

CONSIDERATIONS FOR STANDARDS BASED REPORTING

*Providing clear information regarding student progress
towards the Illinois Learning Standards*



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Overview of the Elementary Practitioners' Framework for Standards-based Reporting

The purpose of the Practitioners' Framework for Standards-based Reporting is to provide a *sample* of a standards based report. As districts implement the learning standards, many are reflecting on their reporting systems to ensure alignment with the revised standards and considering transitioning to a standards-based reporting system. To support such efforts, Illinois convened a Standards Based Reporting Committee of educators statewide who have initiated the process in their own schools or districts. A website is now available with numerous examples resources to guide district efforts and contact information of the practitioners. The key deliverable for the committee was to develop a sample framework for a standards based report for Elementary and Middle Schools. The Elementary Framework is located on Pages 3-4.



The entries on the Practitioners' Framework reflect the New Illinois Standards. Multiple standards were combined into more general statements to make it parent friendly and appropriate for all elementary grades. The mathematics sections address both the content and process aspects of the standards. Standards are combined to make the statements parent friendly and not overwhelming in number. Additional documents, conferences, and electronic communications will give parents more specific information. Below are the statements from the report card with their primary accompanying standards. **The following is an explanation of the learning standards used for the each section: Reading, Language Arts, Mathematics, Social Studies and Science.**

Literacy

- Writes opinion, informative/explanatory, and narrative pieces for a variety of audiences (CCW- W1, W2, W3, W4, W5, W6, W7, W8,)
- Demonstrates understanding of Standard English conventions when writing or speaking (SL1 – SL6)
- Supports a point of view with reasons, details and information (CCW 9)
- Speaks effectively for situations and audiences (SL1, SL4, SL5, SL6)
- Listens and comprehends in a variety of settings (SL2, SL3)

Reading

- Reads closely to determine key ideas and details in a variety of grade level text (CCRA- R1, R2, R3)
- Uses knowledge of words to understand and analyze text (CCRA- R4, R5, R6)
- Utilizes various print resources as well as diverse media to make connections, comparisons, and draw conclusions
- (CCRA –R7, R8, R9)
- Comprehends complex grade level literary and informational texts independently (CCRA- R10)
- *NOTE: an additional blank space is provided for districts if they wish to report additional information, such as reading level.*

Social Studies

This section is based on The College, Career and Civic Life (C3) Framework for Social Studies.

The headings are based on the areas designated in the C3 Framework, while the format emphasizes the ELA focus.

Math Content

- Demonstrates an understanding with numbers; generates and analyzes algebraic patterns (OA)
- Describes, compares, interprets and applies concepts of measurement and data (MD)
- Analyzes and classifies concepts of geometric shapes (G)
- Understands and applies place value concepts (NBT)
- Counts and compares numbers (Kindergarten) (CC) OR
- Applies fractional concepts (Grades 3-5) (NF)

Math Practice

- Makes sense of problems and works diligently to find an appropriate solution (MP1, MP6)
- Demonstrates the ability to explain the thinking behind the solution and can evaluate the reasoning of others (MP2, MP3, MP4)
- Uses appropriate math tools efficiently in problem solving (MP5)
- Sees and applies patterns to mathematical reasoning (MP8)
- Uses mathematics to understand and solve real-world problems and can demonstrate the relationship between the two using various modes of representation (MP7)

Science – (NGSS)

- Understands the grade level concepts of life, physical, and earth/space science and their interconnection (Dimension 3)
- Investigates, build models and creates theories about the natural world (Dimension 1)
- Understands the links between the different domains of science (Dimension 2)

Visit the Standards Based Reporting Website for additional information and sample documents to support the transition to a standard based grading system.

www.isbeststandardsbasedreporting.com



Practitioners' Framework for Standards-Based Reporting at the Elementary Level

The purpose of the standards based report card is to inform parents of their child's progress toward meeting grade level state standards.

Grade:	Principal Name & Contact Information:
Student Name:	Teacher Name & Contact Information:

Key Achievements in Content Areas

4=Exemplary; 3=Meets Standards; 2=Approaching Standards; 1=Below Standards; NA=Not Assessed

*Modified

Literacy	Quarter			
	1	2	3	4
Effort				
Writes Opinion, informative, explanatory, and narrative pieces for a variety of audiences				
Demonstrates understanding of Standard English conventions when writing or speaking				
Supports a point of view with reasons, details and information				
Speaks effectively for situations and audiences				
Listens and comprehends in a variety of settings				

Mathematics Content	Quarter			
	1	2	3	4
Effort				
Demonstrates an understanding with numbers; generates and analyzes algebraic patterns				
Describes, compares, interprets and applies concepts of measurement and data				
Analyzes and classifies concepts of geometric shapes				
Understands and applies place value concepts				
Counts and compares numbers (Kindergarten) OR Applies fractional concepts (grades 3-5)				

Reading	Quarter			
	1	2	3	4
Effort				
Reads closely to determine key ideas and details in a variety of grade level text				
Uses knowledge of words to understand and analyze text				
Utilizes various print resources as well as diverse media to make connections, comparisons, and draw conclusions				
Comprehends complex grade level literary and informational texts independently				
This space could be used to indicate reading level, or other specific reading information.				

Mathematics Practice	Quarter			
	1	2	3	4
Effort				
Makes sense of problems and works diligently to find an appropriate solution				
Demonstrates the ability to explain the thinking behind the solution and can evaluate the reasoning of others				
Uses appropriate math tools efficiently in problem solving				
Sees and applies patterns to mathematical reasoning				
Uses mathematics to understand and solve real-world problems and can demonstrate the relationship between the two using various modes of representation				

Social Studies	Quarter			
	1	2	3	4
Effort				
Effectively uses reading and writing strategies to demonstrate an understanding of:				
Civics				
Economic				
History				
Geography				

Music (teacher)	Quarter			
	1	2	3	4
Effort				
Demonstrates basic knowledge of music vocabulary				
Demonstrates musical knowledge and skills through creating and performing				
Demonstrates understanding of music from historical periods and world cultures				

Physical Education/ Health (teacher)	Quarter			
	1	2	3	4
Effort				
Acquires movement skills and understands the concepts needed to engage in health-enhancing physical activity				
Sets goals and achieves/maintains physical fitness based on continual self-assessment				
Develops team-building skills by working with others through physical activity				
Understand basic principles of health and well-being				

Attendance	1	2	3	4
Present				
Absent				
Tardy				

Science	Quarter			
	1	2	3	4
Effort				
Understand the grade level concepts of life, physical, and earth/space science and their interconnection				
Investigates, build models and creates theories about the natural world				
Understands the links between the different domains of science				

Visual Art (teacher)	Quarter			
	1	2	3	4
Effort				
Demonstrates basic knowledge of vocabulary used in visual art				
Creates art with a variety of tools, media, and techniques				
Demonstrates an understanding of how art/artifacts convey stories about people, places, and times				

Key Behaviors: 4=Consistently;3=Usually;2=Sometimes;1=Rarely

Social/Emotional	1	2	3	4
Demonstrates self-control				
Works well with others				
Makes good decisions				

	General Comments
1	
2	
3	
4	