

## Elementary Report Card

Our elementary report card needs revision in order to better align to our district priority standards, especially in ELA/reading and math.

In January, Kari Neri visited each elementary school to gather feedback from teachers on desired changes to the elementary report card.

### School Visits:

Capron: 1/11/23 (7 staff members attended)

Poplar Grove: 1/18/23 (5 staff members attended)

Manchester: 1/19/23 (4 staff members attended)

After these visits, Kari Neri created descriptors for ELA/reading and math for each individual grade level. On February 8th, Kari sent a Google Form to each grade level teacher, soliciting feedback on the specific grade level descriptors. Reminders to complete the form were sent on 2/17/23 and 2/23/23.

The documents provided for ELA/reading and math include feedback from the Google Forms.

### Next Steps:

Kari will work with Mary Piskie to begin formatting the report cards. If changes need to be made due to formatting constraints, Kari will reach back out to teachers for their input.

Next year, each elementary grade level will have a grade-level specific report card.



## Elementary Report Card - ELA Priorities

### Kinder

<p>Foundational Literacy</p> <ul style="list-style-type: none"> <li>Names upper and lowercase letters</li> <li>Makes the sound for each letter</li> <li>Recognizes and produces rhyming words</li> <li>FEEDBACK: 3 teachers recommended separating this into 2 bullets</li> <li>Blends spoken initial, medial vowel, and final sounds (segmenting)</li> <li>Decodes consonant, vowel, consonant words</li> <li>Reads sight words</li> <li>Reads emergent-reader texts</li> </ul>
<p>Reading - Literature (With prompting and support)</p> <ul style="list-style-type: none"> <li>Retells familiar stories, including key details</li> <li>Identifies characters, settings, and major events in a story</li> </ul>
<p>Reading - Informational Text (With prompting and support)</p> <ul style="list-style-type: none"> <li>Asks and answers questions about key details in a text</li> <li>FEEDBACK: 2 teachers recommended removing this bullet since it's similar to bullet 1 from Literature box above</li> <li>Since this is for Informational Text, I think we should have a bullet for this standard/skill, but we could reword.</li> <li>Identifies the front cover, back cover, and title page of a book</li> <li>Defines the role of the author and illustrator of a book</li> </ul>
<p>Writing, Language, and Communication</p> <ul style="list-style-type: none"> <li>Uses a combination of drawing, dictating, and writing to express and share ideas</li> <li>Spells simple words phonetically</li> <li>Uses grade-level capitalization, punctuation, and spaces between words</li> </ul>

### Grade 1

<p>Foundational Literacy</p> <ul style="list-style-type: none"> <li>Knows final -e and common vowel teams used to represent long vowel sounds</li> <li>Decodes regularly spelled one-syllable words</li> </ul>
<p>Reading - Literature</p> <ul style="list-style-type: none"> <li>Asks and answers questions about key details in a text</li> <li>Retells a story and shows understanding of the central message or lesson</li> <li>Describes characters, settings, and major events in a story, using details</li> </ul>
<p>Reading - Informational Text</p> <ul style="list-style-type: none"> <li>Asks and answers questions about key details in a text</li> <li>Retells a text and shows understanding of the central message or lesson</li> <li>Describes people, settings, and major events in a text, using details</li> </ul>
<p>Writing, Language, and Communication</p> <ul style="list-style-type: none"> <li>Writes opinion pieces by stating my opinion, giving reasons for my opinion, and providing a sense of closure</li> <li>Writes informational texts by introducing a topic, giving facts about the topic, and</li> </ul>

- providing a sense of closure
- Writes narrative pieces that include events in a sequence
- Spells words with common spelling patterns
- Writes a complete sentence with appropriate capitalization, ending punctuation, and phonetic spelling

## Grade 2

### Foundational Literacy

- Decodes two syllable words with long vowels
- Recognizes and reads grade-level high frequency words

### Reading - Literature

- Asks and answers questions to understand the details in a text
- Recounts stories and determines their central message, lesson, or moral
- Describes how and why characters in a story respond to events
- Compares/contrasts two or more stories on the same topic

### Reading - Informational Text

- Asks and answers questions to understand key details in an informational text
- Uses text features to locate key facts and information

### Writing, Language, and Communication

- Writes opinion pieces by introducing a topic, stating my opinion, giving reasons for my opinion, and providing a sense of closure
- Writes informational texts by introducing a topic, using facts to develop points, and providing a concluding statement/section
- Writes narrative pieces about an event or sequence of events that includes details, actions, thoughts and feelings, and provides a conclusion
- Uses learned spelling patterns when spelling words
- Writes complete simple and compound sentences using capitalization and punctuation

## Grade 3

### Foundational Literacy

- Decodes multisyllabic words
  - FEEDBACK: 2 teachers recommend removing this descriptor because it is not an area of focus for 3rd grade.
    - This descriptor/standard is included on all other grade level report cards
- Reads grade-level irregularly spelled words
  - FEEDBACK: 1 teacher recommends removing this descriptor because it is not an area of focus for 3rd grade.

### Reading - Literature

- Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text.

<ul style="list-style-type: none"> <li>● Recounts stories, including fables, folktales, and myths; determines the central message, lesson, or moral and explains how it is developed in the text</li> <li>● Describes a character in a story and explains how their <b>traits and</b> actions affect the events in the story</li> <li>● <b>FEEDBACK: 1 teacher recommends adding to this descriptor as included above</b></li> <li>● Compares/contrasts themes, settings, or plots of stories by the same author</li> </ul>
<p>Reading - Informational Text</p> <ul style="list-style-type: none"> <li>● Asks and answers questions using the text explicitly as a reference</li> <li>● <b>FEEDBACK: 1 teacher suggested that this could be combined with the first bullet under Literature</b> <ul style="list-style-type: none"> <li>■ <b>Since one statement is for Lit and one is for Info Text, I recommend keeping them separated</b></li> </ul> </li> <li>● Identifies the main idea of a text; recounts key details and explains how they support the main idea</li> <li>● Compares/contrasts key details in two texts on the same topic</li> </ul>
<p>Writing, Language, and Communication</p> <ul style="list-style-type: none"> <li>● Writes opinion pieces on a topic with supportive reasons, using linking words, and providing a concluding statement</li> <li>● Writes informative pieces on a topic with supporting facts and details, using linking words and providing a concluding statement</li> <li>● Writes narrative pieces using descriptive details and clear event sequences</li> <li>● Conducts short research projects that build knowledge about a topic</li> </ul>

#### Grade 4

<p>Foundational Literacy</p> <ul style="list-style-type: none"> <li>● Uses decoding strategies to read unfamiliar and multisyllabic words</li> </ul>
<p>Reading - Literature</p> <ul style="list-style-type: none"> <li>● Reads closely to determine what the text says explicitly and to draw inferences from the text</li> <li>● Determines the theme of a story, drama, or poem</li> <li>● Summarizes a story, drama, or poem</li> <li>● Describes a story's characters, setting, or events using specific details from the text</li> </ul>
<p>Reading - Informational Text</p> <ul style="list-style-type: none"> <li>● Refers to details and examples in a text when explaining what the text says and when drawing inferences from the text</li> <li>● Determines the main idea of a text, explains how it is supported by key details, and summarizes the text</li> <li>● Combines information from two texts to show knowledge of the topic</li> </ul>
<p>Writing, Language, and Communication</p> <ul style="list-style-type: none"> <li>● Writes opinion pieces on a topic with supporting facts and details, using linking words, and providing a concluding statement</li> <li>● Writes informative pieces on a topic with supporting facts and details, using linking words and precise language, and providing a concluding statement</li> </ul>

- Writes narrative pieces using descriptive details, sensory details, dialogue, and clear event sequences
- Conducts short research projects that build knowledge through an investigation of a topic
- FEEDBACK: 1 teacher recommended adding spelling to the report card (standard 4.L.2a-d)
  - This is not a priority standard and is not a focus for any other grade level.

## Elementary Report Card - Math Priorities

### Kinder

<p>Counting and Cardinality</p> <ul style="list-style-type: none"> <li>Counts to 100 by tens (K.CC.1)</li> <li>Identifies numbers 0-20 (K.CC.3) <ul style="list-style-type: none"> <li>FEEDBACK: 2 teachers recommended separating this into 2 statements for numbers 1-10 and numbers 11-20</li> </ul> </li> <li>Compares objects and numbers to tell greater than, less than, or equal to (K.CC.6)</li> <li>FEEDBACK: 5 teachers recommended adding this descriptor "Count to 100 by ones"</li> <li>FEEDBACK: 1 teacher recommended adding "Counts to 20 with understanding"</li> </ul>
<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>Shows and solves addition problems in a variety of ways (K.OA.1)</li> <li>Shows and solves subtraction problems in a variety of ways (K.OA.1)</li> <li>Adds and subtracts within 5 (K.OA.5)</li> </ul>
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> <li>Uses tens and ones to make numbers from 11 to 19 (K.NBT.1)</li> </ul>
<p>Measurement and Data</p> <ul style="list-style-type: none"> <li>Compares two numbers by their measurements (K.MD.2) <ul style="list-style-type: none"> <li>FEEDBACK: 2 teachers recommended removing this standard because children do it naturally</li> </ul> </li> <li>Sorts objects into categories and puts the categories in order by number of objects (K.MD.3) <ul style="list-style-type: none"> <li>FEEDBACK: 1 teacher recommended changing this to say "Count the number of objects" instead of "puts the categories in order"</li> </ul> </li> </ul>
<p>Geometry</p> <ul style="list-style-type: none"> <li>Describes where objects are located by using position words (i.e., above, below) (K.G.1)</li> <li>Correctly names shapes of various sizes (K.G.2) <ul style="list-style-type: none"> <li>FEEDBACK: 1 teacher wondered if we need to add "2D" and "3D" for shapes</li> </ul> </li> </ul>

### Grade 1

<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> <li>Uses addition and subtraction within 20 to solve word problems (1.OA.1)</li> <li>Demonstrates fluency for addition and subtraction within 10 (1.OA.6)</li> <li>Identifies the unknown number in an addition and subtraction equation (1.OA.8)</li> </ul>
<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> <li>Understands the value of tens and ones (1.NBT.2)</li> <li>Compares two two-digit numbers using <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> (1.NBT.3)</li> <li>Adds within 100 (1.NBT.4) <ul style="list-style-type: none"> <li>FEEDBACK: 1 teacher recommends removing this descriptor and adding "Subtracts within 20"</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>■ Subtracting within 20 is under Operations and Algebraic Thinking. Adding within 100 is one of our district priority standards.</li> </ul>
<b>Measurement and Data</b> <ul style="list-style-type: none"> <li>• Measures the length of an object using nonstandard units (1.MD.2)</li> <li>• Tells and writes time in hours and half-hours (1.MD.3)</li> <li>• Organizes, graphs, and interprets data with up to 3 categories (1.MD.4)</li> </ul>
<b>Geometry</b> <ul style="list-style-type: none"> <li>• Composes two-dimensional and three-dimensional shapes (1.G.2)</li> </ul>

## Grade 2

<b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>• Uses addition and subtraction within 100 to solve word problems (2.OA.1)</li> <li>• Demonstrates fluency for addition and subtraction within 20 (2.OA.2)</li> <li>• Determines whether a group of objects has an odd or even number of items (2.OA.3)</li> </ul>
<b>Number and Operations in Base Ten</b> <ul style="list-style-type: none"> <li>• Reads and writes numbers to 1,000 (2.NBT.3) <ul style="list-style-type: none"> <li>◦ FEEDBACK: 1 teacher said that very little time is spent in 2nd grade writing out word numbers. Should we remove?</li> </ul> </li> <li>• Compares two three-digit numbers using <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> (2.NBT.4)</li> <li>• Adds and subtracts within 1,000 (2.NBT.7)</li> </ul>
<b>Measurement and Data</b> <ul style="list-style-type: none"> <li>• Measures an object using two different units, and explains how the two measurements relate to each other (2.MD.2)</li> <li>• Measures to determine how much longer one object is than another (2.MD.4)</li> <li>• Tells and writes time to nearest 5 minutes, using a.m. and p.m. (2.MD.7)</li> <li>• Solves word problems using dollars, quarters, dimes, nickels and pennies (2.MD.8)</li> </ul>
<b>Geometry</b> <ul style="list-style-type: none"> <li>• Divides parts of a whole using halves, thirds, half of, or a third of (2.G.3)</li> </ul>

## Grade 3

<b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>• Uses multiplication and division within 100 to solve word problems (3.OA.3)</li> <li>• Fluently multiplies and divides within 100 (3.OA.7)</li> </ul>
<b>Number and Operations in Base Ten</b> <ul style="list-style-type: none"> <li>• Rounds whole numbers to nearest 10 or 100 (3.NBT.1)</li> <li>• Fluently adds and subtracts within 1000 (3.NBT.2)</li> </ul>
<b>Measurement and Data</b> <ul style="list-style-type: none"> <li>• Tells and writes time to the nearest minute (3.MD.1)</li> <li>• Measures liquid volumes and masses of objects using standard units (3.MD.2) <ul style="list-style-type: none"> <li>◦ FEEDBACK: 2 teachers recommend deleting this statement and adding one about area and perimeter.</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ I checked IAR, and both are assessed. Area and perimeter do have more questions, so this may be a good switch to make. Last year, about 40% of our students answered IAR questions correctly for area and perimeter. About 80% of our students answered questions on volume and mass correctly.</li> </ul> </li> <li>• Uses a ruler to measure lengths accurately to fourths of an inch (3.MD.4)           <ul style="list-style-type: none"> <li>○ FEEDBACK: 2 teachers recommend deleting this statement because it is not much of a focus.</li> <li>■ This is assessed on IAR and last year, about 35% of our students answered questions correctly. We may want to keep this one.</li> </ul> </li> </ul>
Geometry <ul style="list-style-type: none"> <li>• Divides shapes into equal parts and expresses the parts as fractions (3.G.2)</li> </ul>
Numbers and Operations - Fractions <ul style="list-style-type: none"> <li>• Explains what fractions represent and plots fractions on a number line (3.NF.2)</li> <li>• Explains equivalence of fractions and compares fractions using <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> (3.NF.3)</li> </ul>

#### Grade 4

Operations and Algebraic Thinking <ul style="list-style-type: none"> <li>• Solves multi-step word problems using all four operations (4.OA.3)</li> <li>• Knows the relationship between factors and multiples (4.OA.4)               <ul style="list-style-type: none"> <li>○ FEEDBACK: 3 teachers recommended removing this descriptor because it is difficult to get to this standard based on our scope and sequence.</li> <li>■ We need to keep this because it is tested on IAR. We will have to figure out how to update our scope and sequence if we are having trouble getting to this standard. Currently, this standard is in unit 4.</li> <li>■ Last year, about 50% of our students answered IAR questions correctly for this standard.</li> </ul> </li> <li>• Knows factors of whole numbers 0-100 (4.OA.4)</li> </ul>
Number and Operations in Base Ten <ul style="list-style-type: none"> <li>• Rounds multi-digit whole numbers to a given place (4.NBT.3)</li> <li>• Multiplies whole numbers using a variety of strategies (4.NBT.5)</li> <li>• Finds whole number quotients and remainders using a variety of strategies (4.NBT.6)</li> </ul>
Measurement and Data <ul style="list-style-type: none"> <li>• Knows sizes of units within one measurement system and converts between units (4.MD.1)               <ul style="list-style-type: none"> <li>○ FEEDBACK: 3 teachers recommended removing this descriptor because it is difficult to get to this standard based on our scope and sequence.</li> </ul> </li> <li>• Uses area and perimeter formulas to solve real-world problems (4.MD.3)</li> </ul>
Geometry <ul style="list-style-type: none"> <li>• Classifies shapes based on lines and angles (4.G.2)</li> </ul>
Numbers and Operations - Fractions <ul style="list-style-type: none"> <li>• Compares two fractions with different numerators and denominators using <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> (4.NF.2)</li> <li>• Adds and subtracts fractions and mixed numbers with like denominators (4.NF.3)</li> </ul>

- Solves word problems involving addition and subtraction of fractions (4.NF.3)
  - FEEDBACK: 3 teachers recommended removing this descriptor because it is difficult to get to this standard based on our scope and sequence.
    - We need to keep this because it is tested on IAR. We will have to figure out how to update our scope and sequence if we are having trouble getting to this standard. Currently, this standard is in unit 5.
    - Last year, about 70% of our students answered IAR questions correctly for this standard.
- Uses decimals to describe fractions with denominators of 10 and 100 (4.NF.6)
  - FEEDBACK: 3 teachers recommended removing this descriptor because it is difficult to get to this standard based on our scope and sequence.
    - We need to keep this because it is tested on IAR. We will have to figure out how to update our scope and sequence if we are having trouble getting to this standard. Currently, this standard is in units 4 and 5.
    - Last year, about 50% of our students answered IAR questions correctly for this standard, and we were just below the state average.
- Compares two decimals to the hundredths place using  $>$ ,  $<$ , and  $=$  (4.NF.7)