

# A Parent's Guide to Report Cards *Grades 1 - 5*

*This guide is designed to help you understand the grading system and requirements for the Bethlehem Area School District Report Card for grades 1-5. If you have any questions regarding your child's report card, please contact his/her teacher.*



## **Grading Practices**

There will be four categories for grades to add consistency between students and teachers; no plus or minus letter grades will be given other than those indicated in the grade key. The grading scale and letter grade descriptors will be:

A/O	Superior Academic Performance
B/S	Satisfactory Academic Performance
C/S-	Marginal Academic Performance
F/N	Inadequate Academic Performance
X	Not assessed at this time

If percentage grades are used, the scale will be:

A	90 – 100%
B	80 – 89%
C	70 – 79%
F	Below 70%

A rubric score will be used to reflect student progress toward meeting the standards:

4	Advanced (Superior Academic Performance)
3	Proficient (Satisfactory Academic Performance)
2	Basic (Marginal Academic Performance)
1	Below basic (Inadequate Academic Performance)
X	Not assessed at this time

The following Performance Rating Symbols +, √, or – will be used for Work Habits to indicate a student's overall performance and Citizenship to reflect student's behavioral choices each quarter.

+	Excellent
√	Satisfactory
–	Unsatisfactory

## Descriptors for Grades 1 and 2

### Reading

Student progress in reading instruction is reported in five skill areas:

**Comprehension:** Understands text and extends its meaning to other areas.

*Grades may reflect: Discussion dialogue, conversation, retells and summaries, graphic organizers, formal and informal assessments, class work/homework, book talks, Guided Reading, literature circles, Reader's Workshop conferences, on-demand assessments, and teacher observation.*

**Reading Strategies:** Uses a variety of methods to obtain meaning from text.

*Grades may reflect: Guided Reading, running records, Readers' Workshop conferences, formal and informal assessments, and teacher observation.*

**Response to Literature:** Demonstrates an understanding of literature in written and/or oral form.

*Grades may reflect: Story retelling, summaries, book talks, discussion, dialogue, and conversation, written responses, Readers' Workshop conferences, formal and informal assessments, teacher observation, and Guided Reading.*

**Speaking and Listening:** Orally responds by stating opinions, reflecting on author's craft, appropriately addressing an audience, contributes to discussions, asking relevant questions, participating in small and large group discuss and presentations, and using media for learning purposes (refer to the Academic Standard for additional details).

*Grades may reflect: Story retelling, daily observation, book talks, literature circles, Readers' Workshop conferences, and oral presentations.*

**Print-Sound Code:** Understands and uses letter-sound relationships.

*Grades may reflect: Formal and informal assessments, written work, on-demand assessments, and teacher observation.*

### Writing

Student progress in writing instruction is reported in four skill areas:

**Note:** Grade 1 students are not assessed in Writing for Marking Period 1.

**Writing Over Time:** Demonstrates effective use of the writing process with revision.

*Grades may reflect: Journal writing, response to literature, Writer's Workshop writing, teacher observation, and formal and informal assessments.*

**On-Demand Writing:** Writes assignment within a given time frame.

*Grades may reflect: District wide assessments, teacher observation, and formal and informal assessments.*

**Spelling:** Demonstrates the ability to spell instructed words in isolation and in daily use.

*Grades may reflect: Spelling lists, daily writing activities, written assessments, teacher observation, and formal and informal assessments.*

**Conventions:** Demonstrates a basic understanding of the rules of the English Language.

*Grades may reflect: On-demand assessments, daily written work, Writers' Workshop writing, journal writing, teacher observation, and formal and informal assessments.*

## **Mathematics**

Student progress in mathematics instruction is reported in four areas:

**Math Concepts:** Understands grade level mathematics concepts.

*Grades may reflect: Discussion, dialogue and conversation, on-demand and over-time assessments, written work, class work/homework, teacher observation, and formal and informal assessments.*

**Problem Solving:** Uses a variety of strategies to solve problems.

*Grades may reflect: Discussion, dialogue and conversation, on-demand and over-time assessments, written work, class work/homework, teacher observation, and formal and informal assessments.*

**Number Facts:** Learns basic facts per grade level expectations.

*Grades may reflect: On-demand assessments, written work, class work/homework, teacher observation, and formal and informal assessments.*

**Note:** Grade 1 students are not expected to master any basic facts by rote. Expectation is to master combining and separating sets with manipulatives or pictures.

**Computational Accuracy:** Accurately adds and subtract, with and without calculators or manipulatives.

*Grades may reflect: Written work, tests/quizzes, problem solving activities, and on-demand and over-time assessments.*

## Descriptors for Grade 3

### Reading

Student progress in reading instruction is reported in five skill areas:

**Comprehension:** Understands text and extends its meaning to other areas by applying reading strategies.

*Grades may reflect: Tests/quizzes, class work/homework, Guided Reading, literature circles, Reader's Workshop, practice tasks, on-demand assessments, and teacher observation.*

**Reading Strategies:** Uses a variety of methods to obtain meaning from text.

*Grades may reflect: Guided Reading, running records, Readers' Workshop conferences, and formal and informal assessments, and teacher observation.*

**Response to Literature:** Demonstrates a personal appreciation of literature in both written and oral form and reflects and extends its meaning.

*Grades may reflect: Guided Reading, story retelling, Readers' Workshop, on-demand assessments, practice tasks, class work/homework, written responses, formal and informal assessments, written responses, and teacher observation.*

**Vocabulary Development:** Demonstrates growth in the use and understanding of applicable vocabulary.

*Grades may reflect: Tests/quizzes, class work/homework, and formal and informal assessments.*

**Speaking and Listening:** Orally responds by stating opinions, reflecting on author's craft, appropriately addressing an audience, contributes to discussions, asking relevant questions, participating in small and large group discuss and presentations, and using media for learning purposes (refer to the Academic Standard for additional details).

*Grades may reflect: Story retelling, daily observation, book talks, literature circles, Readers' Workshop conferences, and oral presentations.*

### Writing

Student progress in writing instruction is reported in four skill areas:

**Writing Over Time:** Writes a variety of genres using the writing process while incorporating elements of author's craft.

*Grades may reflect: Journal writing, Writer's Workshop writing, teacher observation, and formal and informal assessments.*

**On-Demand Writing:** Uses guidelines (rubric/checklist) to write for a specific purpose within a given time frame.

*Grades may reflect: District wide assessments, teacher observation, and formal and informal assessments.*

**Spelling:** Demonstrates the ability to spell instructed words in isolation and in daily writing.

*Grades may reflect: Spelling lists, daily writing activities, written assessments, tests/quizzes, class work/homework, teacher observation, and formal and informal assessments.*

**Conventions:** Demonstrates a basic understanding of the rules of the English Language.

*Grades may reflect: Class work/homework, test/quizzes, on-demand assessments, daily written work, Writers' Workshop writing, journal writing, teacher observation, and formal and informal assessments.*

## **Mathematics**

Student progress in mathematics instruction is reported in four areas:

**Math Concepts:** Understands grade level mathematics concepts.

*Grades may reflect: Discussion, dialogue and conversation, class work/homework, written work, tests/quizzes, problem solving activities, on-demand and over-time assessments, teacher observation, and formal and informal assessments.*

**Problem Solving:** Uses a variety of strategies to solve problems.

*Grades may reflect: Discussion, dialogue and conversation, class work/homework, written work, tests/quizzes, problem solving activities, on-demand and over-time assessments, teacher observation, and formal and informal assessments.*

**Number Facts:** Learns basic facts per grade level expectations.

*Grades may reflect: Class work/homework, written work, tests/quizzes, problem solving activities, on-demand assessments, teacher observation, and formal and informal assessments.*

**Computational Accuracy:** Accurately adds, subtract and multiply whole numbers with and without calculators.

*Grades may reflect: Class work/homework, written work, tests/quizzes, problem solving activities, on-demand and over-time assessments, teacher observation, and formal and informal assessments.*

## Descriptors for Grades 4 and 5

### Reading

Student progress in reading instruction is reported in five skill areas:

**Comprehension:** Understands text and extends its meaning to other areas by applying reading strategies.

*Grades may reflect: Tests/quizzes, class work/homework, Guided Reading, literature circles, Reader's Workshop, practice tasks, on-demand assessments, and teacher observation.*

**Reading Strategies:** Uses a variety of methods to obtain meaning from text.

*Grades may reflect: Guided Reading, running records, Readers' Workshop conferences, formal and informal assessments, and teacher observation.*

**Response to Literature:** Demonstrates a personal appreciation of literature in both written and oral form and reflects and extends its meaning.

*Grades may reflect: Guided Reading, story retelling, Readers' Workshop, on-demand assessments, practice tasks, class work/homework, written responses, formal and informal assessments, written responses, and teacher observation.*

**Vocabulary Development:** Demonstrates growth in the use and understanding of applicable vocabulary.

*Grades may reflect: Tests/quizzes, class work/homework, and formal and informal assessments.*

**Speaking and Listening:** Orally responds by stating opinions, reflecting on author's craft, appropriately addressing an audience, contributes to discussions, asking relevant questions, participating in small and large group discuss and presentations, and using media for learning purposes (refer to the Academic Standard for additional details).

*Grades may reflect: Story retelling, daily observation, book talks, literature circles, Readers' Workshop conferences, and oral presentations.*

### Writing

Student progress in writing instruction is reported in four skill areas:

**Writing Over Time:** Writes a variety of genres using the writing process while incorporating elements of author's craft.

*Grades may reflect: Journal writing, Writer's Workshop writing, teacher observation, and formal and informal assessments.*

**On-Demand Writing:** Uses guidelines (rubric/checklist) to write for a specific purpose within a given time frame.

*Grades may reflect: District wide assessments, teacher observation, and formal and informal assessments.*

**Spelling:** Demonstrates the ability to spell instructed words in isolation and in daily writing.

*Grades may reflect: Spelling lists, daily writing activities, written assessments, tests/quizzes, class work/homework, teacher observation, and formal and informal assessments.*

**Conventions:** Demonstrates a basic understanding of the rules of the English Language.

*Grades may reflect: Class work/homework, test/quizzes, on-demand assessments, daily written work, Writers' Workshop writing, journal writing, teacher observation, and formal and informal assessments.*

## **Mathematics**

Student progress in mathematics instruction is reported in four areas:

**Math Concepts:** Understands grade level mathematics concepts.

*Grades may reflect: Discussion, dialogue and conversation, class work/homework, written work, tests/quizzes, problem solving activities, released tasks, on-demand and over-time assessments, teacher observation, and formal and informal assessments.*

**Problem Solving:** Uses a variety of strategies to solve problems.

*Grades may reflect: Discussion, dialogue and conversation, class work/homework, written work, tests/quizzes, problem solving activities, released tasks, on-demand and over-time assessments, teacher observation, and formal and informal assessments.*

**Number Facts:** Learns basic facts per grade level expectations.

*Grades may reflect: Class work/homework, written work, tests/quizzes, problem solving activities, released tasks, on-demand assessments, teacher observation, and formal and informal assessments.*

**Computational Accuracy:** Accurately adds, subtract, multiply and divide whole numbers with and without calculators.

*Grades may reflect: Class work/homework, written work, tests/quizzes, problem solving activities, on-demand and over-time assessments, teacher observation, and formal and informal assessments.*

## Work Habits

Student overall performance is reported in the listed areas below:

- Uses class time productively
- Listens and follows directions
- Completes homework
- Works cooperatively with peers
- Demonstrates effort
- Independent reading
- Legible handwriting

*As of School Year 09 – 10 the following areas reported under work habit are new to this section of the report card:*

**Independent Reading:** demonstrates progress in the development of independent reading practices reflective of a student's independent reading level

*Rating may reflect: Reader's Workshop journals, incentive programs, story retelling, book talks, responses to literature, teacher observation*

**Legible Handwriting:** forms letters correctly to enable written communication with others

*Rating may reflect writing that is done on class work/homework, test/quizzes, on-demand assessments, daily written work, Writer's Workshop writing, or journal writing; also, teacher observation and formal and informal assessments*

## Citizenship

Student behavioral choices are reported in the listed areas below:

- Respects others
- Follows school rules
- Behaves appropriately

## Comment Section

Additional teachers comments may appear on your child's report card. If you need further clarification on your child's report card contact their classroom teacher.