



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,

Fred Laudadio, 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 task)

K - 5 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



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

SEL / Work Habits

1 - Excellent / Consistently Observed
2 - Satisfactory / Inconsistently Observed
3 - Needs Improvement / Infrequently Observed
NA - Not Assessed at this time
P - Pass

Class: 4 ELA / 01 4 ELA AA
Teacher:

Literature

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
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 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

T1 T2 T3

AG

Blue headings indicate competency areas for each subject.

Informational Text

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
Determine the main idea of a text and explain how it is supported by key details; summarize the text
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area
Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably
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

AG

BG

MG

BG

Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words
Read with sufficient accuracy and fluency to support comprehension

AG

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
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
Tell a story, or recount an experience in an organized manner, using appropriate facts and details to support main ideas or themes; speak clearly at an understandable pace
Participate in discussions and group projects, using appropriate discourse for the task and situation

MG

MG

AG

BG

AG

Student achievement is reported by standards within each domain.

Class: 4 MTH / 01 4 Math AA
Teacher:

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems
Gain familiarity with factors and multiples
Generate and analyze patterns

T1 T2 T3

MG

MG

AG

Numbers and Operations in Base Ten

Generalize place value understanding for multidigit whole numbers
Use place value understanding and properties of operations to perform multi-digit arithmetic

AG

AG

Numbers and Operations- Fractions

Extend understanding of fraction equivalence and ordering
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
Understand decimal notation for fractions, and compare decimal fractions

MG

AG

AG

Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
Represent and interpret data
Geometric measurement: understand concepts of angle and measure angles

MG

MG

AG

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles

BG

Class: 4 SCI / 01 4
Teacher:

Science

Demonstrate knowledge of earth and space science
Ask questions
Develop and use models
Plan and carry out investigations
Analyze and interpret data
Construct explanations and design solutions
Engage in argument from evidence
Obtain, evaluate, and communicate information

T1 T2 T3

AG

AG

AG

AG

AG

BG

NA

AG

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

Class: 2 ART / 04 Art 2
Teacher: WISNIEWSKI

	T1	T2	T3
Art			
Effort (Actively participates, stays on task and works to the best of their ability with a positive attitude)			
Demonstrate an understanding of the elements and principles of art (line, shape, color, pattern) through various art activities			

T1 Comments

Class: 2 MUS / 04 Music 2
Teacher: CAVAZOS

	T1	T2	T3
Music			
Effort			
Demonstrates grade-level appropriate musical skills by utilizing music elements and instruments properly			
Actively participates, stays on task and works to the best of their ability with a positive attitude			

T2 Comments

Class: 2 PE / 04 Physical Education 2
Teacher: HEINRICH

	T1	T2	T3
Physical Education			
Effort			
Participates regularly in physical activity			
Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities			

T3 Comments

Class: 2 SEL / 04 2 Soc Emotional Learning (SEL)
Teacher: WOLFE

	T1	T2	T3
Self Awareness			
Identifies my personal strengths and challenges			
Shares feelings appropriately in a range of contexts			
Self Management			
Demonstrates control of my emotions and behavior			
Manages time wisely to complete tasks			
Social Awareness			
Recognizes the feelings of others			
Understands how own behavior and choices affect others			
Relationship Skills			
Works cooperatively with others			
Resolves conflicts constructively			
Responsible Decision Making			
Identifies and follow classroom expectations and school rules			
Solves problems independently			
Work Habits			
Organizes and manages materials			
Follows directions			
Writes legibly			

This section will contain teacher comments about the individual student.



Standards-Based - VS- Traditional

How are the grades different?



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



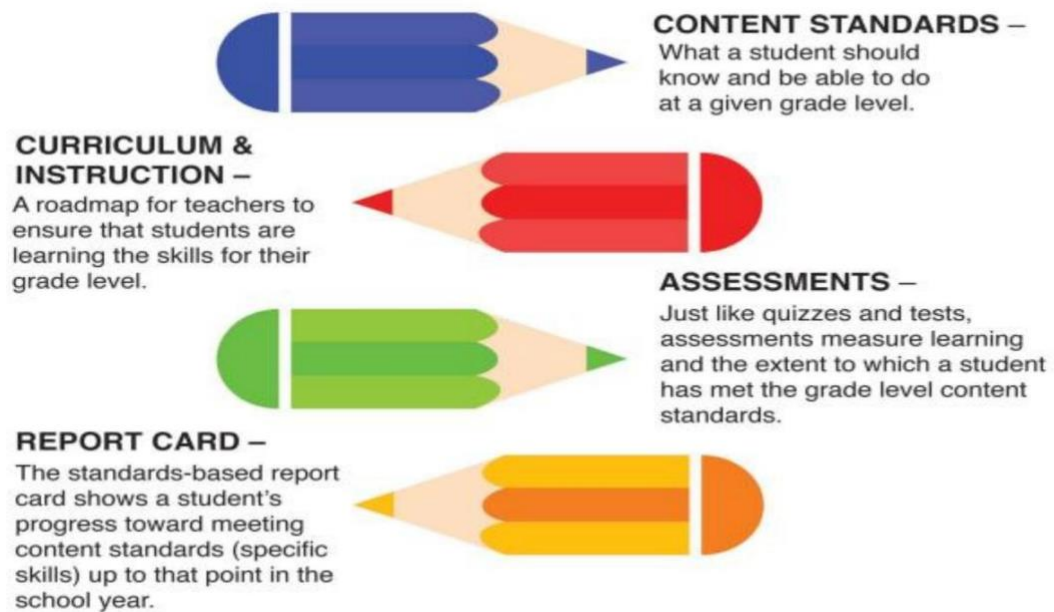
Daily work, which allows students to practice skills to grow, and receive feedback for improvement

Daily work is graded and averaged into the overall grade

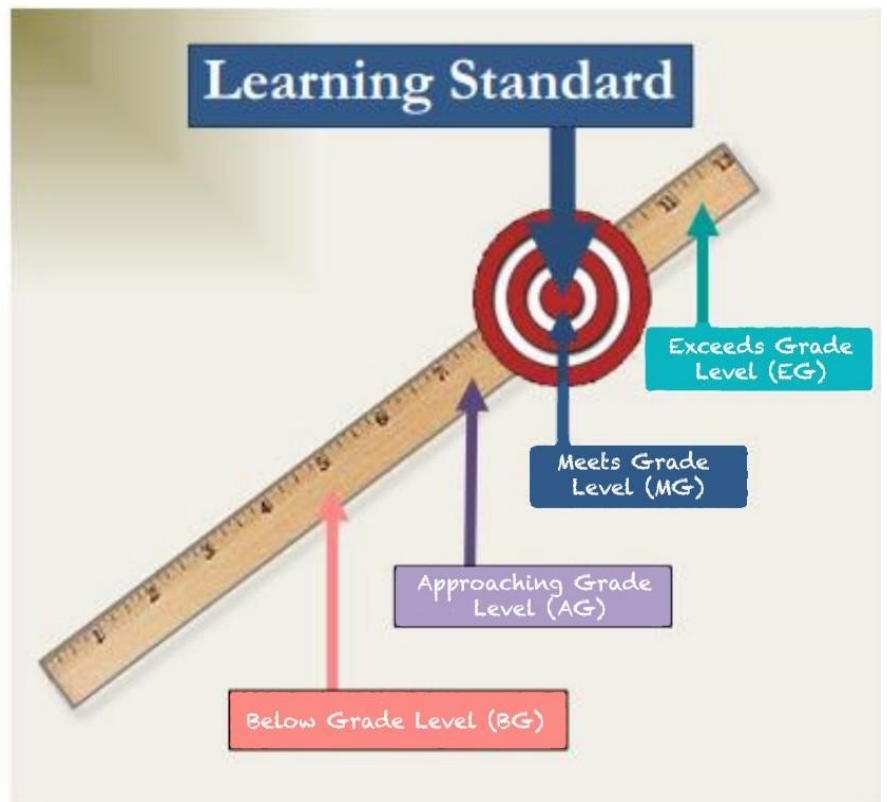


On many traditional report cards, students receive one grade for each subject area. On a standards-based report card, each of the subject areas is divided into a list of skills and knowledge that students are responsible for learning. Students receive a separate mastery level for each standard. This 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 kindergarten 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.

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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

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

A large, stylized number '15' is centered on the page. The number is white with a slight 3D effect. The background consists of abstract, flowing shapes in shades of light blue and grey, creating a dynamic, modern look.