



Engage, Equip, Empower

K-5 Report Card Information | 2018-2019

The district's report cards reflect the language of Ohio's learning standards and include a marking system that indicates a student's level of mastery against end-of-year expectations.

Conferences with parents/guardians take place in quarter one. Reports for kindergarten students are issued during quarters two and four as are reports for "specials" (i.e., Art, Music, PE, and Spanish). Reports for students in first through fifth grade are issued in quarters two, three and four.

Grade, "Specials"	Quarter 1 (Oct.)	Quarter 2 (Jan.)	Quarter 3 (April)	Quarter 4 (May)
K	Conferences	x		x
1-5	Conferences	x	x	x
Art, Music, PE, Spanish	Conferences	x		x

Academic Standards

Not all state standards are listed on the reports, as these are numerous and many serve as scaffolds to other, more rigorous standards. Standards listed represent those with the highest level of rigor for that particular grade.

Learning Skills and Work Habits

Learning skills and work habits help students to succeed in school and prepare students for post-secondary education and the world of work. These skills and habits should be demonstrated across all subject areas and homework tasks and are categorized into these strands: Personal Responsibilities, Self-Directed Learning, and Classroom Interactions. These are reported separately in order to give the most accurate account of the student's academic content knowledge and skills but are reported using the same progress indicators used for assessing proficiency with the academic standards.

Marking System

The marking system is the same for all grades and subject areas. Some standards will be assessed over multiple quarters, as the content requires continued depth of understanding and demonstration of more sophisticated learning. However, only standards that have been taught and assessed that quarter will appear on the report. The goal is for each student to be proficient with grade-level expectations by the end of the school year.

Progress Indicators		Academic Content Standards	Learning Skills and Work Habits
M	Mastery (consistently, independently)	Student's independent achievement <i>consistently and independently meets</i> grade-level expectations; student is working toward enhanced depth of understanding on grade-level expectations.	Student <i>often applies</i> appropriate learning skills and work habits.
D	Developing (approaching mastery)	Student's independent achievement <i>inconsistently meets</i> grade-level expectations, yet student is approaching grade-level expectations.	Student <i>sometime shows</i> application of learning skills and work habits and is progressing toward meeting grade-level expectations.
E	Emerging (needs support)	Student's independent achievement <i>needs continual support</i> for grade-level expectations.	Student <i>needs continual support</i> or does not apply learning skills and work habits that have been taught.
IE	Insufficient Evidence	Student has <i>not yet provided enough information</i> to determine what the student can do.	