

Behaviors Supporting Learning

Behaviors Supporting Learning: These are the conditions, behaviors, and attitudes that contribute to a successful school experience. General classroom behaviors are contained in a section following core content areas. Performance is rated on the 1-4 scale.

Independent Levels

Independent Level: *Reading, Writing, and Math*

This indicates the level at which your student is achieving in these subjects. Most students should be 'At Grade Level', indicated by an *equal sign* (=). If a student's instruction is being differentiated significantly either because they are very advanced or struggling with one or more of these subjects, it will be indicated with a *plus* (+) or a *minus* (-) symbol.

What Parents Should Know About Standards

1. **Standards set clear, high expectations for student achievement.** Standards tell what students need to do in order to progress through school at grade level.
2. **Standards guide efforts to measure student achievement.** Results of tests and class work aligned with grade-level academic standards show if students have learned for mastery.
3. **Standards promote educational equity for all.** Instruction in every school in the District will be based on the same academic standards.
4. **Standards inform parents about the academic expectations for their child.** Standards give parents more specific information for helping their child at home. Standards can be used as a tool to help parents determine the type of help their student may need to do better in school.
5. **Standards enable parents to participate more actively in parent/teacher conferences.** Knowledge of the academic standards helps parents understand more about what their child is learning and the academic expectations at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their child.
6. **Standards help parents see how the current grade level expectations are related to successive years' expectations.** Parents are able to see how their child's knowledge is growing from one year to the next.



St. Vrain Valley Schools Elementary Report Card Guide

Purpose

The purpose of the SVVSD elementary report card is to officially communicate with parents, guardians, and students about the achievement of academic and behavioral learning goals. Specifically this report card will:

- Identify what students should know and be able to do at each grade level
- Report proficiency levels for the current trimester based on the Colorado Academic Standards
- Provide a common understanding of the student's progress.

Tools for a Comprehensive Reporting System

While we hope this report card is helpful, it is only one tool in reporting your child's progress. Most school's reporting systems include a variety of reporting tools. The most highly regarded systems typically include a mix of traditional and modern reporting tools. Some of those most commonly used are listed below:

- Standardized assessment reports
- Phone calls
- Weekly or monthly progress reports
- Emails
- School open houses
- Newsletters
- Homework assignments

Parent-teacher conferences

Nothing can take the place of face-to-face conversation between a teacher and a parent. We sincerely hope you make every effort to meet with your child's teacher(s) during parent-teacher conferences. If your child is having difficulty at school or at other times during the year, we encourage you to call the school and make an appointment to speak with his or her teacher.



Explanation of Grading

Definitions:

Learner Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*


The Learner Expectations statements on the report card indicate the skills and knowledge based on specific skills (evidence outcomes) we expect students to know and be able to do **BY THE END OF THE TRIMESTER**.

EACH TRIMESTER, parents will receive information about their child's...

1. Overall Academic Achievement (grades) in each content area.
2. PROGRESS TOWARD MEETING the specific indicators (evidence outcomes) of the learner expectations that were taught during that trimester (Please see the Report Card Indicators Brochure).

*An N/A indicates that the specific performance indicator was not assessed during the current trimester.

First Grade Example:

2.0 Mathematics			
	Term		
	T1	T2	T3
ACADEMIC ACHIEVEMENT, GRADES K-3			
Mathematics Achievement, Grades K-3	O	S	
INDEPENDENT LEVEL			
Independent Level	=	=	
LEARNER EXPECTATIONS			
1-Represent a two digit number as tens and ones 	*N/A	3	
1-Add numbers within 20 using multiple strategies	3	2	
1-Subtract numbers within 20 using multiple strategies	4	3	

Measuring Progress

Each trimester a rating is given for student performance in relationship to the grade level academic and behavior expectations. Performance is rated on a scale of 1 to 4. Not all learner expectations are addressed each grading period as indicated by an N/A.

1	2	3	4
Demonstrates Beginning Stages of Grade Level Expectations	Demonstrates Partial Proficiency of Grade Level Expectations	Demonstrates Mastery of Grade Level Expectation	Demonstrates Advanced Achievement of Grade Level Benchmark
_____	_____	_____	_____
Does Not Meet End of Trimester Expectation	Partially Meets End of Trimester Expectation	Meets End of Trimester Grade Level Expectation	Exceeds End of Trimester Grade Level Expectation
_____	_____	_____	_____
The student is demonstrating minimal progress toward grade level expectation; skills and concepts need repeated practice and frequent guidance from the teacher; inconsistent quality of related products.	The student is performing near grade level expectation; skills and concepts are emerging with practice and teacher assistance; creates products that need refinement. Progress is being made towards the attainment of expectations.	The student is achieving grade level expectations; skills and concepts are consistently accomplished with minimal or no assistance; creates products that are of high quality.	The student is exceeding the grade level expectation; skills and concepts are accomplished independently and consistently; creates products that are exceptional and demonstrate in-depth thinking.

Measuring Work Using Traditional Grades

O, S, N, U / A, B, C, D, U ~ In this box, you will see the grade your student has earned in each content area. Individual teacher grading policies determine these grades and your child's teacher will share criteria with you regarding grading expectations.

Grades K-3

O	Demonstrates Outstanding Work
S	Demonstrates Satisfactory Work
N	Work Needs Improvement
U	Needs Additional Support

Grades 4-5

A	Demonstrates Excellent Work
B	Demonstrates Above Average Work
C	Demonstrates Average Work
D	Demonstrates Below Average Work
U	Demonstrates Unsatisfactory Work

* Report Cards reflect the concepts and skills (evidence outcomes) that match the Colorado Academic Standards and District Grade Level Learner Expectations.