What is a standards-based report card?
With many traditional report cards, students receive one grade or mark for reading, one for math, one for science, and so on. These grades or marks do not tell parents which skills their child has learned. On a standards-based report card, each of these subject areas is divided into a list of skills and concepts that students are responsible for learning. Students receive a mark for each standard which allows the parents to see exactly which skills and knowledge their child has learned and in what areas the child needs additional instruction. Standards-based report cards provide more consistency among teachers and schools because all students are evaluated on the same, grade appropriate skills.

Where can I find the standards?
Prior to the adoption of the Common Core Standards, each state set their own standards for what was to be taught at each grade level. In 2010, the state of Indiana signed on board along with 45 other states to teach the Common Core Standards. In 2011-2012, all Indiana Kindergarten classrooms were required to teach the Common Core Standards. In 2012-2013, all 1st grade classrooms were required to teach the Common Core Standards. Currently the state of Indiana has directed Indiana schools to teach a combination of Common Core Standards and Indiana Academic Standards. Indiana is looking closely at the Common Core Standards as they consider adoption at all grade levels. These standards can be accessed online at http://www.corestandards.org/

What is the purpose of letter grades?
Letter grades are recorded for core subject areas (English and reading, math, science, and social studies). The overall grade represents the student’s achievement in each subject for that nine weeks. The letter grade is based upon the student’s achievement of the standards listed under that subject. The grade will also be recorded on the student’s cumulative (permanent) record at the end of the year.
What are the Academic Progress Key symbols?
Standards scores M, P, or N are written in the appropriate box to the right of the written standard for that particular quarter. A “/” (slash) indicates that the standard was an area that was not assessed during the nine-week grading period. These marks are used to indicate a student’s grade-level proficiency for that quarter, based on the Common Core Standards.

M = Meets Grade Level Standards
P = Progressing Toward Grade Level Standards
N = Not Meeting Grade Level Standards
/ = Indicates an area not assessed at this time

• (M) Meets Grade Level Standards: The student has met the standard as required for the grade level for that particular quarter. The student, with relative ease, grasps, applies, and extends the key concepts, processes, and skills for the grade level for that particular quarter. For example:
In fourth grade English/language arts, one standard is “uses appropriately the meaning, forms, and functions of nouns, pronouns, verbs, adjectives, and adverbs.” The teacher may teach and assess nouns and pronouns in the 1st quarter. If the student met expectations of this standard for that particular quarter, they would receive an (M). If the teacher covers adjectives and adverbs in the 2nd quarter and the student does not meet the standards for those topics, then the student would receive a different mark for that particular quarter.

• (P) Progressing Toward Grade Level Standards: The student is progressing towards the standards as required for the grade level. The student demonstrates progress but shows incomplete/inconsistent understanding and application of grade level concepts. The student, with some errors, is beginning to grasp and apply the key concepts, processes, and skills for the grade level. For example:
In fourth grade English/language arts, one standard is “uses appropriately the meaning, forms, and functions of nouns, pronouns, verbs, adjectives, and adverbs.” If adjectives and adverbs are taught and assessed during the third nine weeks, a student would receive a (P) if they could not consistently identify an adjective or distinguish the difference between an adjective and an adverb; however, this student has shown that they could write a list of adjectives and identify an adjective in a majority of situations.

• (N) Not Meeting Grade Level Standards: The student is not meeting the majority of the standards required for this grade level. The student is experiencing difficulty grasping and applying the key concepts, processes, and skills for the grade level. For example:
In fourth grade English/language arts, one standard is “uses appropriately the meaning, forms, and functions of nouns, pronouns, verbs, adjectives, and adverbs.” If nouns and verbs are taught and assessed but not understood, a student will receive a standards code of (N).

• (/) Indicates an area not assessed at this time: A “/” (slash) indicates that the standard was an area/skill that was not assessed during the grading period.
The first page of the report card will list standards with the progress grades (M, P, N, /).

Each standard is explained.

Common Core Standards identifier. [Go to www.corestandards.org to see a full listing of the standards for each grade level.]

Academic progress marks indicate a student's proficiency on specific standards.

Indiana Academics Standards identifier. [Go to http://www.doe.in.gov/achievement/standards to see a full listing of the standards for each grade level.]

The last page of the report card will list letter grades for courses, teacher comments, attendance, and scoring key.

Letter grades note the student's achievement in each subject for that nine weeks.

Attendance information.

Notification for students who are at risk for retention.

Keys to explain marks.