

»» What is the purpose of a report card?

At Three Rivers Elementary, the report card is ONE tool to communicate a student's academic progress and work habits throughout the course of the school year. The marks on the report card are based on teachers' evaluation of the student's performance and growth throughout the grading period rather than a strict average of all scores.

»» What do parents/guardians want to know?

Ultimately, parents/guardians want to know if their child is performing up to the grade level standards and expectations in the classroom. A letter grade created by averaging percentages does not truly indicate the progress and achievements made during that grading period.

»» What does our report card communicate to parents/guardians?

Rather than just providing an average percentage, our report card provides a teacher the opportunity to holistically evaluate the grading period, factoring in growth and progress to indicate if students are:

- + Consistently meeting or extending the grade level expectations
- ✓ Making progress toward the grade level expectations
- Demonstrating difficulty with the grade level expectations

While this evaluation is subjective in nature, our teachers will use student class work, observations, content assessments, normative assessments and their professional judgment to evaluate each student's performance compared to the grade level academic content standards.

»» Evaluating Domain Areas of the Academic Content Standards

The Three Rivers Elementary report card provides teachers with the opportunity to evaluate various domains within each subject area. In the state standards, content areas are broken into domain areas. Each domain area contains many content standard statements. While all standards are addressed throughout the year, we felt that evaluating each standard on the report card would be extremely tedious and too much information to make meaningful. On the other hand, evaluating content areas as a whole, such as "English Language Arts," wouldn't provide enough information. Evaluating the domain areas of each content area provides a reasonable breakdown in a manageable way to communicate progress.

What happened to the first quarter?

The first few weeks of school is an extremely important and busy time to set up a successful school year. Each classroom is spending time learning the classroom rules and procedures needed to create a positive learning environment. The teachers are administering various beginning of year assessments to develop a baseline of data to better inform instruction throughout the year. In addition to laying the groundwork for a positive learning environment, the first few units of content are typically a mixture of reviewing previous skills and slowly introducing new skills that will help the students be successful in their new grade level. With that, we felt that giving a mark wouldn't indicate much progress or grade level achievement so early in the school year. It would be most beneficial to discuss the assessments, class behavior and work habits in person during Fall conferences.

Why are some areas left blank during a grading period?

Teachers will teach all content areas, however, each domain may not be taught or assessed during each grading period. When a domain was not taught or assessed during that grading period, the space on the report card will be left blank.

How are academic work habits assessed?

The academic work habits are behaviors and skills that will help the student be successful in academic settings, as well as, in other areas of life. These will be assessed informally through observation. Teachers will use their professional experience and judgment to evaluate each of the work habits.

Should we still check progress online?

Yes! ProgressBook is a great tool to keep up with classroom assignments for classes that post the assignments online. You can also check ABRE for the most up-to-date state and district level assessment data for your child.

How will promotion and retention be decided with this report card?

A report card is only ONE tool used when making determination for future placements. It is not the defining factor in determining promotion or retention. The promotion of each student is determined individually. The decision to promote or retain a student in a grade is made while considering many factors such as: reading skill, mental ability, age, physical maturity, emotional and social development, social issues, home conditions and grade average. Any recommendation for retention is discussed with the parents/guardians prior to a final decision being made.