



A PARENT'S GUIDE TO  
DISTRICT 15 PROGRESS REPORTS

MCHENRY SCHOOL DISTRICT 15

Dear D15 Families,

As McHenry School District 15 continues to improve teaching and learning for all students, we know that families are our most valuable partner. The New Illinois Learning Standards [[www.isbe.net](http://www.isbe.net)] set high expectations for students, staff, and schools. Achieving these career and college ready standards requires continuous progress monitoring and providing targeted support as needed. Like teachers, families need accurate and meaningful information--particularly information about student strengths and challenges in performing to high expectations--to better understand and support student learning. Standards describe what a student should know and be able to do at each grade level in all subjects. We believe that the progress reports are a positive step in better communicating grade-level expectations for student learning. The progress report will provide valuable information regarding your student's performance to the standards—from basic to advanced levels. The progress report also provides information on your child's work habits, behavior, and effort.

The McHenry School District 15 progress report is helpful in many ways. First, it clarifies and reinforces consistent expectations for all McHenry District 15 students and schools. Second, the progress report helps teachers, students, and families focus on particular standards throughout the school year. Finally, and most importantly, the new progress report provides specific feedback on progress relative to the standards so students, families, and teachers can work together to set meaningful goals for improvement. Information on which big ideas and concepts each child has learned and what work is still needed for success in the next grade level helps ensure that your child receives additional support—at home and school—when needed.

A Parent's Guide to District 15 Progress Reports provides information about our student reporting tool, including frequently asked questions and additional background information, a description of proficiency levels, a sample progress report, further detail on the content area standards included on the progress report, and a list of additional resources for families. I hope you will find the Parent Guide and the progress report information helpful. Please feel free to contact your child's school if you have questions or concerns.

Sincerely,

Josh Reitz, Ed. D.  
Assistant Superintendent



## Description of Academic Standards and Skills

### **Extend / Exceed Grade Level Standard (EG)**

- Demonstrates advanced level of thinking and understanding
- Student demonstrates application and understanding that extends beyond what is taught in class
- Masters and applies knowledge and skills that lead to high quality work that excels and exceeds grade level expectations
- Requires no support to complete work

### **Meets Grade Level Standard (MG)**

- Demonstrates solid and consistent level of knowledge and understanding
- Applies knowledge and skills that lead to above average work based on grade level expectations
- Requires minimal support to complete work

### **Approaching Grade Level Standard (AG)**

- Demonstrates partial or inconsistent understanding of skills
- Requires additional reinforcement and practice of skills to produce work that is average based on grade level expectations
- Requires regular support to complete work

### **Below Grade Level Standard (BG)**

- Demonstrates minimal understanding of skills
- Requires additional instruction and practice of skills, work produced does not meet grade level expectations
- Requires additional time and significant support to complete work

### **Not Assessed at this Time (NA)**

- Not covered in instruction, or inadequate evidence of student achievement available to make a determination

## **Effort and Work Habits**

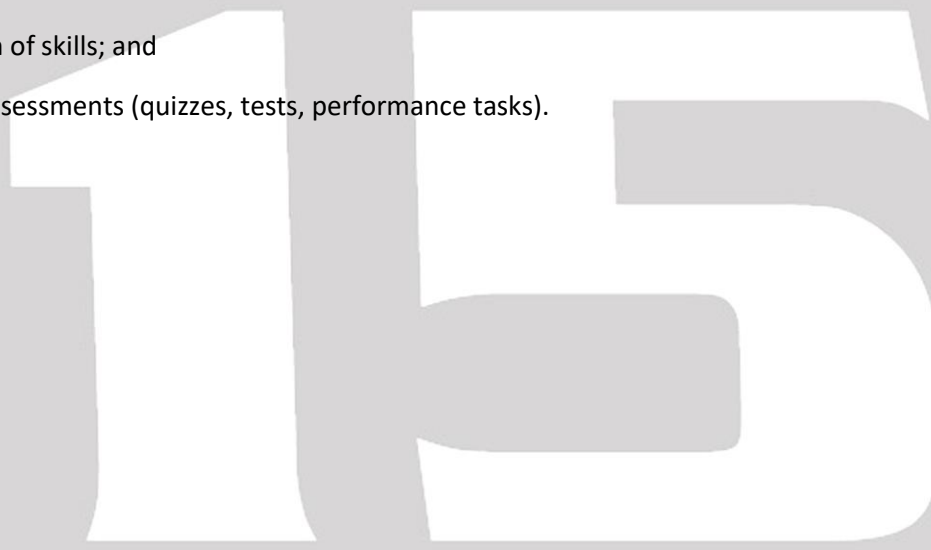
- 1 - Excellent**
- 2 - Satisfactory**
- 3 - Needs Improvement**

Work habits and effort are often closely related to student achievement. It is the goal of McHenry School District 15 to have each student working to his or her potential to achieve at the highest possible level and to achieve or make progress towards grade level standards.

### **What Student Evidence Determines Grades?**

As students work toward achieving grade level expectations in all curriculum areas, teachers carefully consider the following in determining progress in all academic and special areas:

- a collection of work over time;
- daily written or oral tasks;
- application of skills; and
- periodic assessments (quizzes, tests, performance tasks).



# Sample Progress Report

Student Name: STUD  
 Homeroom Teacher:  
 School Year: 2019-20  
 Grade: 04

These are the levels of mastery used to report achievement toward the Illinois State Standards.

McHenry Elementary School Distict 15  
 1011 N Green St  
 McHenry, IL 60050  
 779-244-1000



Student Attendance Record			
	T1	T2	T3
Excused	0	0	0
Unexcused	0	0	0
Tardy	0	0	0

Academic Indicator
EG- Extend/Exceed Grade Level Standard
MG- Meets Grade Level Standard
AG- Approaching Grade Level Standard
BG- Below Grade Level Standard
NA - Not Assessed at this time

Effort / Work Habits
1- Excellent
2- Satisfactory
3- Needs Improvement
NA - Not Assessed at this time

Class: 4 ELA / 01 4 ELA AA  
 Teacher:

Literature	T1	T2	T3
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text		AG	
Describe in depth a character, setting, or event in a story or drama, drawing on specific details			
Determine the meaning of words and phrases as they are used in a text, including those that are characters found in mythology			
Make connections between the text of a story or drama and a visual or oral presentation of the text			
Compare and contrast the treatment of similar themes and topics and patterns of events in stories from different cultures			
Read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed		AG	
<b>Informational Text</b>			
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text		AG	
Determine the main idea of a text and explain how it is supported by key details; summarize the text		BG	
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area		MG	
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears		MG	
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably		MG	
Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed		BG	
<b>Foundational Skills</b>			
Know and apply grade-level phonics and word analysis skills in decoding words		AG	
Read with sufficient accuracy and fluency to support comprehension		AG	
<b>Speaking and Listening</b>			
Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly		MG	
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally		MG	
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant details to support main ideas or themes; speak clearly at an understandable pace		AG	
Present information from multiple print or digital sources, as well as visual media and formats, in order to examine a topic or text, and issue, connecting ideas and evidence that call for formal English and situations where informal discourse is appropriate; use appropriate to task and situation		AG	
Participate in discussions and presentations, supporting a point of view with reasons and information		BG	
Analyze a text to examine a topic and convey ideas and information clearly		AG	
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		AG	

Blue headings indicate competency areas for each subject.

Student achievement is reported by standards within each domain.

Class: 4 MTH / 01 4 Math AA  
 Teacher:

Operations and Algebraic Thinking	T1	T2	T3
Use the four operations with whole numbers to solve problems		MG	
Gain familiarity with factors and multiples		MG	
Generate and analyze patterns		AG	
<b>Numbers and Operations in Base Ten</b>			
Generalize place value understanding for multidigit whole numbers		AG	
Use place value understanding and properties of operations to perform multi-digit arithmetic		AG	
<b>Numbers and Operations- Fractions</b>			
Extend understanding of fraction equivalence and ordering		MG	
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers		AG	
Understand decimal notation for fractions, and compare decimal fractions		AG	
<b>Measurement and Data</b>			
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit		MG	
Represent and interpret data		MG	
Geometric measurement: understand concepts of angle and measure angles		AG	
<b>Geometry</b>			
Draw and identify lines and angles, and classify shapes by properties of their lines and angles		BG	

Class: 4 SCI / 01 4 S  
 Teacher:

Science	T1	T2	T3
Demonstrate knowledge of core concepts		AG	
Ask questions		AG	
Develop and use models		AG	
Plan and carry out investigations		AG	
Analyze and interpret data		AG	
Construct explanations and design solutions		BG	
Engage in argument from evidence		NA	
Obtain, evaluate, and communicate information		AG	

"NA" will indicate content "Not Assessed" at this time.

Class: 4 MSC / 01 4 Music AA

Teacher:

	T1	T2	T3
<b>Music</b>			
Demonstrate knowledge and apply key concepts of music		MG	
Effort		2	

Class: 4 PED / 01 4 PE AA

Teacher:

	T1	T2	T3
<b>Physical Education</b>			
Demonstrate skill development and gained knowledge for lifelong wellness		MG	
Effort		1	

Class: 4 ART / 01 4 Art AA

Teacher:

	T1	T2	T3
<b>Art</b>			
Demonstrate knowledge and apply key concepts of art		MG	
Effort		1	

**T1 Comments**

Teacher comments for Trimester 1

**T2 Comments**

Teacher comments for Trimester 2

**T3 Comments**

Teacher comments for Trimester 3

Class: 4 Soc / 01 4 Soc Stud AA

Teacher:

	T1	T2	T3
<b>Inquiry Skills</b>			
Develop questions and plan inquiries		AG	
Evaluate sources and use evidence		AG	
Communicate conclusions and take informed action		AG	
<b>Civics</b>			
Demonstrate knowledge of government at local, state and national level and elements of a democratic process		AG	
<b>Geography</b>			
Interpret geographical representations of Illinois and analyze environmental shifts over time		AG	
<b>Economics and Financial Literacy</b>			
Compare the availability of goods and services and spending / savings choices a citizen can make		BG	
<b>History</b>			
Understand various perspectives and use sources to investigate causes and effects of Illinois history		AG	

Class: 4 SEWH / 01 4 Social Emotional/Work Habits

Teacher:

	T1	T2	T3
<b>Self Awareness</b>			
Distinguish among intensity levels of an emotion.		BG	
Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.).		BG	
<b>Self Management</b>			
Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).		BG	
Differentiate between short and long-term goals.		AG	
<b>Social Awareness</b>			
Distinguish between nonverbal and verbal cues and message.		AG	
Paraphrase what someone has said.		AG	
<b>Relationship Skills</b>			
Demonstrate how to give a compliment.		BG	
Use "I-statements" to express how you feel when someone has hurt me emotionally		AG	
<b>Responsible Decision Making</b>			
Describe the steps of a decision-making model.		BG	
Describe ways to promote the safety of oneself and others.		AG	
<b>Work Habits</b>			
Work Habit 1		1	
Work Habit 2		2	

This section will contain teacher comments about the individual student.













# Standards-Based - VS- Traditional

## How are the grades different?

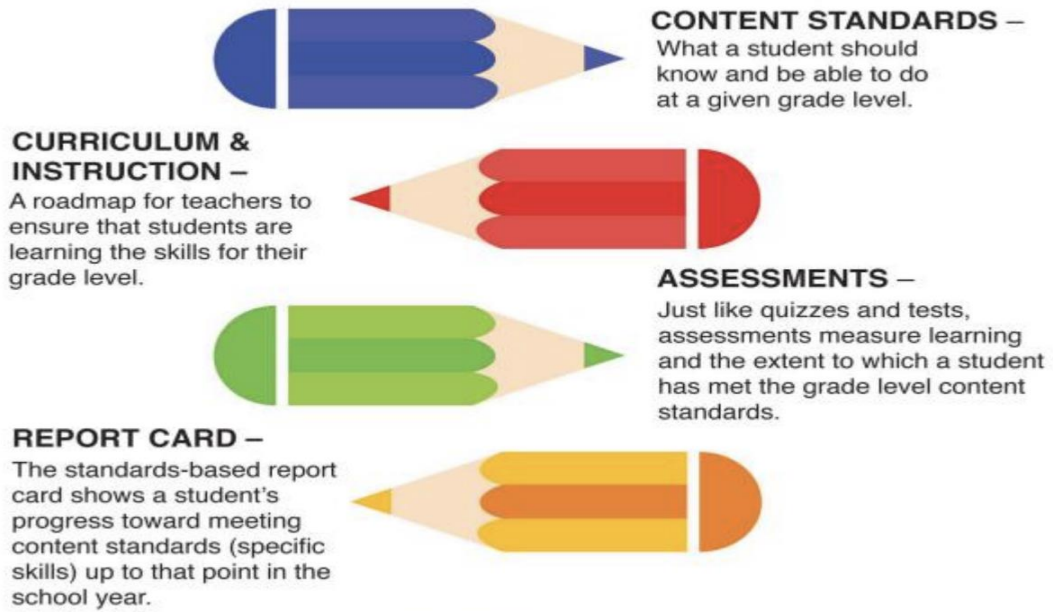


 <p>How much knowledge or skill is evident?</p>	<p>How many right answers are there?</p> 
 <p>Social Emotional Learning Development, effort, and work habits are included in the Standards Based Report Cards</p>	<p>Class grade is calculated based on student compliance activities</p> 
 <p>Evidence-based (criteria based)</p>	<p>Averaged percentages</p> 
 <p>Daily work, which allows students to practice skills to grow, and receive feedback for improvement</p>	<p>Daily work is graded and averaged into the overall grade</p> 

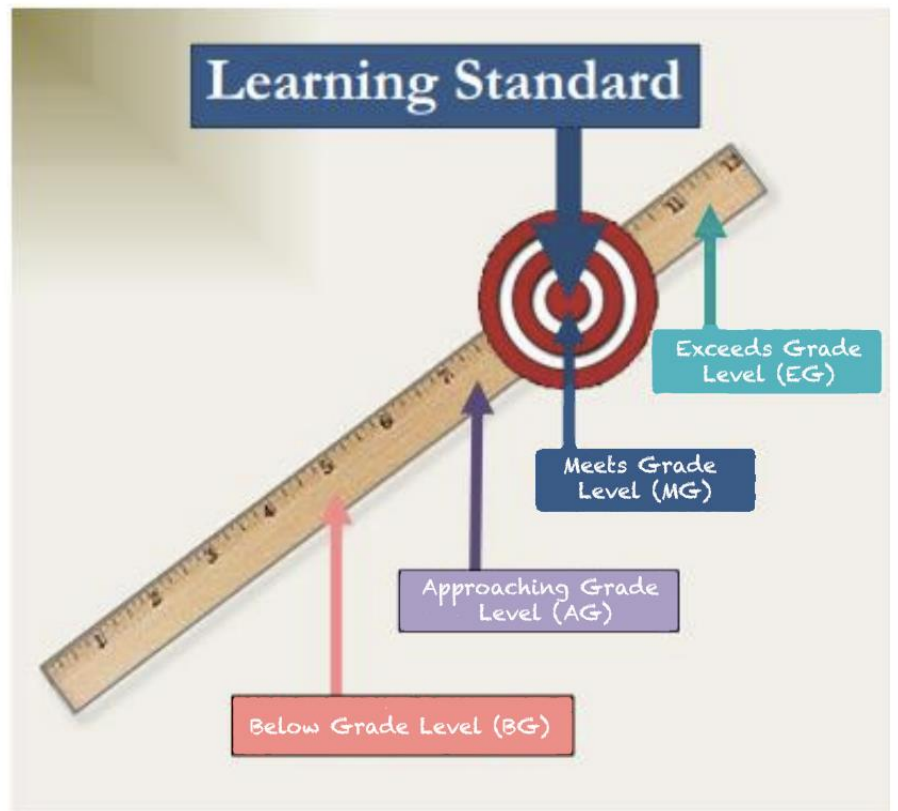
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*On many traditional report cards, students receive one grade for each subject area. On a standards-based report card, each of the subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mastery level for each standard. This is in contrast to traditional letter grades which are calculated by averaging assignments and test scores.*

## Components of a Standards Based System



## Learning Standards





## **Frequently Asked Questions**

### **What are standards?**

Every state has educational standards. Standards are what students should know and be able to do at the end of each grade. The standards on the District 15 progress report are prioritized first through fifth grade and utilize the Illinois Learning Standards located on the ISBE website ([www.isbe.net](http://www.isbe.net)).

### **What is included in the D15 progress report?**

A D15 progress report provides detailed information on how well your child is progressing towards mastery of year-end standards. The progress report lists the most important skills students should learn in each subject at a particular grade level. Standards' expectations change from one marking period to the next as students move toward the end-of-the-year grade level expectations. Instead of letter grades, students receive academic indicators that show how well they have mastered grade level standards and skills.

### **How does the D15 progress report compare to a traditional letter grade system?**

D15's progress report is different from traditional letter grade reporting. Letter grades are often calculated by combining how well the student met a teacher's expectations, how the student performed on assignments and tests, how much effort the teacher believes the student put and how the student is doing in comparison to other classmates. Letter grades do not tell parents which skills their child has mastered or whether he or she is working at grade level. A progress report measures how well an individual student is doing in relation to the grade level standards, not the work of other students. This will give parents a better understanding of their child's strengths and weaknesses and encourage all students to do their best.

### **How are the academic indicators determined?**

With a standards-based approach, teachers evaluate student learning in a variety of ways using classroom observations and classwork, along with formative and summative assessments. The combination of these pieces of evidence, when reviewed with parents, provides a more detailed picture of student progress towards grade level expectations.

### **Does BG (Below Grade Level) mean my student is failing? Does an EG (Exceeds Grade Level) equal an A?**

Typically, letter grades represent an average of all a student's work in a given subject area without regard to the specific learning taking place. An EG (Exceeds Grade Level) on a standards-based report card does not represent an A grade, nor does a BG (Below Grade Level) constitute a failing grade. The grade level scale indicates the level at which a student has demonstrated their knowledge and skills in relation to the standard. Students have achieved the learning outcome or goal when they receive a MG (Meets Grade Level) on the report card. It is important to note that an EG (Exceeds Grade Level) is achievable but extends beyond the skills required by a grade level standard.

### **What if I have more questions?**

If you would like further information regarding D15 progress reports, please contact your student's school office or call the District 15 Learning Services Department at 779-244-1000.

## **Standards-based Reporting and Special Education**

Students with Individualized Education Programs (IEP) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards. Special education students, via their IEP, receive modifications and accommodations that support his or her attainment of grade level standards as assessed on the standards based report card. For students with accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of a standard may be adjusted.

## **How are English Learners (EL) who are still acquiring English language speaking and literacy skills graded?**

Students are assessed at their current grade level using the appropriate grade-level standard-based report card. ESL teachers will send home separate progress reports to parents with the child's current level of English proficiency in the areas of reading, writing, listening, and speaking.

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## **Resources**

College and Career Readiness - <https://www.isbe.net/Pages/Academics.aspx>

Common Core State Standards Initiative - <http://www.corestandards.org/>

Illinois Learning Standards - <https://www.isbe.net/Pages/Learning-Standards.aspx>

Illinois Standards Based Reporting - <http://www.isbestandardsbasedreporting.com/>

Illinois State Board of Education - [www.isbe.net](http://www.isbe.net)

Guskey, T. R. (2015). *On Your Mark*. Bloomington, IN: Solution Tree Press.



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