Elementary report cards go home in November, March and in June, at the end of each trimester.

Subject Information by GradeLevel

Separate documents have been created to help you understand the learning goals within each subject area. Please see the **"Grade Level Standards"** page for your child's grade level.

Skills & Behaviors to SupportStudentLearning

One grade is provided for each of the four attributes per trimester.

Attendance

Attendance information is included because a high attendance rate contributes to student success.

Comments

Teacher comments are provided at the end of the report card to briefly describe the learning goals for the grading term. Comments may apply to the whole class or be specific to your child and refer to how he/she is doing toward the goals (on back).



YOUR ELEMENTARY SCHOOL
STREET ADDRESS
LYNDEN, WA 98264

Name:
Grade:
Principal:
Teacher:
School Year:

GRADING SCALE

Grade	Description	Grade	Description	Grade	Description	Grade	Description	Grade	Description	Grade	Description
4	Significantly Above Standard	3	Meeting Standard	2	Approaching Standard	1	Well Below Standard	NE	Not Evaluated at this Time	M	Modified Curriculum

CLASS INFORMATION

Period	Course	Teacher	Length	T1	T2	T3
01	GRADE	LAST, FIRST	YR			
Reading						
Fluency						
Comprehension						
Effort						
Writing						
Content Organization & Style						
Conventions						
Effort						
Math						
Operations & Algebraic Thinking						
Numbers & Operations - Place Value						
Numbers & Operations - Fractions						
Measurement & Data						
Geometry						
Effort						
Science						
Science Concepts						
Effort						
Social Studies						
Social Studies Concepts						
Effort						
Skills & Behaviors to Support Learning						
Self-Directed Learner						
Responsible Citizen						
Collaborative Worker						
Quality Producer						
02	MUSIC GRADE	LAST, FIRST	YR			
Music						
Music Concepts						
Effort						
02	PE GRADE	LAST, FIRST	YR			
Physical Education						
PE Concepts						
Effort						

ATTENDANCE

Term	Excused	Unexcused	Other	Absent	Tardy	Term	Excused	Unexcused	Other	Absent	Tardy
1	0.00	0.00	0.00	0.00	0.00	3	0.00	0.00	0.00	0.00	0.00
2	0.00	0.00	0.00	0.00	0.00	Year Totals	0.00	0.00	0.00	0.00	0.00

More Information

If you have questions or need additional information, the best point of contact is your child's classroom teacher or school principal. Questions can also be directed to the Department of Teaching and Learning at 360-354-4443. For more information on family engagement and standards-based reporting visit **lynden.wednet.edu/departments/teaching-learning/assessments**

Additional information related to standards and assessment can also be found on the Washington State Office of Superintendent of Public Instruction website at **k12.wa.us**. The National PTA website, **PTA.org** has parent guides to support student success, including an overview of key concepts your child will learn in English/literacy and math by grade level, and ideas for support learning at home. Another aligned resource is **corestandards.org**, the website for Common Core State Standards Initiative.

LYNDEN SCHOOL DISTRICT
Tradition + Pride + Excellence

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Report Card Guide
for Elementary Families



This is your guide to the elementary report card. An effective family engagement system includes multiple ways to communicating with you about your child's performance and progress. The report card is just one way we share information.

What is Standards-Based Reporting and why is it used?

Standards-Based Reporting gives you information about how your child is progressing toward meeting the Washington State Standards during the course of the school year. Standards specify what all students should know and be able to do. In a standards-based system:

- **Your child's performance is measured against the standard, rather than simply being compared to other students in his/her class.**
- **As parents and guardians, you are provided clear information on how your child is progressing academically.**

Tips for Reviewing the Report:

- **Review the report card with your child.**
- **Ask your child questions about the content of the report card; get his/her insights into the learning focus and scores.**
- **If you are uncertain about any portion of the report card, make note of it, ask your child, and when needed, ask your child's teacher.**
- **Together, identify areas of accomplishment and growth, and celebrate them; remember that a "3" designates "meeting standard" and is cause for celebration.**
- **Ask your child's teacher about ways to help support learning at home.**

Academic Scoring Marks

Scores on the report cards are numbered in the form of a 4, 3, 2, or 1. These scores indicate how your child is doing at that time of year to be on track for meeting end-of-year learning goals.

A "3", as highlighted in the academic descriptors, indicates that a student is meeting grade level expectations at the time of reporting.

4

Significantly Above Standard

Significantly exceeds grade level standard

Demonstrates high level of knowledge and understanding

Applies learning to other subject areas and situations

3

Meeting Standard

Meet s expectations for grade level

Demonstrates solid knowledge and understanding

Applies learning to other subject areas

2

Approaching Standard

Meetssome expectations for grade level, not yet at standard

Demonstrates some knowledge and understanding

Requires extra time, instruction, and additional assistance and/or redirection

1

Well Below Standard

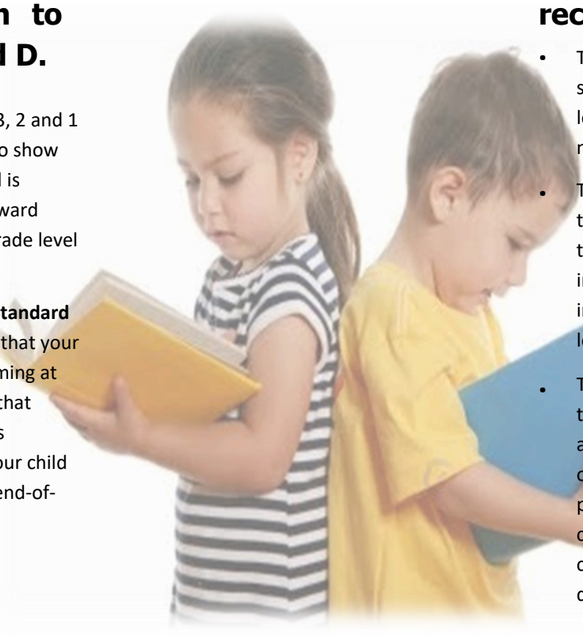
Not meeting expectations for grade level

Additional support needed to develop knowledge and understanding

Requires an extended amount of time, considerable assistance and redirection

There is no comparison to A, B, C, and D.

- The grades 4, 3, 2 and 1 are designed to show how your child is performing toward meeting the grade level exp ectation s.
- The **Meeting Standard** score **3** shows that your child is performing at grade level. If that performance is maintained, your child will meet the end-of-year standard.



If your child did not receive a 3:

- The **Approaching Standard** score of **2** shows that your child is not yet at grade level. Some additional support may be necessary.
- The **Well Below Standard** score of **1** shows that your child is performing well below the expectations for that time of year. This indicates that extra support and intervention will be required to meet grade level expectations.
- The **Exceeding Standard** score of **4** shows that your child is performing significantly above the grade level expectations, i.e., one year or more above. If this performance is maintained, your child will continue developing critical thinking and collaboration skills, while learning at deeper levels.

Skills & Behaviors to Support Learning Scoring Marks

In addition to Academic Scoring Marks, students are given marks to show how they are meeting expectations for the Learner Attribute goals.



4

The student consistently and independently meets behavioral expectations demonstrating strong leadership and role model status.

3

The student frequently and independently meets behavioral expectations but needs occasional reminders.

2

The student has learned the behavioral expectations but still requires adult assistance and/or re-directing to perform at an independent level.

1

Although the student has been taught the behavioral expectations, he/she still cannot perform independently even with assistance.

Elementary Learner Attributes

We believe in the importance of developing students who are knowledgeable in content areas and also have the attributes to be successful learners. Therefore, our goals for students include demonstration of attributes as well as academic performance. The Learner Attributes are behaviors that lead to one's success as a student.These attributes are aligned with Lynden School District Policy 2000; Student Learning Goals.

Self-Directed Learner

- Actively explores new ideas, posing questions about their meaning, significance and implications
- Recognizes when an approach is unsuccessful and identifies logical alternatives
- Asks questions to clarify understanding; seeks to make sense of new learning

Responsible Citizen

- Takes responsibility for own learning and own behavior
- Uses resources effectively - class time, materials, assignments, peers, teachers
- Learns from mistakes and seeks help when needed
- Follow directions ,is attentive and remains on task

Collaborative Worker

- Communicates effectively with others, through both speaking and listening
- Contributes to and is engaged in class discussions and collaborative work
- Demonstrates ability to work together with respect, compassion and integrity
- Contributes positively to the class and school community

Quality Producer

- Demonstrates ability to create quality products that have innovative and creative aspects
- Correctly follows all parts of oral and written directions
- Works carefully and pays attention to details

Other Marks for Reporting

NE

Not Evaluated at this time

Indicates an area that has not been taught in sufficient detail to collect enough evidence for a score or to indicate an area that is not taught during that reporting period.

M

Modified Curriculum

Indicates thata student is below grade level standards, and modified curriculum has been identified for individual learning goals. Specific information on the student's progress will be in a separate report.