

THE ACADEMIES

CHARTER MANAGEMENT ORGANIZATION

HOW TO READ YOUR CHILD'S TRIMESTER REPORT CARD

Report Card Scores

1-4 scores reflect student performance on teacher's standards-aligned assignments and tests that have been given in each trimester. A key is provided on the first page of your child's Report Card to help you interpret the scores. Scores indicate how your student performed when assessed against standards (learning objectives).

Scores are reported on a 1-4 scale, or an indication is provided that an area of study has not yet been assessed enough to provide a score.

NYA = Not Yet Assessed	1 = Objective has been introduced and student is practicing this.	2 = Student in continuing to practice the objective to develop proficiency.	3 = Student is demonstrating proficiency in the objective.	4 = Student has shown mastery of the objective.
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In K-6 Report Cards, for content outside of English Language Arts and Math, scores are reported in a **N- P- S- E format** on the student's **Engagement** and **Achievement**. Engagement scores include the student's participation and work ethic, contributions to the classroom learning community, attitude, cooperation/collaboration with others. Achievement scores represent the child's academic performance in relation to grade level standards or objectives of the teacher, depending on content area.

N= Needs Improvement	P= Progressing	S= Satisfactory	E= Excellent
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Interpreting Scores Over the Year

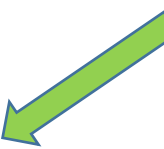
A student who is on pace to achieve grade level standards by the end of the year will have mostly 1's and 2's in Trimester 1 (Fall) and achieve 3's or 4's in Trimester 3 (Spring). This is because most students do not begin a grade level already proficient in the objectives of the grade. It is only when a student STAYS in the 1-2 range over the course of a school year that student progress would be cause for concern and intervention.

Our Core Belief: Learning is progress on a continuum.

ENGLISH LANGUAGE ARTS (ELA) •			
Writing	F	W	S
GRADE LEVEL	4th	4th	4th
Narrative Writing	1	2	4
Opinion Writing	2	3	3
Informational Writing	1	2	3
Language Conventions	2	3	4

At the top of each section you will see the words "Grade Level," followed by a number. This number represents the grade level that your child's learning objectives are based upon for the group of standards/objectives listed below it.

ENGLISH LANGUAGE ARTS (ELA) •			
Writing	F	W	S
GRADE LEVEL	6th	6th	7th
Narrative Writing	3	4	2
Opinion Writing	4	4	2
Informational Writing	3	4	1
Language Conventions	4	4	2



As a student demonstrates mastery of content and deep conceptual understanding, you may see your student's "Grade Level" for particular subject areas adjust upward to reflect that growth over the course of the year. This is reflective of TACMO's core belief that teaching grade level objectives only would restrict student growth and learning. We adjust these as students demonstrate readiness for further challenge. TACMO remains committed to its goal to create a space for advancement, so that all students can reach their highest potential, at their own rate.

At our schools, therefore, a 1 or a 2 score is not a "bad score" or a poor grade. In particular, when the Grade Level noted above the score is beyond your child's assigned age-determined grade (i.e. you have a 1st grader and the column heading says "Grade Level: 2"), then a 1 score shows your child is being advanced in this area and is beginning to attempt the Grade 2 objectives. When the 1 or 2 score is indicated for the Grade Level that is appropriate to your child's assigned age-determined grade, this indicates your child is either just beginning his/her practice with these objectives, or that he/she is continuing to utilize classroom supports in order to gain proficiency.

Our standards-based, adjustable Report Card structure helps us:

- hold students accountable to the rigorous Common Core State Standards for their grade level and allow students the course of the academic year to achieve proficiency in these,
- provide opportunities for advancement when students are able to achieve beyond what is required for their age-determined grade, and
- communicate our core belief that learning is progress on a continuum as we report student progress over time. As students acquire more knowledge and become stronger thinkers, they require less and less external support to achieve (begin demonstrating 3 and 4 scores); then they begin again with 1 and 2 scores when the expectations rise (when the Grade Level is adjusted up at a trimester change or at the start of the next school year).

Individualized Learning Plan (ILP) Goals

Each year, teachers compose Individualized Learning Plan goals for your child by the middle of the first trimester. These goals are based upon a combination of the following:

- ILP Parent Input forms, which parents complete and return in the first week of school
- Teacher observations and initial assessments from the beginning of the year, or assessment information from the prior year (especially when student is continuing in a multi-age class).

Each trimester, progress toward these individual goals is reported in a narrative format on the backside of the Report Card.

The Portfolio

The Academies CMO committed to using multiple and varied measures to assess a student's achievement. In each Parent Conference, a portfolio will be presented along with the student's report card.* We believe the presentation of a student's work in the format of the portfolio is equally important to the report card itself. Both

demonstrate student growth and together these provide the home-school team with holistic information about student progress toward learning goals.

Additionally, starting in first grade, students are required to reflect as they compile their portfolio samples and content each trimester. A portfolio rubric (1-10 score scale) is used to measure:

- the student's ability to complete the portfolio tasks (including time management),
- their ability to consistently pursue their personal best, or excellence, in their daily work across the trimester (as this is reflected in the portfolio content),
- the student's ability to reflect on their work using the icons of depth/complexity, and
- their ability to connect their academic work to larger conceptual themes that their teacher has emphasized over the term.

Student portfolio scores are presented on a portfolio rubric at conferences, along with basic comments, but interpretation of Portfolios is best done by reading through them!

*Kindergarten students complete only one portfolio for the year, while Grades 1 + complete one portfolio per trimester (three per year). However, a sample of student work is reviewed at all parent conferences.

Translating the Report Card Into Action

The purpose of our communication is always to support our students. We encourage families to use the information provided in the Report Card, the parent conference, or any other formal or informal feedback from our staff, to support their student's continual progress.

We also encourage parents to provide this "How To" reference document to the receiving school when their student exits Sycamore Valley Academy or Blue Oak Academy. This will help a receiving school interpret your child's academic record more accurately, and can help parents/guardians advocate for their child's appropriate placement in high school coursework.



Accelerating Academics in an Enriching Environment