

Report Card Reference Sheet

	Report Card Descriptor	Look Fors	Kid Friendly Words
4	<p>Exceeds Standards at this time:</p> <p>Student consistently demonstrates the ability to apply skills and concepts in a variety of settings and makes in-depth inferences. The student's work is typically at the 4 level.</p>	<ul style="list-style-type: none"> • In-depth understanding of concepts • Applies knowledge into multiple contexts • Demonstrates model work • Exemplary performance • Above & beyond • Articulates concept effectively & with sophistication 	<p>I am able to work independently, teach another student, and apply my learning.</p>
3	<p>Meets Standards at this time (expected outcome - standards are rigorous):</p> <p>Student consistently demonstrates grade level skills and knowledge. The student's work is typically at the 3 level.</p>	<ul style="list-style-type: none"> • Solid understanding of concepts • Consistent • Independent • Meets expectations • At grade level • Steady growth progress • Communicates effectively 	<p>I can do my work independently.</p>
2	<p>Below Standard at this time:</p> <p>Student is making progress toward meeting the grade level expectations, sometimes showing evidence of meeting the standards, at other times showing lack of understanding or ability to apply the concept or skills. The student's work is typically at the 2 level .</p>	<ul style="list-style-type: none"> • Partial understanding of concepts and skills • Inconsistent • Approaching standard • Needs help • Making some progress • Communicates in limited fashion 	<p>I can do some work independently, but I sometimes need help.</p>
1	<p>Well Below Standard at this time:</p> <p>Student is making minimal or no progress toward meeting grade expectations. The student's work is typically at the 1 level.</p>	<ul style="list-style-type: none"> • Difficulty using basic knowledge and skill • Even with help, does not understand concept or skill • Regression • No or minimal growth • Communicates ineffectively 	<p>I am just beginning to understand. With LOTS of help, I can start my work.</p>

Standard-Based Grading Philosophy

- Standards Based grading is a fair and accurate way of reporting which standards students know and are able to demonstrate.
- Standards Based grading is about what the student “learns not earns”
- Grades are based on the students most current performance and should be determined using multiple data points.
- Grades are based on formative and summative assessments.
- Grades are based on academic performance not attitude or effort. Behavior and study skills are assessed under Characteristics of Successful Learners.

Program	NMSD Report Card	Special Ed Progress Report	Comments
Students receiving replacement math or reading program	Special Ed Teacher reports standard based grades to classroom teacher to input	Special Ed Teacher	General Ed Teacher writes general comments on NMSD Report Card Special Ed Teacher writes comments on Special Ed Progress Report
Students receiving core reading or math in general ed (Imagine It or Eureka Math) and receiving intervention support	General Ed Teacher	Special Ed Teacher	General Ed Teacher writes reading and math comments on NMSD Report Card. Special Ed Teacher writes comments on Special Ed Progress Report

SCIENCE

Grades 3-5 Science Skills and Processes - a student meets a 3 standard if they:

Use Science Skills and Processes appropriate for grade level investigations:

- Chose a strategy that lead to completion of the investigation/task.
- Recorded all data.
- Effectively used scientific representations and notations to organize and display information.
- Used testable questions, conducted the experiment and supported results.
- Appropriately used data to support conclusions.
- Clear explanation was presented.

MATH

Grades 3 – 5 Problem Solving Rubric – a student meets a 3 standard if they:

Use the steps of the problem solving process to solve grade level appropriate problems:

- Determine the question(s) to be answered given a problem situation.
- Identify information that is given in a problem and decide whether it is necessary or unnecessary to the solution of the problem.
- Identify missing information that is needed to solve a problem.
- Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
- Select and use one or more appropriate strategies to solve a problem.
- Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
- Select and use one or more appropriate strategies to solve a problem and explain why that strategy was chosen. (4)
- Represent a problem situation using words, numbers, pictures, physical objects, or symbols. (4, 5)
- Determine whether additional information is needed to solve the problem. (5)