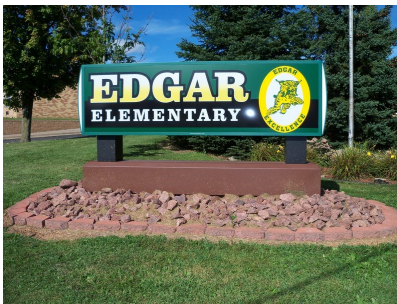


EDGAR ELEMENTARY SCHOOL

Standards-based classrooms allow teachers to plan instruction including interventions, acceleration, and/or enrichment, based on specific data gathered around learning goals and targets from the Common Core State Standards. Standards-Based classrooms focus on three critical questions:

1. What are the expectations of the standards? What do we want the students to know?
2. How will the teachers know the students have met those expectations?
3. How will the teacher adjust a student's instruction to meet his/her needs?



Edgar School District

EDGAR ELEMENTARY SCHOOL

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EDGAR ELEMENTARY SCHOOL

STANDARDS-BASED REPORT CARDS PARENT GUIDE



EDGAR EXCELLENCE

2016-2017

STANDARDS BASED GRADING AND REPORT CARDS



Edgar Elementary School has developed a new elementary report card that is Standards-Based. The change comes

from the belief that our previous report card did not fully communicate what students were expected to know and be able to do. The goal is for our parents to have a complete understanding of how their children are performing in each of the subject areas.

The format of the new report card helps you better understand your child's achievement of essential skills based on the Wisconsin Department of Public Instruction State Standards. These standards specify what students are expected to learn and be able to do at each grade level. Student grades will now reflect how well students are achieving these skills.

GRADE MARK LEGEND

The elementary report cards have a new look and will continue to be issued four times a year. The report cards will have three significant changes: 1) they include many more specific items relating to the knowledge and skills your child should attain by the end of the year, 2) instead of letter grades, four numbers will be used to reflect your child's progress toward meeting each standard and 3) each subject will have an **ACADEMIC** grade and a **PERSONAL DEVELOPMENT** grade. The numbers are as follows:

4.....ACADEMIC: meets the standard consistently and independently

PERSONAL DEVELOPMENT: Student's behavior serves as a model for others and enhances the learning environment.

3.....ACADEMIC: progressing toward meeting the standard

PERSONAL DEVELOPMENT: Student's behavior contributes positively and helps maintain a positive learning environment.

GRADE MARK LEGEND, CONTINUED...

2.....ACADEMIC: limited progress toward meeting the standard

PERSONAL DEVELOPMENT: Student's behavior at times interferes with or disrupts the learning environment (needs frequent reminders and redirection)

1.....ACADEMIC: has not yet made progress in meeting the standard

PERSONAL DEVELOPMENT: Student's behavior repeatedly disrupts or significantly impedes the learning environment

Each subject area will also get an effort grade. The effort grade is as follows:

VG—Very Good
S—Satisfactory
I—Improving
N—Needs to Improve

