

Report Card Guide for Teachers - North Kitsap School District

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| 4 | The student consistently and independently <u>exceeds</u> the standard. The student grasps, applies, and <u>extends</u> the key concepts, processes, and skills for the grade level. Students also demonstrate success at more complex content. |
| 3 | The student regularly <u>meets</u> the standard as described by the grade level standards and other appropriate data. The student, with limited errors, grasps and applies the key concepts, processes, and skills for the grade level. |
| 2 | The student is <u>beginning to</u> , and occasionally does, <u>meet</u> the standard as described by the grade level standards and other appropriate data. The student is beginning to grasp the key concepts, processes, and skills for the grade level. |
| 1 | The student is <u>not meeting</u> the standard as described by the grade level standards and other appropriate data. The student is working one or more years below grade level in this area. |

Does a student need to work with the next grade level's standards to be scored at 4?

Not necessarily. Teachers may score a 4 for students who are exceeding or extending the standards for their own grade level.

What can teachers use to help determine a student's score on the report card?

Teachers can use a variety of methods to help determine a child's progress towards meeting or exceeding the CCSS standards. The following are key methods for determining student growth: STAR Reading and Math data, Teacher anecdotal evidence in all subject areas, Daily assignments in all subject areas, PLC developed common assessments, Teacher developed formative, interim and summative assessments.

Do we use a benchmark or year end approach?

Students in grades 1-5 should be scored based on their current proficiency based on year end standards. This means that some students may show 2's through parts of the year, and then score 3's or 4's later as the standards are met or exceeded. Kindergarten may use a benchmark approach in some subject areas as agreed by their grade level team, to account for developmental factors. This difference between kindergarten and 1st grade should be explained at parent conferences.