

## Parent Guide to Oconomowoc Area School District Report Card Grades 3-6

Elementary student achievement and performance are communicated to parents using a standards-based report card. Achievement and effort are reported separately. Grading keys are included on the report card to help you interpret your child’s performance.

### **Achievement**

Achievement is defined as the extent to which your child has demonstrated an ability to perform various skills and tasks as appropriate to grade level expectations. Achievement is “scored” on the following scale:

Proficiency Level	Description
4	<b><u>Advanced</u></b> – Consistently exceeds expectations. Consistently demonstrates in-depth understanding of academic knowledge and skills drawn from grade-level content standards, exceeding grade-level expectations.
3	<b><u>Proficient</u></b> – Consistently meets expectations. Consistently demonstrates competency or mastery in academic knowledge and skills drawn from grade-level content standards.
2	<b><u>Basic</u></b> – Partially meets expectations. Demonstrates some competency or mastery in academic knowledge and skills drawn from grade-level content standards. Continues to develop grade level skills.
1	<b><u>Minimal</u></b> - Does not yet meet expectations. Demonstrates very limited academic knowledge and skills drawn from grade level content standards.
NA	<b><u>Not assessed</u></b> at this time. (Items may not be assessed if the standard has not yet been taught or assessed at the time of the report card.)

### **Effort**

Effort is defined as the degree to which your child has applied his/her energies toward accomplishing the goals of the instructional program.

Level of Performance	Description
4	<b><u>Advanced</u></b> – Effort put forth to accomplish the goals of the instructional program consistently exceeds grade-level expectations.
3	<b><u>Proficient</u></b> – Effort put forth in accomplishing the goals of the instructional program consistently meets grade-level expectations.
2	<b><u>Basic</u></b> – Effort put forth in accomplishing the goals of the instructional program partially meets expectations.
1	<b><u>Minimal</u></b> – Minimal energies are put forth in accomplishing the goals of the instructional program.

## Academic Areas

### Reading

Report Card Category	The extent to which your child can:
Literal comprehension	Restate information after reading. Literal comprehension involves decoding of words and attaching meaning to them.
Interpretive comprehension	Work with ideas before, during, and after reading. For example: recognize cause/effect, evaluate positions, compare and contrast, predict, and draw inference.
Critical thinking	Express and support an opinion after reading, evaluate positions, analyze relevance, analyze credibility, and draw inferences.
Applies reading strategies across the curriculum	Use comprehension strategies to understand written material in other subject areas.
Reads independently	

### Writing

Report Card Category	The extent to which your child can:
Uses writing traits	<p>Use the six traits listed below in their writing. These six traits are the focus of instruction throughout the 4K – 6 writing program. Teachers consider all six traits in the assignment of a proficiency rating in this category.</p> <p><b>Ideas</b> – Ideas include the main message and all the details that support it.</p> <p><b>Organization</b> – Organization is the manner in which a writer organizes ideas. Concepts included in organization are: writing strong leads or beginnings; sequencing or putting events and details in order; developing a topic; and writing strong conclusions.</p> <p><b>Voice</b> – Voice is the way an author expresses himself or herself.</p> <p><b>Word Choice</b> - Word choice refers to the language the writer chooses to express his/her ideas. Good writers choose words that make their message clear and enjoyable to read.</p> <p><b>Sentence Fluency</b> – Sentence fluency is the rhythm and flow of the writing. Writing strong in sentence fluency flows smoothly, is rhythmic, and include sentences that vary in both length and structure.</p> <p><b>Conventions</b> – Conventions in writing include spelling, punctuation, usage and grammar, and capitalization. Students learn how to edit their work, correcting errors in conventions. Students learn to recognize, read, and use editor’s marks in their writing.</p>
Utilizes the writing process	<p>Use the steps of the writing process. The proficiency level in this category is based on the students overall ability to use all steps in the writing process.</p> <p><b>Plan or prewriting</b> – During the prewriting stage, the writer attempts to find a topic, narrow it, and map out a plan. Planning can include researching the topic; developing notes, an outline, or semantic map; or other procedures for collecting and organizing information before writing. Audience, purpose and form are also considered.</p> <p><b>Drafting (Writing)</b> – When creating the first draft, the writer’s ideas take shape. The writer experiments with topic sentences, paragraph organization, and sentence variation. During this phase, writers know that they can change directions, reorganize their thoughts, and change words and sentences.</p> <p><b>Revising</b> – Writers bring clarity to the ideas presented during revision. They add or subtract words or sentences, reorganize ideas, and clarify their thoughts.</p> <p><b>Editing</b> - The editing stage focuses on fine-tuning by focusing on conventions such as punctuation, capitalization, grammar, and paragraphing.</p> <p><b>Publishing</b> - Writing results in a final product that is shared with an audience. Not every piece of writing reaches this stage.</p>
Applies writing strategies across the curriculum	<p>Use writing skills and forms to express and present ideas in a variety of subject areas.</p> <p>Write for a variety of purposes, including narrative, expressive, creative, reflective, journal, letters, poetry, expository, persuasive, summary, informative (report), directions, and research paper.</p>

## Mathematics

<b>Report Card Category</b>	<b>The extent to which your child can:</b>
<b>Numbers and numerical concepts</b>	Use numbers effectively for various purposes, such as counting, measuring, estimating, and problem solving.
<b>Operations and Computation</b>	Use addition, subtraction, multiplication and division to solve problems.
<b>Fractions, decimals and percents – number sense and computation</b>	Use fractions, decimals, and percents effectively for various purposes, including measuring, estimating, counting, and problem-solving.
<b>Geometry</b>	Use geometric concepts, relationships, and procedures to interpret, represent, and solve problems.
<b>Measurement</b>	Select and use appropriate tools (including technology) and techniques to measure things to a specified degree of accuracy. Use measurements in problem solving situations.
<b>Statistics and Probability</b>	Use data collection and analysis, statistics and probability in problem-solving situations, employing technology when appropriate.
<b>Patterns and algebra</b>	Discover, describe, and generalize simple and complex patterns and relationships. In the context of real-world situations, the student will use algebraic techniques to define and describe the problem to determine and justify appropriate solutions.
<b>Problem-solving and reasoning</b>	Apply a variety of mathematical knowledge, skills, and strategies, including reasoning and the use of appropriate technology when solving mathematical, real-world, and non-routine problems.
<b>Communicates mathematically</b>	Explains how problems are solved. Students use both words and symbols to communicate mathematical ideas.

Our goal is to have a report card that clearly communicates your child's school performance. If you have questions or concerns regarding your child's performance, please contact your child's teacher.