



PARK RIDGE-NILES SCHOOL DISTRICT 64

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Dear District 64 Grades 3-5 Families,

During the 23-24 school year, District 64 implemented a standards-based reporting and grading model for all students in Grades K-5. Previously, a traditional letter grade was reported for students in Grades 3-5. For the 24-25 school year, a traditional letter grade will no longer be reported for Grades 3-5. This transition allows our teachers and families to better understand student performance on grade level standards. This also allows our students to take ownership of their learning and assess their learning within the levels of achievement.

We know that parents and families are our most valuable partners. This is especially true as the District continues to communicate the appropriate standards and student achievement in each subject area and grade level. The Illinois Learning Standards, which will be on our report cards, set high expectations for our students, staff, and schools. It is important to us to communicate your child's achievement toward these rigorous expectations in all content areas.

A standards-based report card serves as an essential tool to accurately communicate your child's achievement on the district-identified reporting standards for each grade level and subject area.

The tables below provide the Levels of Achievement for Grades 3-5 for both academic standards and learning behaviors:

Levels of Achievement: State Standards
E: EXTENDS - The student demonstrates learning and application beyond the scope of the standard. (Standards denoted with * are discreet and do not have an opportunity for extension.)
M: MEETS - The student has independently met the standard.
P: PROGRESSING - The student is developing an understanding of the standard and is

progressing with support.

B: BEGINNING - The student shows limited evidence of understanding the standard.
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Levels of Achievement: Learning Behaviors
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M: MEETS - The student has independently met the standard.
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P: PROGRESSING - The student is developing an understanding of the standard and is progressing with support.
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B: BEGINNING - The student shows limited evidence of understanding the standard.
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I hope you will find this communication and the standards-based report card helpful and informative.

Best,

Dr. Samantha Alaimo
Assistant Superintendent of Student Learning

District 64 Standards-Based Grading Parent Handbook for Grades K-5

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Overview:

Standards-Based Grading and Reporting (SBGR) is designed to provide a more comprehensive picture of students' academic progress by identifying specific areas of strength, as well as areas where additional work may be needed. It facilitates collaboration and communication between parents and educators in their efforts to help students improve their performance. Nonacademic factors are reported separately from academic performance. Nonacademic factors include learning behaviors or skills critical to student learning and performance.

The report card is one way we communicate performance to families. It is a descriptive tool designed to enhance teaching and learning. The report card was designed to meet the unique needs of District 64 with input from various stakeholder groups and current research. It is consistent and uses clearly defined terminology from kindergarten through fifth grade.

Purpose of the Report Card:

This report card aims to describe academic achievement based on state standards and learning behaviors based on our district's grade-level learning expectations. It reflects student successes, guides improvements, and provides students with opportunities for self-evaluation and reflection.

Design:

The District 64 elementary report cards are designed by grade level standards (including learning behaviors) and will be reported out in trimesters. The levels of achievement on the report card remain the same throughout the year. Each grade level has a different report card unique to their grade level standards, and these standards may vary between trimesters, while some may be reported more than once.

- 2-8 reporting standards per subject area
 - Reporting standards may include several learning standards in one parent-friendly descriptor. Various standards will NOT be directly reported via the report card but are still expected to be taught.
- 6 reporting standards for learning behaviors

Reporting Principles:

- Levels of achievement should be based on clearly specified goals and performance on

priority standards.

- All students grades K-5 will be graded using the same standards.
- Evidence used for levels of achievement should be valid
 - Students are assessed individually on their performance towards the standards, not in comparison to peers.
- Focus on achievement
 - Students' achievement should be the only aspect included in their content area grade. Their learning behaviors are reported separately.
- Avoid assigning levels of achievement based on averages of the entire trimester
 - Focus on the most recent, comprehensive, or frequent evidence and/or performance levels. Traditional letter grades will not be assigned.

Content Descriptors:

Student achievement on the report card is “benchmarked” per trimester, meaning the expectations may change each trimester and become more difficult. For instance, one of the Kindergarten math standards states, “Counts to 100 by ones and tens.” In the first trimester, to meet the standard, a student must be able to orally count by ones to 10. By the third trimester, a student must be able to count to 100 by ones and tens to meet the standard.

There are three levels of achievement for content areas on the report card for Kindergarten:

Levels of Achievement for Kindergarten
M: MEETS - The student has independently met the standard.
P: PROGRESSING - The student is developing an understanding of the standard and is progressing with support.
B: BEGINNING - The student shows limited evidence of understanding the standard.

There are four levels of achievement for content areas on the report card for Grades 1-5:

Levels of Achievement for Grades 1-5
E: EXTENDS - The student demonstrates learning and application beyond the scope of the standard. (Standards denoted with * are discrete and do not have an opportunity for extension.)
M: MEETS - The student has independently met the standard.
P: PROGRESSING - The student is developing an understanding of the standard and is progressing with support.
B: BEGINNING - The student shows limited evidence of understanding the standard.

There are other descriptors that may appear on your child's report card.

- Standard was not assessed (black box): These black boxes are consistent across the district. A standard may have a black box for a variety of reasons: the standard was not taught in that trimester, it was not assessed in that trimester, or it was expected to have been mastered prior to that trimester.
- 'Forward Slash' mark (/): Standards marked with a 'slash' are on an individual student basis and could appear for a variety of reasons: if your child leaves the class for that whole content area or is exempt in the trimester or perhaps you moved into district late in the trimester, etc. If a standard has a 'forward slash,' the reason may be listed in the comments.
- NA: NA may be used to indicate a standard was not assessed due to extended absences, illness, etc.

The following are text boxes taken from the Kindergarten report card:

- Content areas are listed at the top of the section, as well as Tri 1/Tri 2/Tri 3 (Trimester 1, 2, and 3). Some standards may be blacked out because they were not assessed in that specific trimester.

ELA	Tri 1	Tri 2	Tri 3
Reading			
Recognizes and names upper- and lowercase letters of the alphabet			
Recognizes and produces the letter sounds			
Asks and answers questions about key details in a text.			
Applies grade-level phonics skills to decode words			
Reads grade-level high frequency words			
Reads grade level text with accuracy and fluency			

- All "specials" or elective classes are also reported K-5 in our standards-based model.

Art	Tri 1	Tri 2	Tri 3
Uses art tools safely and skillfully.			
Creates lines and uses lines to create shapes.			

Learning Behaviors:

There are six learning behaviors on the report card, K-5. These skills address how children perform as students overall, which is separate from their knowledge of the content in the various subject areas:

- Uses self-control and assumes responsibility
- Uses problem-solving strategies
- Uses organizational skills
- Works independently
- Works collaboratively
- Follows directions

There are three levels of achievement for the learning behaviors area on the report card:

Levels of Achievement
M: MEETS - The student has independently met the standard.
P: PROGRESSING - The student is developing an understanding of the standard and is progressing with support.
B: BEGINNING - The student shows limited evidence of understanding the standard.

These skills can be measured throughout the day, and describe your child's work habits as a student.

English Learner (EL) Guidelines:

All English Learners must acquire the English skills necessary for academic success and for success in a global, multicultural, and multilingual society. With that, all EL students are reported at their current grade-level standards.

EL students will receive an English Learner Report Card detailing student achievement in their EL program. This is sent home at the same time as the report card.

Special Education:

Students eligible for special education services are progress monitored as part of their Individualized Education Program (IEP).

- Special Education students are assessed based on grade level standards unless they qualify for modified grading, as outlined in an IEP.
- IEP teams determine when a student qualifies for modified grading at the IEP meeting, and will define specific content areas if modified grading is recommended. The accommodation of modified grading is reflected on a student's Educational Accommodations and Supports page.
- Benchmarks toward goal progress are updated by special education teachers and related service providers following the timeline of the report card.

Accelerated/Gifted and Talented Learners:

Advanced Learners will use the grade level standards that match the grade level content being taught. This may be applicable to students in the Channels of Challenge and/or accelerated math (grades 6-8) programs.

- For example, 4th-grade Channels of Challenge math students will have 6th-grade standards as descriptors and 5th-grade Channels of Challenge math students will have 7th-grade standards as descriptors.

Instrumental Music:

Students in instrumental music (band/orchestra) grades 4-8 will be assessed using a standards-based grading model. Individualized feedback is an essential component of standards-based grading, and comments on the report card will help provide effective feedback.

Report Cards:

[Grade K](#)

[Grade 1](#)

[Grade 2](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

Parent Supporting Documents

[Parent K SBR Supporting Document](#)

[Parent 1 SBR Supporting Document](#)

[Parent 2 SBR Supporting Document](#)

<u>Parent 3 SBR Supporting Document</u>
<u>Parent 4 SBR Supporting Document</u>
<u>Parent 5 SBR Supporting Document</u>

Standards Based Reporting Rubrics

[Grade K SBR Rubrics](#)

[Grade 1 SBR Rubrics](#)

[Grade 2 SBR Rubrics](#)

[Grade 3 SBR Rubrics](#)

[Grade 4 SBR Rubrics](#)

[Grade 5 SBR Rubrics](#)