

Message from our Principal - Mrs. Grant

Your child will be bringing home his/her report card for first trimester in early December. Please keep in mind that this is the first picture of your child’s achievement this school year. Your child’s report reflects his/her progress towards the end of the year academic expectations. Benchmarks are used to describe what your child should be able to do at the end of this school year. These benchmarks are reported 3 times during this year to reflect academic growth. This is not a comparison with other students in the class and the numbers 1, 2, 3, and 4 do not correspond with letter grades like A, B, C, or D.

Read through the marking key located on the report card. This marking key describes what the marks stand for. Typically, a child would progress from “1” to “2” to “3.” Our goal is for students to end their year Meeting End of Year Standards (3 on the marking key). At times, a child may receive a “4” which means he/she is performing beyond end of year expectations. See the marking key below.

Marking Key	
Student Progress Toward End of Year Grade _____ State and District Standards	
4	Exceeding End-of-Year Standards
3	Meeting End-of-Year Standards
2	Progressing Toward End-of-Year Standards
1	Beginning to Understand End-of-Year Standard
M	Child’s Performance Based on Modifications of the curriculum
*	Not Assessed at this Time

All students will also be marked for Behaviors of Lifelong Learners. This is a very important area for you to review as it provides information about your child’s behavior, work ethic, and classroom cooperation.

Behaviors of Lifelong Learners

Marking Key	
O	Outstanding – Consistently Exceeds Expectations
S	Satisfactory – Regularly Meets Expectations
P	Progressing – Sometimes Meets Expectations
N	Needs Improvement - Does Not Meet Expectations

Often parents ask me, “What do I do with the information on my child’s report card?”

I’ve listed a few of my suggestions below:

- Acknowledge your child for the improvements he/she has made or for the hard work he/she has been putting into learning. It is very important for students to understand that their level of effort in school directly affects their progress towards meeting academic standards. Praise their effort and hard work rather than saying things like, “you are so smart” or “school is so easy for you.” Instead share comments like, “I can tell you have been working really hard in reading” or “I know you sometimes get frustrated in math class, but I am proud of you for not giving up and asking questions when you need help.” Specific praise is most beneficial to children.
- If your child is having difficulty in a specific area, talk with the teacher about ways you can support your child at home without it feeling like “extra work.” And, again, focus on their effort in class rather than their “grade.”
- If your child is excelling, encourage him or her to continue to work hard.
- The *Behaviors of Lifelong Learners* are just as important (and sometimes more important) as academic content knowledge. Students who work well with others, contribute to their classroom community, produce quality work, and think critically about their own learning will be successful after high school. Those are the traits that colleges and employers are looking for.
- And remember, while every child has areas in need of improvement, it’s just as important to celebrate his/her successes! So, discuss the report card with your child and feel free to celebrate any small steps forward!

Please return the pink parent/guardian signature sheet after reviewing your child’s report card. If you have specific questions about your child’s report card, please contact the teacher directly.

Mrs. Grant, Principal