



## Understanding Your Child's 1st and 2nd Grade REPORT CARD

*The CCSD elementary school report card is used to communicate a student's progress toward meeting the Georgia Standards of Excellence grade level expectations.*

*The report card is intended to share a student's learning successes, areas of need, and continued opportunities for growth.*

*It is one of the many ways teachers communicate with parents about their child's performance and progress.*

*Standards-based grading aims to make classroom grades more valid, reliable and transparent, ultimately providing an accurate reflection of what skills and knowledge students have mastered.*

### Why the Need for a New Reporting System?

The traditional report card for 1st and 2nd Grade students reported progress with letters such as "O" Outstanding, "S" Satisfactory, "N" Needs Improvement, or "U" Unsatisfactory in broad subject areas such as math, reading, and social studies/science. These indicators were derived from daily assignments, quizzes, and tests. They were calculated based on an average of all assignments rather than reporting on mastery of the standards.

With the change to standards-based reporting, the primary focus will be on the standards. Teachers will determine the student's current level of performance toward mastery of the standard and decide how to best support the next instructional steps.

Parents/guardians will receive a thorough explanation of skills and concepts needed in order for students to show proficiency and mastery of grade-level Georgia Standards of Excellence. Students will be more aware of expected outcomes and will better understand their current academic progress in relation to where they need to be performing by the end of the school year.

## ACADEMIC PERFORMANCE INDICATORS

In order to represent the different levels of performance a student will demonstrate during the learning process, the numbers 3, 2, and 1 are replacing the previous O, S, N, and U.

3

### **Meeting or Exceeding Standard**

Student consistently meets or exceeds grade-level expectation. Student demonstrates strong knowledge and understanding of the skills and concepts measured within the standard. Performance consistently meets or exceeds standard, and student independently produces quality work.

2

### **Approaching Standard**

Student's performance is approaching standard, and student applies learned skills with some teacher support. Student is currently demonstrating progress toward achievement of the standard.

1

### **Below Grade-Level Standard**

Student's performance is below the grade-level standard, and student needs additional teacher support and frequent re-teaching. Student is not currently demonstrating adequate progress toward achievement of the standard.



# Cherokee County School District **SAMPLE** Standards Based Report Card

Indicators of 1, 2, and 3 will measure student's academic performance on grade-level standards.

Academic Performance on Grade Level Georgia Standards of Excellence	
3	Performance consistently meets or exceeds standard, and student consistently produces quality work (grade level expectation).
2	Performance is approaching standard, and student applies learned skills with some teacher support.
1	Performance is below standard, and student needs additional support and frequent reteaching.
	Not Assessed this Quarter

READING/ENGLISH LANGUAGE ARTS					READING/ENGLISH LANGUAGE ARTS Continued				
Reading Foundational	Q1	Q2	Q3	Q4	Language Continued	Q1	Q2	Q3	Q4
Understands the organization and basic features of print (RF1)					Demonstrates command of conventions of standard English capitalization, punctuation, and spelling when writing (L2)				
Understands spoken words, syllables, and sounds (RF2)					Define words by category and by one or more key attributes (L5b)				
Recognizes and applies grade-level phonics and word analysis skills in decoding (RF3)					Distinguish shades of meaning among verbs and adjectives differing in manner or intensity (L5d)				
Reads <b>grade level text</b> with sufficient accuracy and fluency to support comprehension (RF4)					<b>Speaking and Listening</b>	Q1	Q2	Q3	Q4
<b>Reading Literary and Informational</b>	Q1	Q2	Q3	Q4	Participates in conversation about first grade topics and texts with peers and adults in both small and large groups (SL1)				
Asks and answers questions about key details in a text (RL1, RI1)					Asks and answers questions to seek help, get information, or deepen understanding (SL2)				
Retells stories, including key details, and demonstrates understanding of their central message, lesson, or main idea (RL2, RI2)					<b>MATHEMATICS</b>				
Describes the connection between two individuals, events, ideas, or pieces of information in a text (RI3)					<b>Strategies for addition and subtraction within 20</b>	Q1	Q2	Q3	Q4
Describe the major difference between fiction and nonfiction texts and know various text features (RL5, RI5)					Represents and solves word problems involving addition and subtraction (OA.1)				
<del>Compares and contrasts</del> the adventures /experiences of characters in stories (RL9)					Applies properties of operations and other strategies to add and subtract (OA.6)				
Identifies basic similarities and differences between two texts on the same topic (RI9)					<b>Understanding number relationships and place value</b>	Q1	Q2	Q3	Q4
<b>Writing</b>	Q1	Q2	Q3	Q4	Counts to 120, starting at any number less than 120 (NBT.1)				
					Understands place value as tens and ones (NBT.2)				

Academic Performance on Grade Level Georgia Standards of Excellence					
3	Performance consistently meets or exceeds standard, and student consistently produces quality work (grade level expectation).				First Nine Weeks
2	Performance is approaching standard, and student applies learned skills with some teacher support.				Conference Requested by Teacher <input type="checkbox"/>
1	Performance is below standard, and student needs additional support and frequent reteaching.				Conference Requested by Parent/Guardian <input type="checkbox"/>
					Check box if conference is being requested
					Teacher comments:
					Parent/Guardian Signature
					Second Nine Weeks
					Conference Requested by Teacher <input type="checkbox"/>
					Conference Requested by Parent/Guardian <input type="checkbox"/>
					Check box if conference is being requested
					Teacher comments:
					Parent/Guardian Signature
					Third Nine Weeks
					Conference Requested by Teacher <input type="checkbox"/>
					Conference Requested by Parent/Guardian <input type="checkbox"/>
					Check box if conference is being requested
					Teacher comments:

  

Behaviors that Support School Success								
3	Consistently Demonstrates		2	Developing		1	Area of Concern	
		Q1	Q2	Q3	Q4			
Completes tasks in a timely manner								
Demonstrates organizational skills								
Works independently								
Follows directions/rules								
Stays on task								
Completes assignments								
Exercises self-control								
Accepts responsibility for own actions								

  

SCIENCE					
Earth, Space, Physical and Life Science Concepts	Q1	Q2	Q3	Q4	
SOCIAL STUDIES					
Historical, Geographic, Government/Civic, and Economic Understandings	Q1	Q2	Q3	Q4	
GIFTED (If Applicable)					
Gifted Resource Class	Q1	Q2	Q3	Q4	
Class Participation/Conduct for Art, Music, and Physical Education					
3	Satisfactory				
2	Needs Improvement				
1	Unsatisfactory				
ART					
	Q1	Q2	Q3	Q4	
Class Participation					
Conduct					
MUSIC					
	Q1	Q2	Q3	Q4	

There will be future opportunities to learn, ask questions, and understand more about CCSD's new standards-based reporting system. Together, we can strengthen our partnership for learning among all stakeholders in our school community.