

What are the Behaviors/ 21st Century Study Skills listed on the report card?

Businesses are highly seeking soft skills in the work place, as the need for employees that have strong communication skills, the ability to collaborate, and take initiative continue to grow. Teachers will report behavior and study skills by noting if the behavior occurs Always (A), Often (O), Sometimes (S), or Never (N). When families see an S or an N, they know this is a behavior/study skill that will need to be improved in order for the student to be fully successful in the classroom.

Monitoring Progress

Families may keep up with their child's formative scores, which they may access through the iNow Student Information System, located on sumnerschools.org. Teachers post student work throughout the quarter so parents can see progress along the way. Final scores, which are based on district-wide common assessments, may be lower or higher than the formative scores shown throughout the quarter.

"Setting specific goals for student achievement and then tracking progress regarding those goals is one of the most powerful actions a teacher, school, or district can take."

-Robert Marzano

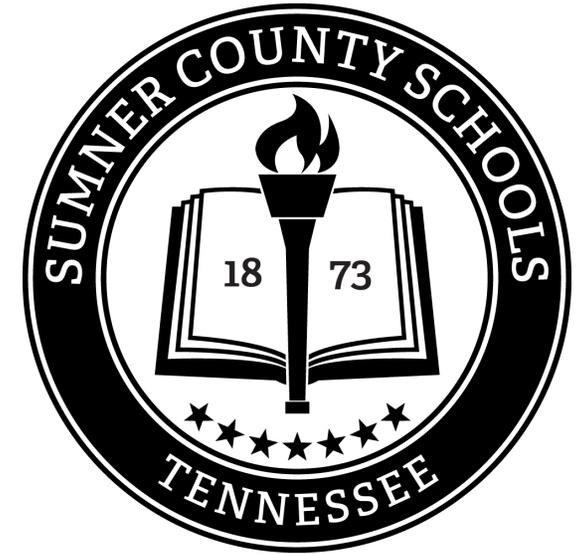
Mission Statement:

Sumner County Schools commits to growing learners who are college and career ready through quality instruction, effective use of resources, building a collaborative culture, and strong leadership.

Typical Guided Reading Levels:

PK Pre-Reader Kindergarten
A Kindergarten
B Kindergarten
C Kindergarten
D Kindergarten
E First Grade
F First Grade
G First Grade
H First Grade
I First Grade
J First Grade
K Second Grade
L Second Grade
M Second Grade
N Third Grade
O Third Grade
P Third Grade
Q Fourth Grade
R Fourth Grade
S Fourth Grade
T Fifth Grade
U Fifth Grade
V Fifth Grade

(Teachers report "Independent Levels" 95%+ Accuracy, Fluency, and Comprehension, as aligned to Fountas and Pinnell)



A FAMILY'S GUIDE TO THE STANDARDS-BASED REPORT CARD

Standards-Based Report Card

Elementary is full of exciting moments and new discoveries! Families and teachers are always amazed at the amount of growth children show during their first years of school. The standards-based report card is designed to communicate growth with families, student-by-student and skill-by skill.

Mastery

Although children begin learning many of the listed standards right from the very beginning of the year, repeated exposure and practice are needed for mastery to be met.

For children not yet at a level 3 in the first quarter where the standard opens, teachers will continue working to help those children reach mastery. Families can also support the child at home.

Related Arts

Related Arts teachers have a variety of standards to teach over the year. While they teach many standards across the domains, they may not report scores in every domain every quarter. Also, families may see scores go up and down from quarter to quarter. This is simply because more standards have been taught in later quarters, creating more information and a more complete picture of mastery for teachers, students, and families.

Reporting Area Key

Teachers will provide information of progress over the course of the year by indicating a level of mastery per each indicator. Because every child is different, the structure of the report card allows children to grow over the year and master different skills at different rates.

4

Teachers will indicate that a child has a 4 for a standard when he or she has an expert ability and has mastered and exceeded a deeper knowledge than what has been taught by the teacher. Although it is not the goal to have every standard at a 4, some children do have an extraordinary knowledge and strength in a few standards. It is possible that families may see a few 4s on indicators throughout the year.

There are some indicators, such as, “Names all uppercase letters,” where a 4 is not possible. There is no deeper knowledge than simply naming the letters. Therefore, it is not possible for any student to have all 4s on the report card, nor is it the expectation for any student to have almost all 4s on the report card.

3

When children are on-track and have a comprehensive understanding, the teacher will note a 3 next to the standard on the report card. The goal is for every child to have a comprehensive understanding by the end of the year. Students who are not yet at a 3 on the essential standards, will continue to receive instruction and support so mastery of these standards will be reached.

Knowing that children learn at different speeds, teachers provide children more time and support in needed areas. Families will be able to see progress throughout the year by seeing the mastery level change each quarter.

2

A 2 indicates that the child is approaching with partial ability to apply the skills, but hasn't fully mastered the content. This is an opportunity for growth that the teacher will work on at school and families can help support at home.

1

If the child is performing below expectations with minimal understanding, a 1 will be indicated on the report card. This is feedback for the family that the child is struggling with that skill. The teacher will continue working on the skill in the classroom, and the family can help support the child at home.

M2 or M1

If student work has been modified below grade level, an M1 or M2 will be noted. This will only occur when the teacher and family have had a conference to agree on this modification.

Showing Progress from a 1 or 2

When a child is at a 1 or 2, the teacher will continue teaching and assessing that standard. This cycle will continue until a child has mastered the grade level content, which is represented with a 3.

If a child stays at a 1 or 2 for multiple reporting periods, it is recommended that parents contact the child's teacher to learn how to provide further support at home.