

Sample Section: Below is a sample of the reading portion of the new report card for 3rd and 4th grade students.
 (*Areas in **BOLD** that are grayed out are headers)

Subject	Quarter			
Language Arts: Reading	1	2	3	4
Overall Grade	86%			
Phonemic Awareness, Word Recognition and Fluency				
Reads by sounding out words and recognizing them by sight				
Acquisition of Vocabulary				
Applies reading strategies to identify new words				
Reading Process	2			
Able to summarize text by recalling main ideas				
Able to answer literal, inferential, and evaluative questions				
Reading Applications				
Reads and responds to non-fiction (literary text)				
Reads and responds to fiction (literary text)				
Reads independently				
Fluency				
Able to read fluently expression				

The overall percentage indicates an average of your child's work samples over the course of the grading period.

This number represents your child's progress in acquiring this grade level skill.

- 3- Consistently meets standard
- 2- Skill developing
- 1- Improvement Needed
- Blank- Skill was not assessed at this time.

More Information on Ohio's Academic Content Standards

Education in Ohio is changing. These changes will help your child succeed in school. It will also better prepare your child for success in college or the work force upon high school graduation. The basis of these changes is the Ohio Learning Standards, which define what your child should know and be able to do at every grade level.

These standards let teachers know what they are expected to teach and students know what they are expected to learn. Standards also help educators identify and measure what students know and can do. This process will include assessments to determine how well your child is making progress toward these new standards. The ODE and district assessments include:
 Grade K: KRA (Fall)
 Grade 1-2: District Level Assessments
 Grade 3: Reading (Fall)
 Reading and Math (Spring)
 Grade 4: Reading, Math and Social Studies Tests (Spring)

(Adapted from the ODE Families Website information)

To view the complete set of standards, visit the Ohio Department Education Web site at ,
<http://education.ohio.gov/Topics/Academic-Content-Standards>

Copley-Fairlawn City School District

"Learning Today, Leading Tomorrow"



A Parent's Guide to the Copley-Fairlawn Standards Based Report Card for Grades K - 4



Copley—Fairlawn City Schools are rated "A" by the Ohio Department of Education

Standard-Based Classrooms and Report Cards

In standards-based classrooms, the focus is on a student's performance over multiple opportunities, not simply the grading and averaging of tests and quizzes. Standards are specified learning goals applied to all students and provide consistent targets for students to meet. Standards provide a focus for aligning curriculum, instruction and assessment. They are the general categories that organize knowledge within a discipline.

A standards-based report card emphasizes "learning" over "earning". Each quarter provides students multiple opportunities to practice, attain, and demonstrate proficiency on the New Learning Standards and the Copley-Fairlawn City School District performance benchmarks.

Through the identification of clear benchmarks, a student's knowledge and skills are measured on a continual basis, stretching students to perform at their highest level of potential. Teachers collect evidence of a child's achievement through careful observations, the examination of the student's work, discussions, projects, performance tasks, quizzes, and tests. Teachers record information about each child's progress on a frequent basis, analyze and compile that information, and finally use the data to evaluate each child's progress.

What are the highlights of this report card?

- 3rd and 4th grade students will now receive an overall percentage for each subject area to communicate an average of their work samples over the grading period. This familiar method of communicating academic progress is in response to family feedback.
- Students will still receive a mark of 3, 2 or 1 beside each indicator to inform you on how your child is progressing toward meeting the academic expectations of his or her grade in the identified standard. The wording of the standards has been condensed and clarified. This is to inform families about skills their children are learning and provide information about how to support them at home.
- Keep in mind that teachers do not teach nor assess all of the standards in each grading period for some of our subjects. Therefore, you can expect to see **BLANK** areas on the card each grading period. This simply means that an indicator was not assessed at that time. However, by the end of the year, you can expect to see a mark for each indicator in at least one of the columns.
- Special Area grades in Art, Music, and Physical Education will be given twice each year. This year students will also receive a 3, 2 or 1 aligned with the descriptions below.

What do the marks of 3, 2 and 1 mean about my child's progress in grade level skills listed under the headings?

Note: Do not equate these to a specific letter grade, but rather to attainment of a set of grade level specific standards to be attained over the course of an entire school year. Therefore, it would not be unusual for a child to earn a majority of "2's" on their report card.

- 3 PROFICIENT: CONSISTENTLY MEETING GRADE LEVEL EXPECTATIONS**
 - requires minimal instructional guidance
 - consistently grasps instructional concepts
 - consistently produces high-quality work
 - consistently applies and extends learned skills
 - consistently demonstrates critical and creative thinking skills
- 2 DEVELOPING: PROGRESSING/MEETING GRADE LEVEL EXPECTATIONS WITH SUPPORT**
 - requires regular instructional guidance
 - usually grasps instructional concepts
 - usually produces work of satisfactory quality
 - usually applies learned skills
 - shows evidence of critical and creative thinking skills
- 1 IMPROVEMENT NEEDED: NOT MEETING GRADE LEVEL EXPECTATIONS, REQUIRES CONSISTENT PRACTICE AND SUPPORT**
 - requires frequent instructional guidance
 - needs modified instructional assignments
 - produces work of inconsistent quality
 - needs frequent reteaching and additional practice
 - beginning to demonstrate critical and creative thinking skills

Copley Fairlawn City School District Primary School Buildings

Arrowhead Primary School

Mr. Roman Capper —Principal

Fort Island Primary School

Mr. Bob Whitaker — Principal

Herberich Primary School

Mr. Bill Kerrigan — Principal

