



# Elementary Report Card Family/Caregiver Quick Guide

*This guide is intended to provide a general overview and guidance for families/caregivers regarding our elementary report cards. The Fife Public Schools Elementary Report Card reflects what students need to know, understand, and be able to do by the end of a given academic year. The report card is just one of several communication tools used to provide families/caregivers with an update as to their student's progress toward grade level Washington State Learning Standards.*

## Washington State Learning Standards

Four overarching learning goals provide the foundation for the development of the Washington State Learning Standards:

- Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

Reference: OSPI Learning Standards & Instructional Materials [website](#)

# Grading Scales

## Academic

Fife Public Schools uses a standards-based elementary report card. The learning standards are based on benchmarks that outline what students should know and be able to do at each grade level. Students are scored based on their level of proficiency in comparison to those standards. We do not use letter grades at the elementary level, but instead use numbers to indicate progress toward understanding of that standard or skill. The four-point scale is outlined below:

1	2	3	4	*
<i>Lack of evidence demonstrating grade level standard/skill</i>	<i>Approaching grade level standard/skill</i>	<i>Demonstrates grade level standard/skill</i>	<i>Consistently and independently demonstrates understanding and/or application of grade level standard/skill</i>	<i>Standard/skill not addressed at this time</i>

*In other words:*

\*: This standard or skill has not been taught or assessed during this report card period.

4: Students are able to consistently show that they understand this particular standard or skill without needing any support from the teacher, and in many cases, students actually demonstrate a deeper understanding of that standard or skill than what is typically expected.

3: Students are able to show that they understand this particular standard or skill in nearly all circumstances. They are “meeting” grade level expectations.

2: Students are getting close to being able to show they understand this particular standard or skill. They need some additional support but are on the right track.

1: Students are not yet showing that they understand this particular standard or skill. They are receiving ongoing support, but are not yet demonstrating understanding.

# Skills for Successful Learning

Students also receive feedback regarding their progress toward Skills for Successful Learning. These are the behaviors that support student learning and are aligned to the [Washington State Social Emotional Learning Standards and Benchmarks](#). This linked document outlines specific details about what these standards look like within different grade bands beginning on page seven. In grades K-3, the goal is that students demonstrate these standards “with adult assistance.” In grades 4-5, the goal is that students demonstrate these standards independently. This is taken into account when providing feedback on the report cards.

- Standard 1: Self-Awareness—Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.
- Standard 2: Self-Management—Individual can regulate emotions, thoughts, and behaviors.
- Standard 3: Self-Efficacy—Individual can motivate themselves, persevere, and see themselves as capable.
- Standard 4: Social Awareness—Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.
- Standard 5: Social Management—Individual can make safe and constructive choices about personal behavior and social interactions.
- Standard 6: Social Engagement—Individual can consider others and show a desire to contribute to the well-being of school and community.

## Washington State’s Social Emotional Learning Standards and Benchmarks

Self	Social
<b>Standard 1: Self-Awareness</b> —Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.	<b>Standard 4: Social Awareness</b> —Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.
<u>Benchmark 1A:</u> Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior. <u>Benchmark 1B:</u> Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets. <u>Benchmark 1C:</u> Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.	<u>Benchmark 4A:</u> Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities. <u>Benchmark 4B:</u> Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups. <u>Benchmark 4C:</u> Demonstrates an understanding of the variation within and across cultures.
<b>Standard 2: Self-Management</b> —Individual can regulate emotions, thoughts, and behaviors.	<b>Standard 5: Social Management</b> —Individual can make safe and constructive choices about personal behavior and social interactions.
<u>Benchmark 2A:</u> Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways. <u>Benchmark 2B:</u> Demonstrates responsible decision-making and problem-solving skills.	<u>Benchmark 5A:</u> Demonstrates a range of communication and social skills to interact effectively with others. <u>Benchmark 5B:</u> Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

	<b>Benchmark 5C:</b> Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability
<b>Standard 3: Self-Efficacy</b> —Individual can motivate themselves, persevere, and see themselves as capable.	<b>Standard 6: Social Engagement</b> —Individual can consider others and show a desire to contribute to the well-being of school and community.
<b>Benchmark 3A:</b> Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals. <b>Benchmark 3B:</b> Demonstrates problem-solving skills to engage responsibly in a variety of situations. <b>Benchmark 3C:</b> Demonstrates awareness and ability to speak on behalf of personal rights and advocacy.	<b>Benchmark 6A:</b> Demonstrates a sense of school and community responsibility. <b>Benchmark 6B:</b> Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. <b>Benchmark 6C:</b> Contributes productively to one's school, workplace, and community.

01	02	03	04	*
<i>Needs significant/consistent support to develop this skill</i>	<i>Developing this skill with support</i>	<i>Demonstrates this skill with minimal support</i>	<i>Consistently demonstrates this skill</i>	<i>Skill not assessed at this time</i>

## Attendance

We know that regular attendance at school is critical for academic success. Our report cards include an attendance summary that outlines total absences, along with a breakdown of excused and unexcused absences and tardies (arriving late).

## Core Classroom Subjects

All students receive grades in the areas of English Language Arts and Math. At grades 3-5, students will also receive an overall score for Science and Social Studies.

## Specialist Subjects

Specialist subjects include SKIP (K-2), Art (3-5), Music (K-5), and Physical Education/PE (K-5). Students participating in these specialist classes will *not* receive grades, but will have noted on their report card an overview of the content being covered in that class during the current report card period. Teachers in these areas will provide information about what students are doing in class and may also provide question prompts. Families/caregivers can use these questions to ask their students more about their learning in these specific subject areas.