

Elementary Report Card Information

Information that will help guide you and your team through the reporting process.

Best Practices

- Grade level teams agree about standards addressed
- Grade level teams agree about when to use T (taught but not assessed) and Y (not yet taught)
- Score mid-term progress against the end-of year standard
 - Ask: Does this child's work meet the standard?
 - Consider: If you're driving to meet the standard by the end of the year, where is this child's work along that roadmap?
- Use the performance rubric to score student performance:

PERFORMANCE KEY	
4	Consistently exceeds and extends grade-level expectations
3 TARGET	Consistently demonstrates grade-level expectations
2	Making progress towards knowledge and skills of grade-level expectations
1	Minimal or no demonstration of knowledge and skills of grade-level expectations
T	Taught but not assessed
Y	Not yet taught

Students with IEPs or 504s

- General education teachers are responsible for reporting on all students in all areas that they attend (even if only part of the period).
- Use comment section to note students (with or without designated IEPs or 504 plans) meeting the standard with accommodations.
- SPED teachers will be reporting progress toward IEP goals in a separate document mailed home at same time..
- Collaboration and communication between teachers is highly recommended.

***Music and PE have a one-page description of activities added to the report card

Please see back for Performance Key Rubric

Eugene 4j Elementary Report Card Performance Key

4	3 - TARGET	2	1	Taught, but not assessed	Not Yet Taught
<i>Consistently exceeds and extends grade-level expectations</i>	<i>Consistently demonstrates grade-level expectations</i>	<i>Making progress toward knowledge and skills of grade-level expectations</i>	<i>Minimal or no demonstration of knowledge and skills of grade-level expectations</i>		
ACADEMICS - Suggested Criteria					
<ul style="list-style-type: none"> Student's work consistently goes above and beyond the requirements of the standard being assessed. Student independently produces work that exceeds the requirements of the standard in depth of knowledge and/or connection to other learning. 	<ul style="list-style-type: none"> Student's work consistently meets the requirements of the standard being assessed. Student requires no teacher support to produce work that meets the requirements of the standard. 	<ul style="list-style-type: none"> Student's work may lack minor components of the standard or may routinely include errors related to the standard. Student can meet the standard with teacher support, additional instruction, or revision to work. 	<ul style="list-style-type: none"> Student's work does not meet the requirement of the standard being assessed OR Student produces work that does not provide enough evidence to grade this standard accurately. Student is not able to meet the standard even with teacher support, additional instruction, or revision to work. 	Content has been taught whole-group, but no formal assessments have been given yet	For mid-year report card only. Content has not yet been covered in class.
BEHAVIOR - Suggested Criteria					
<ul style="list-style-type: none"> Student demonstrates the Learning Characteristic at all times with no reminders or reteaching. Serves as a role model for others. 	<ul style="list-style-type: none"> Student consistently demonstrates the Learning Characteristic and rarely needs reminders or reteaching. 	<ul style="list-style-type: none"> Student is capable of demonstrating the Learning Characteristic with some reminders or reteaching. 	<ul style="list-style-type: none"> Student requires repeated reminders or reteaching to demonstrate the Learning Characteristic OR Student is not yet demonstrating this Characteristic. 		