



## Elementary Report Card Parent Guide

The primary purpose of the elementary report card is to communicate student progress to parents, students and other staff. The report card documents student performance over a period of time and provides feedback regarding concerns and strengths. Learning is measured against Michigan Common Core standards common to all students at that grade level. Progress is determined through multiple measures (assessments, student artifacts, informal observations, etc.) It is not the intent of the report card to report on every aspect of learning that occurs in the classroom.

<b>Marking Period Academic Expectations &amp; Benchmarks</b>	
Marking Period Academic Expectations and Benchmarks are relative to learning up to the time of reporting. The 1 <sup>st</sup> marking period report card indicates the student's learning relative to November expectations; the 2 <sup>nd</sup> marking period relative to March classroom expectations, the 3 <sup>rd</sup> marking period relative to June expectations.	
<b>Explanation of Academic Expectations:</b>  <div style="text-align: center; font-weight: bold; font-size: 1.2em;">ES</div>	<b>Excels at Standards</b> (Consistently shows depth of understanding and flexible application of grade-level concepts and beyond) <ul style="list-style-type: none"> <li>• The student, with relative ease, grasps, applies, and extends key concepts, processes, and skills for the grade level and beyond</li> </ul>
<div style="text-align: center; font-weight: bold; font-size: 1.2em;">MS</div>	<b>Meets Standards</b> (Consistently and accurately demonstrates skills) <ul style="list-style-type: none"> <li>• Independently applies the knowledge, skills and standards appropriate to their grade level.</li> <li>• Shows evidence of mastery on multiple and varied assessments over time</li> </ul>
<div style="text-align: center; font-weight: bold; font-size: 1.2em;">AS</div>	<b>Approaching Standards</b> (Demonstrates skills inconsistently) <ul style="list-style-type: none"> <li>• Shows progress, but is not at grade level standard yet.</li> <li>• Requires some support</li> </ul>
<div style="text-align: center; font-weight: bold; font-size: 1.2em;">CA</div>	<b>Concerns in this Area</b> (Needs considerable assistance and is performing below standards) <ul style="list-style-type: none"> <li>• Struggles in this area; shows little or no progress</li> <li>• Requires support</li> </ul>
<div style="text-align: center; font-weight: bold; font-size: 1.2em;">N</div>	<b>Not Graded</b>
<b>Explanation of Benchmarks:</b>  <div style="text-align: center;">             +              @              X               Blank           </div>	<b>Area of Strength</b> <b>Meets Expectations</b> <b>Area in Need of Improvement</b>  <b>Not assessed this marking period</b> <ul style="list-style-type: none"> <li>• Skills may be practiced but due to pacing guide not formally assessed</li> </ul>