

What are the indicators listed on the report card?

Teachers and administrators from across the county collaborated to build the standards-based report card. They began by selecting a format that would be easy for families to understand. Next, they studied the **Tennessee State Standards** and mapped them out over the year. All of the indicators were reviewed to make sure they would be easily understood by families.

Teachers also worked together to create documents that describe what mastery looks like for each standard. These documents are used across the county, ensuring that teachers have the same expectations for learning no matter the school in which they teach.

“Setting specific goals for student achievement and then tracking progress regarding those goals is one of the most powerful actions a teacher, school, or district can take.”

-Robert Marzano

Mission Statement:

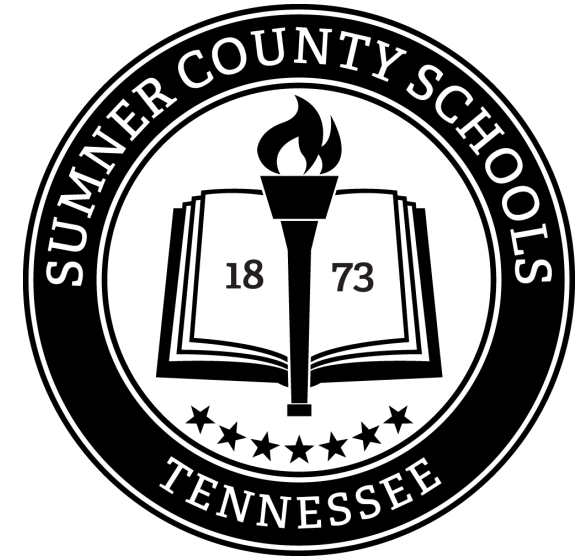
Sumner County Schools commits to growing learners who are college and career ready through quality instruction, effective use of resources, building a collaborative culture, and strong leadership.

Guided Reading Levels:

Pre-Reader Kindergarten

- A Kindergarten
- B Kindergarten
- C Kindergarten
- D Kindergarten
- E First Grade
- F First Grade
- G First Grade
- H First Grade
- I First Grade
- J First Grade
- K Second Grade
- L Second Grade
- M Second Grade
- N Third Grade
- O Third Grade
- P Third Grade
- Q Fourth Grade
- R Fourth Grade
- S Fourth Grade
- T Fifth Grade
- U Fifth Grade
- V Fifth Grade

(95%+ Accuracy, Fluency, and Comprehension, as aligned to Fountas and Pinnell)



A FAMILY'S GUIDE TO THE STANDARDS- BASED REPORT CARD

Standards-Based Report Card

Elementary is full of exciting moments and new discoveries! Families and teachers are always amazed at the amount of growth children show during their first years of school. The standards-based report card is designed to communicate that growth with families, student-by-student and skill-by skill.

Mastery

Although children begin learning many of the listed standards right from the very beginning of the year, repeated exposure and practice are needed for mastery to be met.

The quarter in which a box becomes white is the first quarter when a standard is expected to be mastered at a 3. This will be the first time the teacher will report on the child's level of learning.

1	2	3	4
Can understand and explain text among them to accurately			

For children not yet at a level 3 or 4 in the first quarter where the standard opens, teachers will continue working to help those children reach mastery. Families can also support the child at home.

Related Arts

Related Arts teachers have a variety of standards to teach over the year. While their boxes remain white all four quarters, they may not report scores for each quarter. Also, families may see scores go up and down from quarter to quarter. This is simply because more standards have been taught in later quarters, creating more information and a more complete picture of mastery for teachers, students, and families.

Reporting Area Key

Teachers will provide information of progress over the course of the year by indicating a level of mastery per each indicator. Because every child is different, the structure of the report card allows children to grow over the year and master different skills at different rates.

4

Teachers will indicate that a child has met a 4 for a standard when he or she is performing above grade level or has a deeper knowledge than what is taught by the teacher. Although it is not the goal to have every standard at a 4, some children do have an extraordinary knowledge and strength in a few standards. It is possible that families may see a few 4s on indicators throughout the year.

There are some indicators, such as, "Names all upper case letters," where a 4 is not possible. There is no deeper knowledge than simply naming the letters. Therefore, it is not possible for any student to have all 4s on the report card, nor is it the expectation for any student to have almost all 4s on the report card.

3

When children have met the grade level expectations, the teacher will note a 3 on the report card. The goal is to see every child with a 3 on the report card for each indicator by the end of the year. Students who are not yet at a 3 before the end of the year will continue to receive instruction and support.

Knowing that children learn at different speeds, teachers provide those children more time and support in needed areas. Families will be able to see progress throughout the year by seeing if the mastery level has changed each quarter.

2

A 2 indicates that the child has some basic knowledge of the standard, but hasn't fully mastered the content. This is an opportunity for growth that the teacher will work on at school and families can help support at home.

1

If a child only has some basic knowledge of the standard with teacher help, a 1 will be indicated on the report card. This is feedback for the family that the child is struggling with that skill. The teacher will continue working on the skill in the classroom, and the family can help support the child at home.

Showing Progress from a 1 or 2

When a child is at a 1 or 2, the teacher will continue teaching and assessing that standard. The next time the report card goes home, the teacher will communicate a child's progress by reporting the new level of mastery. This cycle will continue until a child has mastered the grade level content, which is represented with a 3.

If a child stays at a 1 or 2 for multiple reporting periods, it is recommended that parents contact the child's teacher to know how to further support him or her at home.