



# RIVERSIDE ELEMENTARY SCHOOL WEST

## A GUIDE TO SKILLS – BASED REPORT CARDS

### Understanding the Skills-Based Elementary Report Card

Over the past three years the Riverside School District has invested in new math and reading curriculums designed to better prepare our students for the world by raising the bar on academic expectations and level of rigor which our students need to be competitive in tomorrow's world. The updated Every Day Math and Wonders programming also allows us to improve the way we report your child's progress across the primary grades (K-2).

Common Core Standards were adopted by 42 states. States were then given the flexibility to make some adjustments to the standards. The PA version is known as the PA Core Standards. The standards are designed to ensure students are prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. They focus on developing the critical-thinking, problem-solving, and analytical skills students will need to be successful. PA Core Standards are not a curriculum. They define what students are expected to know and be able to do at each grade level.

The new kindergarten, first, and second grade report cards have been aligned to the PA Core Standards, reflect grade level expectations, and list the most important **skills** students need in Math and English Language Arts (reading) at each of these grade levels. The skills-based elementary report card separates academic performance from work habits and behavior in order to provide a deeper, more accurate picture of a student's progress across academic, social and behavioral areas. Characteristics of a successful learner, such as effort, participation, timeliness, cooperation, and attitude are reported separately. By reporting these separately, families and teachers have additional specific information to support each child's success in school and beyond.

### What is the purpose of Skills-Based Report Cards?

- To communicate your child's progress in relation to learning standards, to promote student learning, and to provide a basis for communicating how families and teachers can collaborate to support student learning, growth, and success.
- Parents will be more aware of what specific skills their child should obtain and master by the end of each grade level.

### Report Card Components

The English Language Arts and Math sections of the report card for K-2 have the identified skills that are being assessed for that grade level.

The following subject areas and related arts will not have specific standards identified on the report card:

- Science and Social Studies for grades K, 1 & 2. These two disciplines are imbedded and integrated throughout Math and ELA.
- Art, Music, Physical Education, STEM (computers), SEL & Guidance
  - Art, Music, Physical Education, STEM (computers) will use an O, S or NE to report performance.
  - SEL & Guidance will only reflect participation and engagement in class. Neither of these areas are evaluated for academic performance.

## Characteristics of a Successful Learner

Academic marks on a skills-based report card do not reflect a child's effort, attitude or work habits. These important characteristics are reported separately on the report card. The characteristics of a successful learner include the following:

- Respects self, others, and property
- Accepts responsibility for behavior
- Follows school and classroom rules
- Follows procedures
- Participates in class
- Exhibits stamina in the completion of tasks
- Organizes workspace and materials
- Completes classwork on time
- Completes homework on time

## Description of Math Performance Indicators

- Meeting Expectations (ME)**
  - Student performance demonstrates a **solid understanding** of the concepts and skills expected at the current grade level.
  - Student demonstrates **consistent application** and mastery of skills.
  - Student could benefit from enrichment level activities
- Approaching Expectations (AE)**
  - Student performance demonstrates a **general understanding** of the concepts and skills expected at the current grade level.
  - Student **usually demonstrates application** of skills.
  - Student at times may need slight intervention or support to obtain a consistent mastery of the skills.
- Partially Met Expectations (PM)**
  - Student performance demonstrates a **partial understanding** of the concepts and skills expected at the current grade level.
  - Student **sometimes demonstrates** application of skills.
  - Student benefits from regular intervention to build their knowledge base and develop their skill level to be successful.
- Not Meeting (Not Met) Expectations (NM)**
  - Student performance **does not demonstrate** an understanding of the knowledge or skills expected at the current grade level.
  - Student **rarely demonstrates** application of skills.
  - Students needs significant interventions and support to be successful.
- Not Evaluated (NE)**
  - Provides teachers with flexibility to ensure they have enough data points and evidence to provide a performance level that is reflective of student performance.
  - Skill was not taught during this assessment marking period.

## Description of English Language Arts (Reading) Performance Indicators

- **Secure (S)**
  - Student performance demonstrates a **solid understanding** of the knowledge and skills expected at the current grade level.
  - Student demonstrates **consistent application** knowledge and mastery of skills.
  - Student generally performs **ABOVE DIBELS Benchmark**
  - Student could benefit from enrichment level activities
- **Proficient (P)**
  - Student performance demonstrates a **general understanding** of the knowledge and skills expected at the current grade level.
  - Student **usually demonstrates application** of skills.
  - Student generally performs **AT DIBELS Benchmark**
  - Student at times may need slight intervention or support to obtain a consistent mastery of the skills.
- **Developing (D)**
  - Student performance demonstrates a **partial understanding** of the knowledge and skills expected at the current grade level.
  - Student **sometimes demonstrates** application of skills.
  - Student generally performs **BELOW DIBELS Benchmark**
  - Student benefits from regular intervention to build their knowledge base and develop their skill level to be successful.
- **Area of Concern (AC)**
  - Student performance **does not demonstrate** an understanding of the knowledge or skills expected at the current grade level.
  - Student **rarely demonstrates** application of skills.
  - Student generally performs **WELL BELOW DIBELS Benchmark**
  - Students needs significant interventions, remediation and support to be successful.
- **Not Evaluated (NE)**
  - Provides teachers with flexibility to ensure they have enough data points and evidence to provide a performance level that is reflective of student performance.
  - Skill was not taught during this assessment marking period.

## Frequently Asked Questions

### 1. How does a skills-based report card help parents?

Skills-based report cards enable parents to receive information based on student progress four times per school year. They promote deeper and meaningful conversations at parent/teacher conferences, allow for progress monitoring of student achievement, and reflect grade-level standards and expectations allowing parents to gain a complete idea of student progress.

### 2. What are standards?

Standards are what students should know and be able to do **at the end** of each grade level.

### 3. What examples of data do teachers use to assign grades?

With a skills-based approach, teachers evaluate student learning in a variety of ways using classroom

observations and classwork, along with formative and summative assessments. The combination of these pieces of evidence provide a more detailed picture of student progress towards grade level expectations.

**4. Why might my child experience a “drop in performance” from one marking period to another?**

It is important to note that the student does not necessarily drop a performance level. The score is an indication of performance with expectations of difficulty that increases throughout the school year. In other words, the concepts increase in difficulty as the year progresses. Therefore, a student who demonstrates a score of “S” or “ME” in the first marking period could earn a “P” or an “AP” in the second marking period when the rigor of the standard has increased. A shift such as this indicates the student understands the major elements of the concept but may need more development of the details or additional practice with application.

**5. What if I do not agree with my child’s teacher’s assessment of their progress?**

We often hear parents say that they know their child can do something or perform in a certain way. Unfortunately, the teacher has to report what they see, hear, observe and assess based on their instruction throughout the year. If you have a concern, we do encourage you to have a conversation with your child’s teacher.

Should you have any questions or concerns regarding your child’s report card, performance or progress, please do not hesitate to contact your child’s teacher. Open and frequent communication is a key component to helping your child be a successful school citizen.

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