



PLEASE KEEP FOR FUTURE REFERENCE!

Elementary Report Cards & Rubrics

Fall 2008

Ozaukee Elementary

Student academic progress is reported using a standards-based format in 5K-grade 4.

A Standards-Based Approach to Reporting

Ozaukee Elementary report cards are standards-based. Standards-based reporting means that students are measured three times a year against a set of district-wide academic standards for each core subject area. Grades 5K, 1, 2, 3 & 4 have a set of standards for each trimester. Every student in that grade level is receiving similar instruction and being assessed on the same expectations.

You may wonder how the standards are determined. Teachers, along with administration, write our district standards. The State of Wisconsin standards provides a starting point and additional standards are added to align with district curriculum.

With this system of reporting, parents know exactly what their child is learning in each trimester and whether their child is “on track” with state and district academic expectations.

What Do 4, 3, 2, and 1 Really Mean?

A proficiency level represents a student’s progress on the report card.

Earning a “4” means the student has advanced understanding and exceeds grade-level expectations. A 4 is designed to provide academically gifted students challenge within the regular classroom. There are specific skills indicated in the report card rubric that a student needs to be able to do to earn a 4. This student has to show initiative, challenge himself or herself and demonstrate this advanced knowledge at school. A 4 is difficult to achieve and indicates a high ability in an academic area or strand.

Earning a “3” means the student has proficient understanding and meets grade-level expectations. We want all of our students to reach a level 3. A student receiving a 3 is right on track with our high academic expectations. A 3 is something to be celebrated!

Earning a “2” means the student has basic understanding and partially meets grade-level expectations. A student receiving a 2 understands the basic concepts or skills, but has not yet reached the proficient level. A 2 should indicate to parents that their child may need some extra help on that concept to stay on track with district expectations.

Earning a “1” means the student has minimal understanding and does not meet grade-level expectations. A student receiving a 1 has serious academic delays according to our district standards. A 1 student needs targeted remedial help to learn and stay on track with district expectations.

IEP in a report card line indicates that this student participates in the district’s special education program, and the student, due to his or her disability area, is unable to be assessed using the grade level rubric for that report card line. Progress will be reported on the IEP Progress Report.

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How Do Teachers Determine Proficiency Levels?

Teachers determine which proficiency level your child has earned by using a report card rubric. A report card rubric outlines exactly what your child needs to know or be able to do to earn a 4-3-2 or 1 for a report card line. Rubrics have been created for reading, writing, oral language and mathematics. Rubrics often change each trimester to reflect new standards and expectations for student growth.

Throughout the trimester, teachers assess students. With the standards for that grade level in mind, they consider: knowledge of the child, evidence of student performance, and finally knowledge of what the child is expected to know or be able to do.

To begin, the teacher needs knowledge about the child. The teacher asks:

- What do I know about this child?
- How does this child learn best?
- In what way does this child communicate his or her learning?

Next, the teacher needs to look at evidence of student performance for each report card line:

- What work samples have I collected?
- How has the child performed on activities and assessments?
- What do my anecdotal notes say?

Finally, teachers consider what the child is expected to know or be able to do:

- What does the report card rubric say a child needs to know and be able to do to earn a 4-3-2 or 1?

After going through this process, the teacher assigns a proficiency level for each line of the report card.

District report card rubrics are available to parents and students. We want you to understand exactly what your child knows and is able to do. They can be viewed on-line at www.nosd.edu or paper copies are available upon request from the school office.

Effort and Personal Development

Effort and personal development growth are subjective and assessed through teacher observation. These areas are reported to parents through the following marks: SAT~Satisfactory, IMP~Improving, NI~Needs Improving, and UN~Unsatisfactory.

For more information about Report Cards please contact:

- **Your child's teacher**
- **Cindy Dallman, Elementary Principal (692-2401)**
- **Pam Warner, Curriculum, Instruction and Assessment (692-2463)**

Please bring this packet and any questions you have to your child's parent-teacher conference.

