15

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] 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 Indicator and Skills – Grades 1 - 5

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
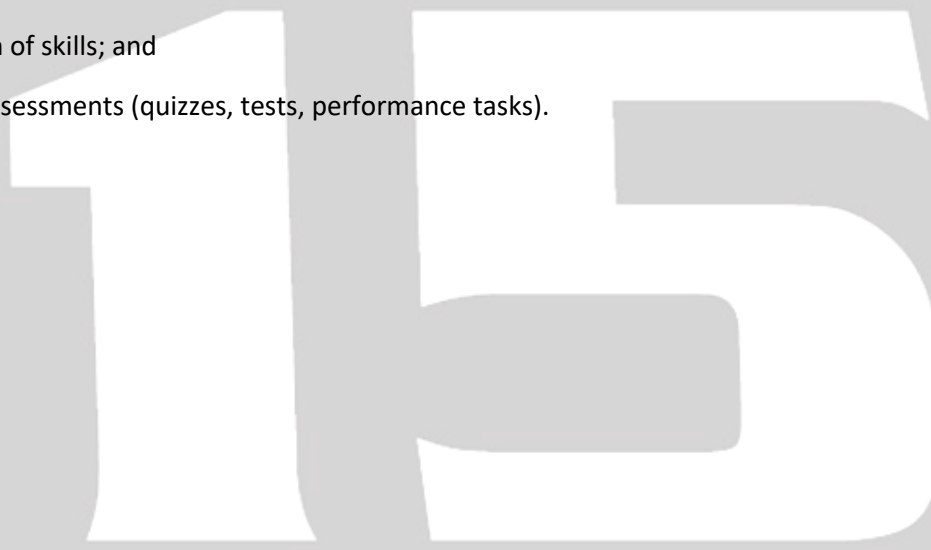
Effort and Work Habits

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).

Description of Academic Indicator and Skills - Kindergarten

Language and Literacy Development						
Understanding of Language (Receptive)						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Shows understanding of a wide variety of phrases or sentences	**Shows understanding of some complex vocabulary, phrases, or sentences as used in conversations, stories, or learning activities**	**Shows understanding of language that refers to abstract concepts, including imaginary events**	**Shows understanding of a series of complex statements that explain how or why things happen**	**Shows understanding that language can be used to express different intentions; and Demonstrates understanding of word play, jokes, and riddles**	**Demonstrates understanding of common figurative language such as idioms, metaphors, and similes**
Communication and Use of Language (Expressive)						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Uses short phrases or sentences of more than two words to communicate	**Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate**	**Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors**	**Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events**	**Uses much of the grammar of adult-like speech, sometimes with grammatical errors; and Adapts own speech to the level of the listener**	**Uses most of the grammar of adult-like speech; and Converses about a broad range of abstract ideas and concepts**
Comprehension of Age-Appropriate Text						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Makes comments or asks questions about text presented in books or the environment	**Demonstrates knowledge of main characters, events, or ideas in familiar narrative or informational text**	**Demonstrates knowledge and understanding of details in narrative or informational text that includes order of events or cause and effect**	**Demonstrates understanding of both narrative and informational text by summarizing, comparing, or making inferences about people, objects, or events**	**Demonstrates an understanding of detailed informational and narrative text by summarizing and stating inferences about its meaning**	**Demonstrates an understanding of detailed informational and narrative text by asking or answering questions to monitor own comprehension**
Letter and Word Knowledge						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Demonstrates awareness of a few letters in the environment	**Identifies some letters by name**	**Identifies ten or more letters (not necessarily at the same time); and Shows understanding**	**Identifies most uppercase letters and most lowercase letters (not necessarily at the same time); and**	**Demonstrates knowledge of all of the letters of the alphabet (upper and lower case) and corresponding sounds for the**	**Assembles or splits apart words to make new words; and Identifies both short vowel sounds and long**

			that letters make up words	Shows understanding that letters correspond to sounds in words	majority of consonants and many vowels; and Identifies frequently-used words (e.g., the, of, is, to, you, she, my)	vowel sounds for most vowels
Emergent Writing						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Makes scribble marks or simple drawings that represent people, things, or events	**Writes letter-like shapes or a few letters to represent own name or words**	**Writes own name, but may make errors**	**Writes several words or a few simple phrases, but may make errors**	**Writes and composes simple sentences to communicate ideas to others**	**Writes and composes brief paragraphs that describe an experience (e.g., fictional, autobiographical) or that provide information about people, things, places, or events**
Mathematics						
Classification						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Sorts objects into two groups based on one attribute, but not always accurately	**Sorts objects accurately into two or more groups based on one attribute**	**Sorts objects into two or more groups based on one attribute, then puts all the objects together and resorts the entire collection into new groups**	**Sorts objects into groups based on at least two attributes, sometimes sorting by one attribute and then subdividing those groups based on a second attribute**	**Sorts objects by attributes that are subtle and not immediately obvious and describes the resulting categorical groups**	**Sorts objects to gather and organize information, compares the groups of objects, and interprets the information**
Number Sense of Quantity						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Identifies small quantities without counting, up to three	**Counts up to five objects using one-to-one correspondence; and Recites numbers in order, one through ten**	**Shows understanding that the last number counted is the total number of objects in the group**	**Solves simple everyday problems involving numbers by counting up to 10 objects using one-to-one correspondence; and Recites numbers correctly, up to 20**	**Recites numbers in order up to 100 by ones and by tens, starting at any given number; and Counts at least 20 objects correctly using one- to-one correspondence; and Demonstrates understanding that teen numbers are composed of ten and additional ones (10-19); and Reads and writes numerals 0 to 20**	**Counts beyond 100, starting at any given number; and Demonstrates understanding that in two- digit numbers the first digit represents the number of tens and the second digit represents the number of ones; and Reads and writes two digit numerals up to 100**
Patterning						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Matches simple sequences that are seen, heard, or experienced	**Attempts to create simple repeating patterns (with two elements)**	**Extends a simple repeating pattern (with two elements) by adding one or more repetitions of an existing pattern**	**Creates, copies, or extends complex patterns (with three or more elements)**	**Identifies smallest repeating unit of the pattern; and Translates pattern from one mode of representation to another (e.g., using an ABB pattern with shapes and then with movement)**	**Identifies growing patterns (i.e., patterns that increase with every repetition) by describing their numeric or geometric progressions**

Shapes						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Matches similar shapes and distinguishes them from dissimilar shapes without necessarily naming them	**Identifies or names several shapes in the environment (e.g., circles, squares, triangles)**	**Recognizes shapes when they are presented in different orientations or as parts of other objects**	**Describes several shapes and the differences between them**	**Names, describes and compares a variety of two- dimensional shapes in different sizes and orientations (including rectangle and hexagon), and some three-dimensional shapes (e.g., cylinder, cubes)**	**Identifies or distinguishes shapes using defining attributes (e.g., number of sides, angles); and Creates representations of shapes based on knowledge of defining attributes**
Approaches to Learning						
Curiosity and Initiative in Learning						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Explores through simple observations, manipulations, or asking simple questions	**Explores by engaging in specific observations, manipulations, or by asking specific questions**	**Carries out simple investigations using familiar strategies, tools, or sources of information**	**Carries out multi-step investigations, using a variety of strategies, tools, or sources of information**	**Carries out experiments with things or materials, by systematically modifying actions and reacting to the results**	**Finds out about things, people, or events by comparing multiple sources of information, including experiments, books and pictures, and asking questions**
Self-Control of Feelings and Behavior						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support	**Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed**	**Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors**	**Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors**	**Uses self-control strategies to regulate feelings and behaviors in order to prevent self from acting impulsively**	**Uses mental strategies (e.g., changing goals, reappraising the situation) to manage emotions, with some success**
Engagement and Persistence						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Continues self-selected activities with adult support, even though interest briefly shifts to other activities	**Continues self-selected activities on own, seeking adult support to work through challenges**	**Works through challenges on own while engaged in self-selected activities**	**Returns to activities, including challenging ones, on multiple occasions to practice a skill or to complete the activity**	**Pursues simple multistep activities, following the steps through to completion**	**Completes complex multi-step activities, making and adjusting plans as needed**
Social Emotional Development						
Relationships and Social Interactions with Familiar Adults						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Engages in extended	**Seeks a familiar adult's ideas or**	**Takes initiative in creating**	**Works cooperatively with**	**Seeks to be cooperative or to**	**Shows interest in how familiar adults'**

	interactions with familiar adults in a variety of situations (e.g., sharing ideas or experiences, solving simple problems)	explanations about events or experiences that are interesting to the child	cooperative activities with a familiar adult	familiar adults, over sustained periods, to plan and carry out activities or to solve problems	promote cooperation by showing understanding of familiar adults' goals through words or actions	experiences, feelings and thoughts affect their behavior
Relationships and Social Interactions with Peers						
	Building Earlier	Building Middle	Building Later	Integrating Earlier	Integrating Middle	Integrating Later
	Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays	Participates in extended episodes of cooperative play (including pretend play) with one or two friends	Initiates sustained episodes of cooperative play (including pretend play), particularly with friends	Organizes or participates in planning cooperative play activities with several peers, particularly with friends	Demonstrates understanding of feelings and thoughts of other children (e.g., shows concern for another's feelings or negotiates conflicts in a fair and balanced way)	Explains own feelings, thoughts, and opinions to other children

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 District 15
1011 N Green St
McHenry, IL 60050
779-244-1000

15

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:

	T1	T2	T3
Literature			
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 a... characters found in mythology			
Make connections between the text of a story or drama and a visual or oral presentation of the... each version reflects specific descriptions and directions in the text			
Compare and contrast the treatment of similar themes and topics and patterns of events in stor... traditional literature 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	
Informational Text			
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	
Foundational Skills			
Know and apply grade-level phonics and word analysis skills in decoding words		AG	
Read with sufficient accuracy and fluency to support comprehension		AG	
Speaking and Listening			
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 ...ails to support main ideas or themes; speak clearly at an understandable pace		AG	
...ntexts that call for formal English and situations where informal discourse is appropriate; use ...propriate to task and situation		AG	
...topics or texts, supporting a point of view with reasons and information		BG	
...atory texts 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:

	T1	T2	T3
Operations and Algebraic Thinking			
Use the four operations with whole numbers to solve problems		MG	
Gain familiarity with factors and multiples		MG	
Generate and analyze patterns		AG	
Numbers and Operations in Base Ten			
Generalize place value understanding for multidigit whole numbers		AG	
Use place value understanding and properties of operations to perform multi-digit arithmetic		AG	
Numbers and Operations- Fractions			
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	
Measurement and Data			
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	
Geometry			
Draw and identify lines and angles, and classify shapes by properties of their lines and angles		BG	

Class: 4 SCI / 01 4 S...
Teacher:

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

	T1	T2	T3
Science			
Demonstrate knowledge of co...		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	

Class: 4 MSC / 01 4 Music AA
Teacher:

	T1	T2	T3
Music			
Demonstrate knowledge and apply key concepts of music		MG	
Effort		2	

Class: 4 PED / 01 4 PE AA
Teacher:

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

Class: 4 ART / 01 4 Art AA
Teacher:

	T1	T2	T3
Art			
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
Inquiry Skills			
Develop questions and plan inquiries		AG	
Evaluate sources and use evidence		AG	
Communicate conclusions and take informed action		AG	
Civics			
Demonstrate knowledge of government at local, state and national level and elements of a democratic process		AG	
Geography			
Interpret geographical representations of Illinois and analyze environmental shifts over time		AG	
Economics and Finacial Literacy			
Compare the availability of goods and services and spending / savings choices a citizen can make		BG	
History			
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
Self Awareness			
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	
Self Management			
Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).		BG	
Differentiate between short and long-term goals.		AG	
Social Awareness			
Distinguish between nonverbal and verbal cues and message.		AG	
Paraphrase what someone has said.		AG	
Relationship Skills			
Demonstrate how to give a compliment.		BG	
Use 'I-statements" to express how you feel when someone has hurt me emotionally		AG	
Responsible Decision Making			
Describe the steps of a decision-making model.		BG	
Describe ways to promote the safety of oneself and others.		AG	
Work Habits			
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?

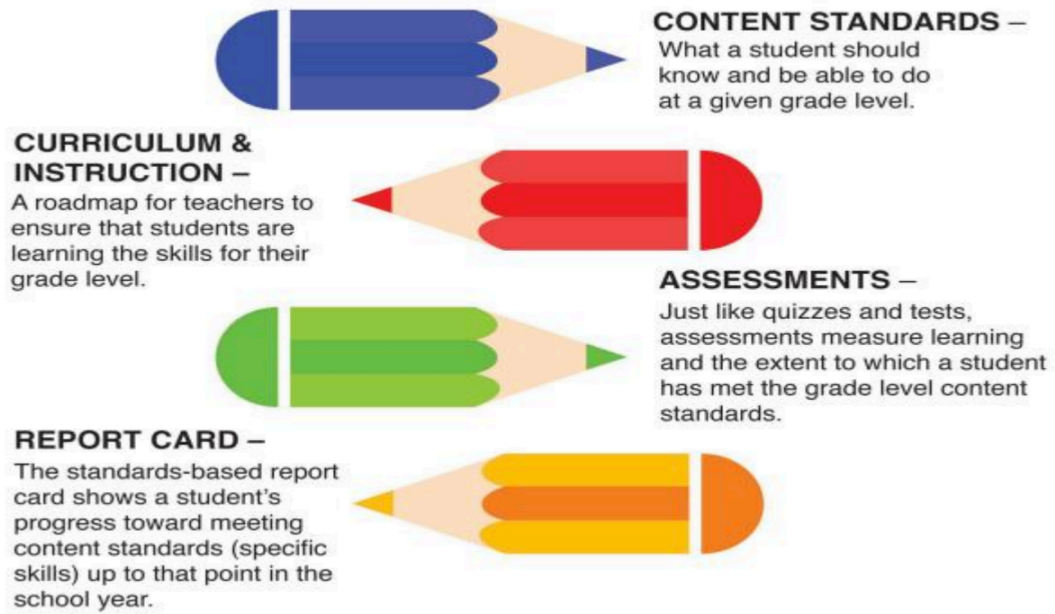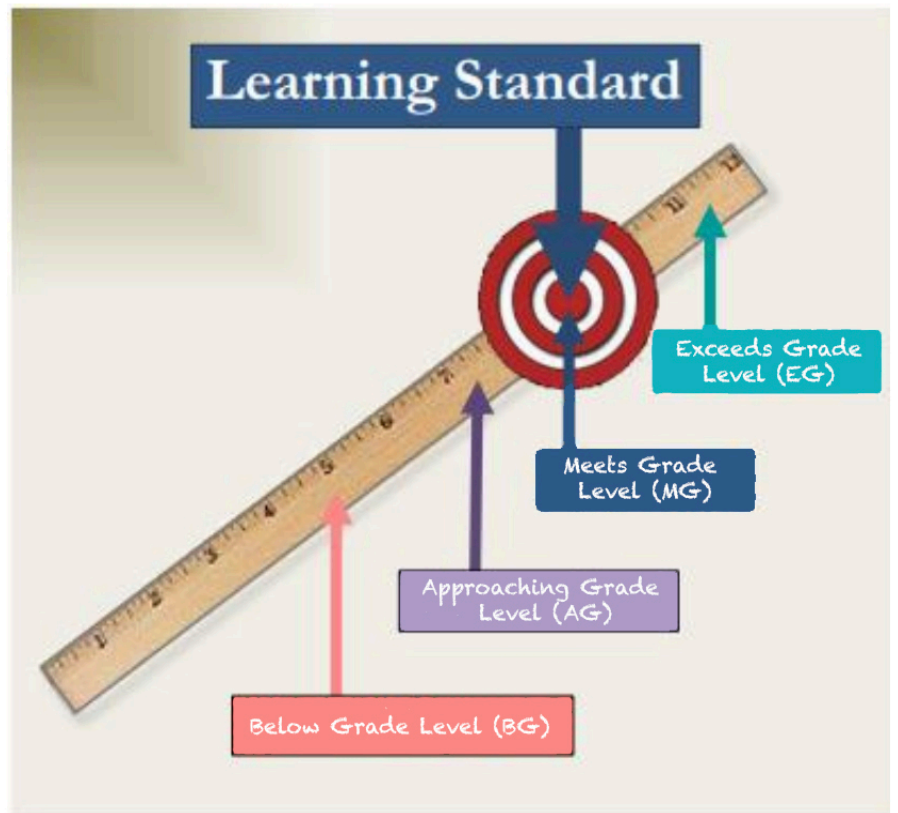| Standards-Based	Traditional
How much knowledge or skill is evident?	How many right answers are there?
Social Emotional Learning Development, effort, and work habits are included in the Standards Based Report Cards	Class grade is calculated based on student compliance activities
Evidence-based (criteria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

15

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 seperate 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

CONTENT STANDARDS –
What a student should
know and be able to do
at a given grade level.

CURRICULUM &
INSTRUCTION –
A roadmap for teachers to
ensure that students are
learning the skills for their
grade level.

ASSESSMENTS –
Just like quizzes and tests,
assessments measure learning
and the extent to which a student
has met the grade level content
standards.

REPORT CARD –
The standards-based report
card shows a student's
progress toward meeting
content standards (specific
skills) up to that point in the
school year.

Learning Standards

Learning Standard

Exceeds Grade
Level (EG)

Meets Grade
Level (MG)

Approaching Grade
Level (AG)

Below Grade Level (BG)

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).

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.

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

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