, exhibits self-control, accepts responsibility for behavior Collaborates positively with teacher and peers Communicates effectively with others, through writing, speaking, and listening								
Self-Directed Learner Can independently apply connections between past and present experiences to current learning Seeks out support from teachers or others, draws on academic resources independently to access and analyze information Consistently practices perseverance and participates in classroom activities and discussions without regular prompting, learns from mistakes and takes initiative								