

The New Hope-Solebury School District takes pride in its commitment to excellence. We strive to inspire and empower our students to become passionate, confident, life-long learners, with the skills and strength of character to contribute to a diverse and ever-changing world.

New Hope-Solebury Standards-Aligned Report Card (SARC) Implementation

Elementary Report Card Companion
and Rubrics

July 2014

Introduction

A report card—in any form—is only as good as the way it is implemented. Over the past several months, various stakeholder groups have engaged in dialogue with the expressed goal of developing and implementing new elementary report cards for the 2014-2015 school year. This document contains report card information on what and how to score evidence of student learning. The implementation of a new report card is a process—a journey in which we will undoubtedly experience successes and struggles. Collectively, as K-5 unit, we will “pilot” these new report cards, learn from our mistakes, and forge ahead better at communicating students’ strengths and areas of opportunity.



Our Newly Developed Standard-Aligned Report Cards (SARCs)

Our newly developed SARCs are based on the PA Core Standards. Those standards are for educators and, as you will see from the SARCs themselves, the language has been rewritten in parent-friendly terms. As we move throughout this process we will score/grade students developmentally; therefore, their grades/scores on the report card will focus primarily on work at their level with instances of exposure to grade level appropriate work. One may think that this approach is in opposition to the standards. Simply stated, it is not. We must work with students at their level and move them forward, developing skills and strategies they need to meet and exceed grade level standards. Our report cards, companion documents, and rubrics have been vetted both internally and externally for quality assurance.

Highlights of our Standards-Aligned Report Cards (SARCs)

- ❖ **Grade levels will work collaboratively to determine what assignments/assessments will be used to score each part of the report card.** This consistency is absolutely necessary across each grade level. In many instances, there will also be consistency across grade bands—i.e. grades 1-2 and grades 3-5. Grade levels should expect to discuss what assignments/assessments they will use when dialoguing with their building principal and district office administrators.
- ❖ **Students’ reading levels will be included on the SARCs.** It is extremely important to communicate to parents regarding their students’ reading levels and how their reading levels compare with grade level expectations. Given that we will grade primarily in a developmental manner, not all gifted learners will receive 3s in every area of the report card; conversely, not all students with special needs will receive 1s in every area. Keep in mind that we will also share student benchmark information this year with parents that will articulate students’ achievement and growth in relation to their peers as well as students in the same grade level across the country.

- ❖ **The SARCs for the LES maintain a numeric scale, the UES report cards add grades along with a numeric scale, and the “4” has been removed from all SARCs.** Parent and community surveys as well as the staff survey results were clear that there needed to be better clarification of scores on the report card. The “4,” which signified exceeding expectations, is really an indicator that students need more challenging and more rigorous work. The 4-3-2-1 scale was also falsely aligned to the notion of As-Bs-Cs-and Ds. If a student exceeds expectations in one or more areas, that will be articulated in the teacher comments section of the SARCs. Various stakeholder groups felt it was necessary to add grades to the SARCs at the UES. The SARCs for the UES are hybrid documents with a blend of grades and scoring scales.
- ❖ **The Learning to Learn section of the SARCs has been streamlined.** Various stakeholder groups gave the feedback that the Learning to Learn section of the report card was cumbersome and redundant. A great deal of streamlining has occurred relative to the Learning to Learn section to capture the most important big ideas in social and behavioral reporting.
- ❖ **Teacher comments remain a part of the SARC.** Much discussion ensued about the value of teacher comments on report cards. The parents were clear that they felt comments are extremely valuable; likewise, teachers and administrators hold high regard for comments. Comments will remain a part of the report card, and bank of comments will be included as starters to generate evidence-based notes. Teacher comments should be inclusive of items not specifically on the report card such as speaking/listening skills and handwriting. Comments should be included on the report card to denote concern and/or improvement with skills.
- ❖ **The SARC templates that you see have been developed in Microsoft Word.** The SARCs will be built in eSchool in the coming weeks. While the appearance may be different, the content will remain in the same.

In Gratitude

I would like to thank all of the teachers, instructional assistants, and administrators who engaged in this meaningful work. Without your input and expertise, this process would not be possible.

Report Card Companion and Rubrics for *Kindergarten* (Marking Period 1 Only)

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>DEMONSTRATES RESPONSIBILITY FOR OWN LEARNING</p>	<ul style="list-style-type: none"> • Stays on task • Stays focused for instruction • Works independently when expected • Accepts help and correction • Follows directions • Takes care of personal needs and belongings 	<ul style="list-style-type: none"> • Score of 3—Meets expectations • Score of 2—Working toward meeting expectations • Score of 1—Needs Improvement
<p>DEMONSTRATES SELF-DISCIPLINE</p>	<ul style="list-style-type: none"> • Assumes responsibility for own actions • Follows classroom and school rules • Practices self-control • Awaits turn • Completes tasks within the allotted timeframe • Interacts positively with peers • Interacts positively with adults • Perseveres when tasks are difficult • Willing to take risks 	<ul style="list-style-type: none"> • Score of 3—Meets expectations • Score of 2—Working toward meeting expectations • Score of 1—Needs Improvement

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
DEMONSTRATES EFFORT	<ul style="list-style-type: none"> • Stays on task • Stays focused on instruction • Works independently when expected • Accepts help and correction • Follows directions • Takes care of personal needs and belongings 	<ul style="list-style-type: none"> • Score of 3—Meets expectations • Score of 2—Working toward meeting expectations • Score of 1—Needs Improvement

Important Note: The first marking period report card does not contain academic targets; however, academics will be reported to parents/guardians at conferences. Academic assessments including phonemic awareness, concepts of print, and word recognition will guide instruction during the first marking period. A report card such as this for the first marking period of kindergarten is consistent with early childhood philosophies and National Association for the Education of Young Children recommendations.

Report Card Companion and Rubrics for *Kindergarten* (Marking Periods 2, 3, and 4)

<i>Report Card Language</i>	<i>Evidence of Learning (i.e. What to grade/score)</i>	<i>Standards-Based Rubric Language</i>
<p>READING</p> <p>Demonstrates understanding of phonemic awareness</p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Running record data • Reading conferences 	<ul style="list-style-type: none"> • Score of 3—Student consistently and independently demonstrates understanding of phonics and phonemic awareness • Score of 2—Student demonstrates understanding of phonics and phonemic awareness with promoting and support from the teacher • Score of 1—Student needs intervention from the teacher to apply phonics and phonemic awareness understanding
<p>READING</p> <p>Self-selects appropriate books for independent reading</p>	<ul style="list-style-type: none"> • Teacher observation • Reading conferences 	<ul style="list-style-type: none"> • Score of 3—Student consistently and independently self-selects appropriate texts for independent reading • Score of 2—Student selects appropriate texts for independent reading with prompting and support from the teacher • Score of 1—Student cannot select appropriate texts for independent reading without direct intervention from the teacher
<p>READING</p> <p>Reads fluently</p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Running record data • Reading conferences 	<ul style="list-style-type: none"> • Score of 3—Student reads fluently at his/her independent reading level (see fluency chart for expectations) • Score of 2—Student is partially fluent/approaching fluency expectations for his/her independent reading level (see fluency chart for expectations) • Score of 1—Student is not fluent at his/her reading independent reading level (see fluency chart for expectations)

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>READING</p> <p>Demonstrates understanding of vocabulary in context</p>	<ul style="list-style-type: none"> • Teacher observations during guided reading • Guided reading follow-up activities • Independent reading activities 	<ul style="list-style-type: none"> • Score of 3—Student demonstrates an understanding of vocabulary in context independently; student independently uses context clues to determine meanings of words • Score of 2—Student demonstrates an understanding of vocabulary in context with prompting and support from the teacher; student attempts to utilize context clues to determine the meanings of words in context • Score of 1—Student does not demonstrate an understanding of vocabulary in context; needs support from the teacher and direct instruction to understand vocabulary; student is unable to utilize context clues to determine meanings of words
<p>READING</p> <p>Applies strategies to decode texts</p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Guided reading follow-up activities • Independent reading activities • Running record information • Reading conferences 	<ul style="list-style-type: none"> • Score of 3—Student uses decoding strategies independently to access the texts; student uses a variety of decoding strategies; student can articulate decoding strategies • Score of 2—Student uses decoding strategies with prompting and support from the teacher to access texts; student uses few (1 or 2) decoding strategies; student is able to articulate decoding strategies with prompting and support • Score of 1—Student needs direct instruction on decoding strategies to access texts

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>READING</p> <p>Demonstrates comprehension</p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Guided reading follow-up activities • Independent reading activities • Graphic organizers • Responses to reading • Discussions 	<ul style="list-style-type: none"> • Score of 3—Student demonstrates accurate comprehension of texts independently; student demonstrates comprehension of guided reading and independent texts, independently • Score of 2—Student demonstrates misconceptions/misinformation relative to comprehension; student demonstrates comprehension of guided reading and independent reading texts with prompting and support from the teacher • Score of 1—Student does not demonstrate comprehension of texts; student needs prompting and support from the teacher to demonstrate comprehension
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Demonstrates understanding of writing/Kid-Writing</p>	<ul style="list-style-type: none"> • Kid-writing pieces • Writing conferences • On-demand writing pieces • Response to literature 	<ul style="list-style-type: none"> • Score of 3—Student writes clear, coherent piece with a clear idea and details independently • Score of 2— Student writes clear, coherent piece with a clear idea and details with prompting and support from the teacher • Score of 1—Student cannot write a clear, coherence piece without direct intervention from the teacher

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Applies spelling patterns in writing</p>	<ul style="list-style-type: none"> • Spelling/word study activities • Writing pieces • Writing conferences 	<ul style="list-style-type: none"> • Score of 3—Student applies spelling and word study patterns taught in class in their writing independently • Score of 2—Student applies spelling and word study patterns taught in class with prompting and support from the teacher • Score of 1—Student is unable to apply spelling and word study patterns taught in class
<p>MATHEMATICS</p> <p>Demonstrates understanding of math concepts</p>	<ul style="list-style-type: none"> • Math assessments (Part A) • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student scores 90%+ on math assessments; student demonstrates understanding of math concepts independently • Score of 2—Student scores 75-89%+ on math assessments; student demonstrates understanding of math concepts with prompting and support from the teacher • Score of 1—Student scores less than 75% on math assessments; student requires remediation to demonstrate understanding

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>MATHEMATICS</p> <p>Works accurately</p>	<ul style="list-style-type: none"> • Math assessments • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student consistently demonstrates accuracy in work • Score of 2—Student demonstrates accuracy in work with promoting and support from the teacher • Score of 1—Student does not demonstrate accuracy in work
<p>CONTENT AREA LEARNING</p> <p>Demonstrates understanding of key concepts in science</p>	<ul style="list-style-type: none"> • Science journals • Science experiments • Science assessments 	<ul style="list-style-type: none"> • Score of 3—Student consistently demonstrates understanding of science concepts and the scientific method • Score of 2—Student inconsistently demonstrates understanding of science concepts and the scientific method • Score of 1—Student needs teacher intervention and remediation to understand science concepts and the scientific method
<p>CONTENT AREA LEARNING</p> <p>Demonstrates understanding of key concepts in social studies</p>	<ul style="list-style-type: none"> • Social studies assessments • Social studies activities 	<ul style="list-style-type: none"> • Score of 3—Student consistently demonstrates understanding of social studies concepts • Score of 2—Student inconsistently demonstrates understanding of social studies concepts • Score of 1—Student needs teacher intervention and remediation to understand social studies concepts

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
LEARNING TO LEARN TARGET Respect	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Score of 3—Consistently Score of 2—Inconsistently Score of 1—Needs improvement
LEARNING TO LEARN TARGET Participation	<ul style="list-style-type: none"> Teacher observation 	
LEARNING TO LEARN TARGET Assignment completion	<ul style="list-style-type: none"> Teacher observation 	

Report Card Companion and Rubrics for *Primary Grades (Grades 1 and 2)*

<i>Report Card Language</i>	<i>Evidence of Learning (i.e. What to grade/score)</i>	<i>Standards-Based Rubric Language</i>
<p>READING</p> <p>Demonstrates understanding of phonemic awareness</p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Running record data • Reading conferences 	<ul style="list-style-type: none"> • Score of 3—Student consistently and independently demonstrates understanding of phonics and phonemic awareness • Score of 2—Student demonstrates understanding of phonics and phonemic awareness with promoting and support from the teacher • Score of 1—Student needs intervention from the teacher to apply phonics and phonemic awareness understanding
<p>READING</p> <p>Self-selects appropriate books for independent reading</p>	<ul style="list-style-type: none"> • Teacher observation • Reading conferences 	<ul style="list-style-type: none"> • Score of 3—Student consistently and independently self-selects appropriate texts for independent reading • Score of 2—Student selects appropriate texts for independent reading with prompting and support from the teacher • Score of 1—Student cannot select appropriate texts for independent reading without direct intervention from the teacher
<p>READING</p> <p>Reads fluently</p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Running record data • Reading conferences 	<ul style="list-style-type: none"> • Score of 3—Student reads fluently at his/her independent reading level (see fluency chart for expectations) • Score of 2—Student is partially fluent/approaching fluency expectations for his/her independent reading level (see fluency chart for expectations) • Score of 1—Student is not fluent at his/her reading independent reading level (see fluency chart for expectations)

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>READING</p> <p>Demonstrates understanding of vocabulary in context</p>	<ul style="list-style-type: none"> • Teacher observations during guided reading • Guided reading follow-up activities • Independent reading activities 	<ul style="list-style-type: none"> • Score of 3—Student demonstrates an understanding of vocabulary in context independently; student independently uses context clues to determine meanings of words • Score of 2—Student demonstrates an understanding of vocabulary in context with prompting and support from the teacher; student attempts to utilize context clues to determine the meanings of words in context • Score of 1—Student does not demonstrate an understanding of vocabulary in context; needs support from the teacher and direct instruction to understand vocabulary; student is unable to utilize context clues to determine meanings of words
<p>READING</p> <p>Applies strategies to decode texts</p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Guided reading follow-up activities • Independent reading activities • Running record information • Reading conferences 	<ul style="list-style-type: none"> • Score of 3—Student uses decoding strategies independently to access the texts; student uses a variety of decoding strategies; student can articulate decoding strategies • Score of 2—Student uses decoding strategies with prompting and support from the teacher to access texts; student uses few (1 or 2) decoding strategies; student is able to articulate decoding strategies with prompting and support • Score of 1—Student needs direct instruction on decoding strategies to access texts

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>READING</p> <p>Demonstrates literal comprehension</p> <p><i>Note: Literal comprehension involves retelling and summarizing, etc.</i></p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Guided reading follow-up activities • Independent reading activities • Graphic organizers • Responses to reading • Discussions 	<ul style="list-style-type: none"> • Score of 3—Student demonstrates accurate comprehension of texts independently; student demonstrates comprehension of guided reading and independent texts, independently • Score of 2—Student demonstrates misconceptions/misinformation relative to comprehension; student demonstrates comprehension of guided reading and independent reading texts with prompting and support from the teacher • Score of 1—Student does not demonstrate comprehension of texts; student needs prompting and support from the teacher to demonstrate comprehension
<p>READING</p> <p>Demonstrates interpretive comprehension</p> <p><i>Note: Interpretive comprehension involves making connections, making inferences, drawing conclusions, etc.</i></p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Guided reading follow-up activities • Independent reading activities • Graphic organizers • Responses to reading 	<ul style="list-style-type: none"> • Score of 3—Student demonstrates accurate comprehension of texts independently; student demonstrates comprehension of guided reading and independent texts independently • Score of 2—Student demonstrates misconceptions/misinformation relative to comprehension; student demonstrates comprehension of guided reading and independent reading texts with prompting and support from the teacher • Score of 1—Student does not demonstrate comprehension of texts; student needs prompting and support from the teacher to demonstrate comprehension

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Demonstrates understanding of narrative writing</p>	<ul style="list-style-type: none"> • Narrative writing pieces • Writing conferences • On-demand writing pieces • Response to literature 	<ul style="list-style-type: none"> • Score of 3—Student writes clear, coherent narrative pieces that remain focused and organized complete with well-developed content; student writes narrative pieces independently • Score of 2—Student writes narrative pieces that mostly remain focused and organized with content that supports their topic; student needs teacher promoting and support to write narrative pieces • Score of 1—Student cannot write narrative pieces that are focused, organized, and supported with content; student needs teacher support to construct narrative writing pieces
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Demonstrates understanding of informational writing including research</p>	<ul style="list-style-type: none"> • Informational and research writing pieces • Writing conferences • On-demand writing pieces • Response to non-fiction 	<ul style="list-style-type: none"> • Score of 3—Student writes clear, coherent informational/research pieces that remain focused and organized complete with well-developed content; student writes informational/research pieces independently • Score of 2—Student writes informational/research pieces that mostly remain focused and organized with content that supports their topic; student needs teacher promoting and support to write informational/research pieces • Score of 1—Student cannot write informational/research pieces that are focused, organized, and supported with content; student needs teacher support to construct informational/research writing pieces

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Demonstrates understanding of the writing process</p>	<ul style="list-style-type: none"> • Writing pieces • Writing conferences 	<ul style="list-style-type: none"> • Score of 3—Student writes rough drafts and edits/revises their writing with little or no prompting from the teacher; student articulates his/her understanding of the writing process independently • Score of 2—Student writes rough drafts and edits/revises their writing with promoting and support from the teacher; student articulates his/her understanding of the writing process with assistance from the teacher • Score of 1—Student needs teacher support to construct draft as well during the editing/revising process; student does not understand and cannot articulate the writing process
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Demonstrates understanding of grammar and conventions</p>	<ul style="list-style-type: none"> • Writing pieces • Writing conferences • On-demand writing pieces 	<ul style="list-style-type: none"> • Score of 3—Student independently applies grammar and conventions taught in class • Score of 2—Student applies grammar and conventions taught in class with prompting and support • Score of 1—Student is unable to apply grammar and conventions taught in class; student requires remediation and/or additional direct instruction on grammar and conventions taught in class

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Applies spelling patterns in writing</p>	<ul style="list-style-type: none"> • Spelling/word study activities • Writing pieces • Writing conferences 	<ul style="list-style-type: none"> • Score of 3—Student applies spelling and word study patterns taught in class in their writing independently • Score of 2—Student applies spelling and word study patterns taught in class with prompting and support from the teacher • Score of 1—Student is unable to apply spelling and word study patterns taught in class
<p>MATHEMATICS</p> <p>Demonstrates understanding of math concepts</p>	<ul style="list-style-type: none"> • Math assessments (Part A) • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student scores 90%+ on math assessments; student demonstrates understanding of math concepts independently • Score of 2—Student scores 75-89%+ on math assessments; student demonstrates understanding of math concepts with prompting and support from the teacher • Score of 1—Student scores less than 75% on math assessments; student requires remediation to demonstrate understanding

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>MATHEMATICS</p> <p>Demonstrates fact fluency and accuracy</p>	<ul style="list-style-type: none"> • Fact fluency benchmarks • Math assessments • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student meets or exceeds marking period expectations for the grade level; student consistently demonstrates accuracy and fluency with math facts • Score of 2—Student is working toward meeting marking period expectations for the grade level; student inconsistently demonstrates accuracy and fluency with math facts • Score of 1—Student needs direct instruction with math facts to work toward meeting marking period expectations; student needs support to demonstrate accuracy and fluency with math facts
<p>MATHEMATICS</p> <p>Applies problem-solving strategies</p>	<ul style="list-style-type: none"> • Math assessments • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student consistently and independently applies problem-solving strategies taught in class • Score of 2—Student needs prompting and support from the teacher to apply problem-solving strategies taught in class • Score of 1—Student is not able to apply problem-solving strategies taught in class; student needs remediation and direct instruction to apply problem-solving strategies taught in class

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>MATHEMATICS</p> <p>Works accurately</p>	<ul style="list-style-type: none"> • Math assessments • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student consistently demonstrates accuracy in work • Score of 2—Student demonstrates accuracy in work with promoting and support from the teacher • Score of 1—Student does not demonstrate accuracy in work
<p>CONTENT AREA LEARNING</p> <p>Demonstrates understanding of key concepts in science</p>	<ul style="list-style-type: none"> • Science journals • Science experiments • Science assessments 	<ul style="list-style-type: none"> • Score of 3—Student consistently demonstrates understanding of science concepts and the scientific method • Score of 2—Student inconsistently demonstrates understanding of science concepts and the scientific method • Score of 1—Student needs teacher intervention and remediation to understand science concepts and the scientific method
<p>CONTENT AREA LEARNING</p> <p>Demonstrates understanding of key concepts in social studies</p>	<ul style="list-style-type: none"> • Social studies assessments • Social studies activities 	<ul style="list-style-type: none"> • Score of 3—Student consistently demonstrates understanding of social studies concepts • Score of 2—Student inconsistently demonstrates understanding of social studies concepts • Score of 1—Student needs teacher intervention and remediation to understand social studies concepts

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
LEARNING TO LEARN TARGET Respect	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Score of 3—Consistently Score of 2—Inconsistently Score of 1—Needs improvement
LEARNING TO LEARN TARGET Participation	<ul style="list-style-type: none"> Teacher observation 	
LEARNING TO LEARN TARGET Assignment completion	<ul style="list-style-type: none"> Teacher observation 	

Report Card Companion and Rubrics for *Intermediate Grades (Grades 3, 4 and 5)*

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>READING</p> <p>Reads fluently</p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Running record data • Reading conferences 	<ul style="list-style-type: none"> • Score of 3—Student reads fluently at his/her independent reading level (see fluency chart for expectations) • Score of 2—Student is partially fluent/approaching fluency expectations for his/her independent reading level (see fluency chart for expectations) • Score of 1—Student is not fluent at his/her reading independent reading level (see fluency chart for expectations)
<p>READING</p> <p>Demonstrates understanding of vocabulary in context</p>	<ul style="list-style-type: none"> • Teacher observations during guided reading • Guided reading follow-up activities • Independent reading activities 	<ul style="list-style-type: none"> • Score of 3—Student demonstrates an understanding of vocabulary in context independently; student independently uses context clues to determine meanings of words • Score of 2—Student demonstrates an understanding of vocabulary in context with promoting and support from the teacher; student attempts to utilize context clues to determine the meanings of words in context • Score of 1—Student does not demonstrate an understanding of vocabulary in context; needs support from the teacher and direct instruction to understand vocabulary; student is unable to utilize context clues to determine meanings of words

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>READING</p> <p>Applies strategies to decode texts</p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Guided reading follow-up activities • Independent reading activities • Running record information • Reading conferences 	<ul style="list-style-type: none"> • Score of 3—Student uses decoding strategies independently to access the text; student uses a variety of decoding strategies; student can articulate decoding strategies • Score of 2—Student uses decoding strategies with prompting and support from the teacher to access texts; student uses few (1 or 2) decoding strategies; student is able to articulate decoding strategies with prompting and support • Score of 1—Student needs direct instruction on decoding strategies to access the text
<p>READING</p> <p>Demonstrates literal comprehension</p> <p><i>Note: Literal comprehension involves retelling and summarizing, etc.</i></p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Guided reading follow-up activities • Independent reading activities • Graphic organizers • Responses to reading • Discussions 	<ul style="list-style-type: none"> • Score of 3—Student demonstrates accurate comprehension of texts independently; student demonstrates comprehension of guided reading and independent texts independently • Score of 2—Student demonstrates misconceptions/misinformation relative to comprehension; student demonstrates comprehension of guided reading and independent reading texts with prompting and support from the teacher • Score of 1—Student does not demonstrate comprehension of texts; student needs prompting and support from the teacher to demonstrate comprehension

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>READING</p> <p>Demonstrates interpretive comprehension</p> <p><i>Note: Interpretive comprehension involves making connections, making inferences, drawing conclusions, etc.</i></p>	<ul style="list-style-type: none"> • Teacher observation during guided reading • Guided reading follow-up activities • Independent reading activities • Graphic organizers • Responses to reading • Discussions 	<ul style="list-style-type: none"> • Score of 3—Student demonstrates accurate comprehension of texts independently; student demonstrates comprehension of guided reading and independent texts independently • Score of 2—Student demonstrates misconceptions/misinformation relative to comprehension; student demonstrates comprehension of guided reading and independent reading texts with prompting and support from the teacher • Score of 1—Student does not demonstrate comprehension of texts; student needs prompting and support from the teacher to demonstrate comprehension
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Demonstrates understanding of narrative writing</p>	<ul style="list-style-type: none"> • Narrative writing pieces • Writing conferences • On-demand writing pieces • Response to literature 	<ul style="list-style-type: none"> • Score of 3—Student writes clear, coherent narrative pieces that remain focused and organized complete with well-developed content; student writes narrative pieces independently • Score of 2—Student writes narrative pieces that mostly remain focused and organized with content that supports their topic; student needs teacher promoting and support to write narrative pieces • Score of 1—Student cannot write narrative pieces that are focused, organized, and supported with content; student needs teacher support to construct narrative writing pieces

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Demonstrates understanding of informational writing including research</p>	<ul style="list-style-type: none"> • Informational and research writing pieces • Writing conferences • On-demand writing pieces • Response to non-fiction 	<ul style="list-style-type: none"> • Score of 3—Student writes clear, coherent informational/research pieces that remain focused and organized complete with well-developed content; student writes informational/research pieces independently • Score of 2—Student writes informational/research pieces that mostly remain focused and organized with content that supports their topic; student needs teacher promoting and support to write informational/research pieces • Score of 1—Student cannot write informational/research pieces that are focused, organized, and supported with content; student needs teacher support to construct informational/research writing pieces
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Demonstrates understanding of the writing process</p>	<ul style="list-style-type: none"> • Writing pieces • Writing conferences 	<ul style="list-style-type: none"> • Score of 3—Student writes rough drafts and edits/revises their writing with little or no prompting from the teacher; student articulates his/her understanding of the writing process independently • Score of 2—Student writes rough drafts and edits/revises their writing with promoting and support from the teacher; student articulates his/her understanding of the writing process with assistance from the teacher • Score of 1—Student needs teacher support to construct draft as well during the editing/revising process; student does not understand and cannot articulate the writing process

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Demonstrates understanding of grammar and conventions</p>	<ul style="list-style-type: none"> • Writing pieces • Writing conferences • On-demand writing pieces 	<ul style="list-style-type: none"> • Score of 3—Student independently applies grammar and conventions taught in class • Score of 2—Student applies grammar and conventions taught in class with prompting and support • Score of 1—Student is unable to apply grammar and conventions taught in class; student requires remediation and/or additional direct instruction on grammar and conventions taught in class
<p>ENGLISH/ LANGUAGE ARTS AND SPELLING</p> <p>Applies spelling patterns in writing</p>	<ul style="list-style-type: none"> • Spelling/word study activities • Writing pieces • Writing conferences 	<ul style="list-style-type: none"> • Score of 3—Student applies spelling and word study patterns taught in class in their writing independently • Score of 2—Student applies spelling and word study patterns taught in class with promoting and support from the teacher • Score of 1—Student is unable to apply spelling and word study patterns taught in class
<p>MATHEMATICS</p> <p>Demonstrates understanding of math concepts</p>	<ul style="list-style-type: none"> • Math assessments (Part A) • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student scores 90%+ on math assessments; student demonstrates understanding of math concepts independently • Score of 2—Student scores 75-89%+ on math assessments; student demonstrates understanding of math concepts with prompting and support from the teacher • Score of 1—Student scores less than 75% on math assessments; student requires remediation to demonstrate understanding

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<p>MATHEMATICS</p> <p>Demonstrates fact fluency and accuracy</p>	<ul style="list-style-type: none"> • Fact fluency benchmarks • Math assessments • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student meets or exceeds marking period expectations for the grade level; student consistently demonstrates accuracy and fluency with math facts • Score of 2—Student is working toward meeting marking period expectations for the grade level; student inconsistently demonstrates accuracy and fluency with math facts • Score of 1—Student needs direct instruction with math facts to work toward meeting marking period expectations; student needs support to demonstrate accuracy and fluency with math facts
<p>MATHEMATICS</p> <p>Applies algorithms</p>	<ul style="list-style-type: none"> • Math assessments • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student consistently and independently applies algorithms taught in class • Score of 2—Student needs prompting and support from the teacher to apply algorithms taught in class • Score of 1—Student is not able to apply algorithms taught in class; student needs remediation and direct instruction to apply algorithms taught in class

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>MATHEMATICS</p> <p>Applies problem-solving strategies</p>	<ul style="list-style-type: none"> • Math assessments • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student consistently and independently applies problem-solving strategies taught in class • Score of 2—Student needs prompting and support from the teacher to apply problem-solving strategies taught in class • Score of 1—Student is not able to apply problem-solving strategies taught in class; student needs remediation and direct instruction to apply problem-solving strategies taught in class
<p>MATHEMATICS</p> <p>Works accurately</p>	<ul style="list-style-type: none"> • Math assessments • Math opportunities/away from teacher activities 	<ul style="list-style-type: none"> • Score of 3—Student consistently demonstrates accuracy in work • Score of 2—Student demonstrates accuracy in work with promoting and support from the teacher • Score of 1—Student does not demonstrate accuracy in work
<p>CONTENT AREA LEARNING</p> <p>Demonstrates understanding of key concepts in science</p>	<ul style="list-style-type: none"> • Science journals • Science experiments • Science assessments 	<p style="text-align: center;">Intentionally Left Blank</p>

Report Card Language	Evidence of Learning (i.e. What to grade/score)	Standards-Based Rubric Language
<p>CONTENT AREA LEARNING</p> <p>Demonstrates understanding of key concepts in social studies</p>	<ul style="list-style-type: none"> • Social studies assessments 	<p>Intentionally Left Blank</p>
<p>LEARNING TO LEARN TARGET</p> <p>Respect</p>	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Score of 3—Consistently • Score of 2—Inconsistently • Score of 1—Needs improvement
<p>LEARNING TO LEARN TARGET</p> <p>Participation</p>	<ul style="list-style-type: none"> • Teacher observation 	
<p>LEARNING TO LEARN TARGET</p> <p>Assignment completion</p>	<ul style="list-style-type: none"> • Teacher observation 	