



Swartz Creek Community Schools

ELEMENTARY REPORT CARD GUIDE



MISSION: Swartz Creek Community Schools inspires our learners to embrace challenges, set goals, grow their talents, and realize their dreams for success in a global society.

VISION: Swartz Creek Community Schools provides a world class education through innovative experiences while developing the unique talents of our learners.

BELIEF STATEMENTS:

- We believe in a culture of learning.
- We believe that student learning should be the primary goal for all decisions made affecting the school district.
- We believe the climate and culture of the school is engaging, nurturing, challenging, and inspires students to express their personal ideas.
- We believe curriculum is integrated, differentiated, meaningful, and pertinent to life.
- We believe in culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21st Century.
- We believe in continuous improvement informed by critical evaluation and reflection.
- We believe expanding technologies enrich how teachers teach and students learn.
- We believe in building relationships and sharing resources with our community, parents, and staff members.

SCCS School District

Elementary Report Card Guide

REPORT CARD UPDATE

OUR NEW REPORT CARD

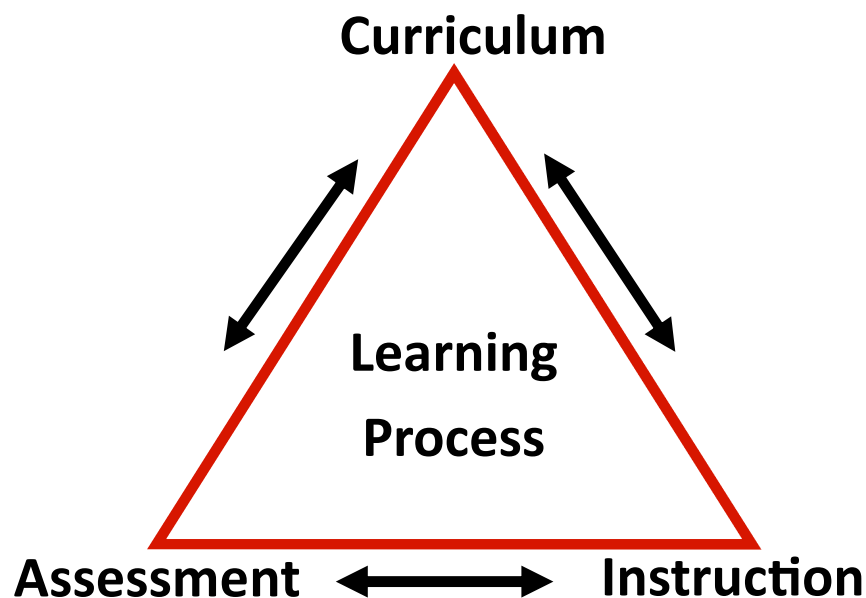
Our new report card is aligned to the newly adopted Common Core Learning Standards and reflects updates in our curriculum and instruction. Parents will find:

1. Category titles and descriptors reflecting the Common Core Standards, State Standards, and District Standards.
2. Grading keys reflecting student progress towards standards (1-3 scale).
3. CREEK expectations reflecting student behaviors necessary to be a successful learner.

STANDARDS-BASED REPORT CARDS

There are four essential components of a standards-based system.

1. **Curriculum**: The content standards as outlined by the Common Core, State and District Standards.
2. **Instruction**: The standards dictate the classroom instruction.
3. **Assessments**: Authentic assessments measure the learning based on the standards.
4. **Communication**: A communication tool that reports student progress toward meeting the standards.



SNAPSHOT

Academic Areas and Student Progress

PROFICIENCY SCALE

Not assessed at this time.

1 **Limited:** Student is not demonstrating an understanding of grade level expectations

2 **Developing:** Student is developing an understanding of, but is not yet meeting, grade level expectations

3 **Proficient:** *Student meets grade level expectations with consistent accuracy and quality*

Indicators to report progress in each Learning Standard

Limited, Developing, Proficient

Learning Standard

Student progress toward Learning Standard

<u>Literature/ Informational Text</u>	MP1	MP2	MP3	MP4
Asks and answers questions about the text				
Retells stories including key details such as characters, settings, and major events				
Makes connections between two individuals, events or ideas in the text				
Compare and contrast important details of text				

Description of each Learning Standard

FREQUENTLY ASKED QUESTIONS



Q: Why a Standards-Based Report Card?

A: Standards-based report cards provide:

1. Authentic student assessments
2. Consistent evaluations throughout the year
3. Specific information based on the student's needs

Q: What do the numbers 1, 2, & 3, indicate?

- * 1 means "I do not understand."
- * 2 means "I am getting there."
- * **3 means "I can do it by myself."**

(See the last page)

Q: What should families expect to see on report cards?

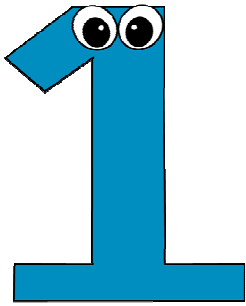
A: A score of 2 while learning a new standard is **APPROPRIATE**. A score of 3 is consistently demonstrating proficiency of a standard. By the end of the 4th marking period, the goal is a 3.

Q: Can a student perform at a level 3 and then move to a lower level in the next marking period?

A: The expectations change from one marking period to the next as students move toward the end of grade-level expectations. This means:

1. A student may meet the grade-level expectations during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency from marking period to marking period.
2. A student might receive a 3 in the first marking period and then receive a 2 in the second marking period on the same standard.

Family Friendly Rubric



“I do not understand.”

- * The student cannot complete without extensive support.



“I am getting there.”

- * The student is starting to understand but needs coaching.
- * The student is not proficient “YET”.



“I can do it myself!”

- * The student understands and can work independently.
- * The student has met the standard.