



# **REPORTING TO PARENTS GUIDE**

## **BROOK FOREST ELEMENTARY SCHOOL**

### **BUTLER SCHOOL DISTRICT 53**

#### **INTRODUCTION**

The purpose of this booklet is to provide parents with information about the elementary student assessment program. You and your child will receive a report card about his or her progress at school three times during the year. At the end of the first trimester, you will be asked to join your child's teacher for a conference. This report card form will also be sent to you at the end of the second and third trimesters.

The information in the remainder of this booklet explains components of the report card. If you have questions regarding any piece of the card, please contact your child's teacher or principal. As always, regular home-school communication is encouraged.

#### **TIMELINE OF ASSESSMENT PROGRAM**

First Trimester (September, October, November)

- *OPTIONAL* Midterm Progress Report
- Report Card
- Parent-Teacher Conferences (Thanksgiving)

Second Trimester (December, January, February)

- *OPTIONAL* Midterm Progress Report
- Report Card
- Parent-Teacher Conferences (February)

Third Trimester (March, April, May)

- *OPTIONAL* Midterm Progress Report
- Report Card

## BASIC PREMISES OF THE K-5 STUDENT REPORT CARD

1. The standards and expectations on the student report card represent major aspects of district curriculum and are aligned with the Common Core Standards and the Illinois Learning Standards.
2. The achievement indicators represent a student's achievement relative to the established grade-level performance standards and not a comparison to other students.
3. Student effort is designated on this report card at the end of each subject heading. Effort is not part of the academic achievement grade. The Performance Indicator scale of 4-3-2-1 is used.
4. The star (\*) symbol is used very rarely in the cases when the student's standards and expectations are completely different from the grade-level curriculum. The student's modified curriculum is determined by an IEP, by a 504 plan, or because the student is just developing English language skills.
5. The standards and expectations listed on the report card appear consistently on the three trimester reports. Not every standard and expectation will be assessed every trimester. The designation NA (not assessed) will be used for trimesters in which there has not been instruction and assessment on a particular standard or expectation.
6. The components of the student report card include a Performance Indicator Key. This key distinguishes the levels of academic performance ranging from 4 - *Exceeds* (shows high level of knowledge and understanding), 3 - *Meets* (shows grade-level knowledge and understanding), 2 - *Approaches* (shows some knowledge and understanding), to 1 - *Experiencing Difficulty* (which requires more exposure and modeling to develop knowledge and understanding). The Effort Performance Indicator Key is included on page 5 of this handbook.
7. For grades K-2, the achievement designations (*E-M-R*) are based on the most recent assessments of the student's achievement. For grades 3-5, the achievement designations (*A-U*) are based on the performance standards and expectations as described on the report cards (see next section) and supported by a percentage scale:

A+	100	B+	90-93	C+	81-84	D+	73-74
A	96-99	B	87-89	C	77-80	D	71-72
A-	94-95	B-	85-86	C-	75-76	D-	70

8. Parents may receive an *OPTIONAL* mid-trimester report indicating student progress for students in kindergarten through fifth grade. Please note that not all students will receive this midterm report.

## **EVALUATION CATEGORIES**

The evaluation terms describe the academic achievement of students for the standards and expectations at each grade level.

### **Kindergarten – Grade 2**

#### **E Exceeds (exceeds district expectations)**

- Readily and consistently understands instructional concepts
- Produces high-quality work on time
- Applies and extends learning skills
- Demonstrates critical and creative thinking skills

#### **M Meets (satisfactorily meets district expectations)**

- Understands instructional concepts
- Produces work of satisfactory quality
- Applies learning skills with minimal assistance
- Shows evidence of critical and creative thinking skills

#### **R Requires More Time (does not meet district expectations)**

- Has difficulty understanding instructional concepts
- Needs frequent re-teaching and additional practice
- Produces work of inconsistent quality

### **Grades 3-5:**

#### **A Exceeds District Standards**

- Exhibits transfer of knowledge to new situations
- Consistently and independently understands, demonstrates, analyzes and applies knowledge with elaboration

#### **B Above District Standards**

- Consistently understands, demonstrates, analyzes, and applies knowledge

#### **C Meets District Standards**

- Usually understands information and demonstrates concepts, strategies, and skills

#### **D Does Not Meet District Standards**

- Is beginning to understand information and demonstrate concepts, strategies, and skills

#### **U Fails to understand information and concepts and does not demonstrate strategies and skills**

### **Specialists K-5**

#### **M Meets (satisfactorily meets district expectations)**

#### **R Requires More Time (does not meet district expectations)**

## **EFFORT PERFORMANCE INDICATOR**

### **4 = Exceeds**

- Follows school rules (3Rs)
- Completes assignments thoroughly and neatly
- Consistently on task, engaged and participating in discussions
- Goes above and beyond; critically thinks about concepts
- Uses class time well on a consistent basis
- Receives no “clicks” on Second Chance card

### **3 = Meets**

- Follows school rules (3Rs) with minimal assistance
- Completes grade-appropriate work with minimal assistance
- Exhibits grade-appropriate focus/attention span with minimal assistance
- Stays on task with minimal assistance
- Puts forth effort and takes pride in work with minimal assistance
- Utilizes class time with minimal assistance
- Receives minimal “clicks” on Second Chance card

### **2 = Approaches**

- Follows school rules (3Rs) with assistance
- Turns in grade-appropriate assignments (not necessarily completed) with assistance
- Exhibits grade-appropriate focus/attention span with assistance
- Stays on task with multiple reminders and assistance
- Puts forth effort with assistance
- Utilizes class time with assistance
- Reads and/or follows directions with assistance
- Refrains from disrupting others and/or teacher with assistance
- Receives “Clicks” on Second Chance card

### **1 = Experiences Difficulty**

- Follows school rules (3Rs) with direct assistance
- Turns in assignments (not necessarily completed) with direct assistance
- Exhibits attentiveness with direct assistance
- Stays on task with direct assistance
- Puts forth effort with direct assistance
- Utilizes class time with direct assistance
- Reads and/or follows directions with direct assistance
- Refrains from disrupting others and/or teacher with direct assistance
- Receives multiple “clicks” on Second Chance card

## **DISTRICT MISSION STATEMENT**

The mission of Butler District 53 is to provide the best educational opportunities for each student, to achieve academic excellence, to develop the curiosity for life-long learning, and to demonstrate personal and social integrity.

## **THE REPORTING TO PARENTS PHILOSOPHY**

Brook Forest School believes the primary purpose of reporting student progress is to inform parents of how their children are achieving academically, socially, and physically. This report card charts students' progress relative to the established grade-level performance standards and not a comparison to other students.

The report card includes objective measures, as well as professional judgment about academic performance and personal growth. The report card is only one part of the entire reporting system, which includes trimester progress reports, as well as parent-teacher conferences. As always, parents are encouraged to keep in regular communication with the teacher.

## **THE COMMON CORE MISSION STATEMENT**

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

For further information go to <http://www.corestandards.org/>.