

WHITEFISH BAY SCHOOL DISTRICT ELEMENTARY REPORT CARD

The Whitefish Bay School District



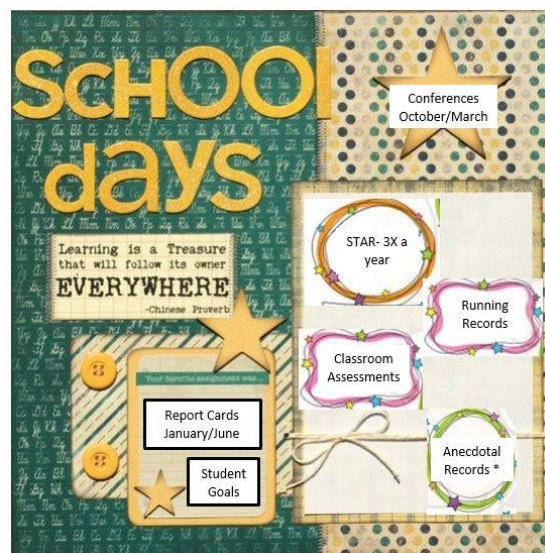
An Exceptional Place To Learn



A BODY OF EVIDENCE

A standards-based approach to grading and reporting describes what a student should know and be able to do at the **end-of-the year**. At each grade-level, using the body of evidence, teachers review each student's progress towards these standards in all subjects. Our standards-based approach helps to make sure there is consistency in expectations from teacher to teacher. It also helps teachers and students focus on the standards and the evidence within the reporting period.

The following graphic indicates the large amount and types of evidence used by teachers and students to evaluate and share a student's progress towards meeting end-of-the-year Whitefish Bay's Standards. Each piece of evidence is a picture that adds to your child's "scrapbook" page of learning and growing throughout the school year.



*Examples of anecdotal records are conferring notes, small-group instruction, reading logs, and text-based discussions

WFB REPORT CARD SNAPSHOT- ACADEMIC AREAS, STUDENT PROGRESS AND ATTENDANCE

Provides your student's school information.

Whitefish Bay School District
Richards Elementary School
 5812 North Santa Monica Blvd
 Whitefish Bay, WI 53217
 (414) 903-3051
 Dr. Aib: Kasmarick, Principal



School Year: 2018-19
 Grade: 04

Student name, academic school year, and current grade level appears here.

These indicators are used to report progress and achievement in WFB grade-level standards.

Academic Student Progress Indicators

(MEP): Meets Expected Progress. Your child is making expected progress and is on track to meet the end of year grade-level Whitefish Bay standard.
 (AP): Approaching Expected Progress. Your child is making progress, but will need additional practice to meet the end of year grade-level Whitefish Bay Standard.
 (BP): Below Expected Progress. Your child is making limited progress, but will need additional practice, as well as school and home support, to meet the end of year grade-level Whitefish Bay Standard.
 (M): Met Standard. Your child demonstrated consistent grade level achievement or beyond at the end of the year grade level Whitefish Bay Standard.
 (A): Approached Standard. Your child demonstrated partial understanding of the end of the year grade-level Whitefish Bay Standard and will need continued practice to meet the full standard.
 (B): Below Standard. Your child has not demonstrated understanding of the end of the year grade level Whitefish Bay Standard, and will need consistent practice as well as additional support to meet the full standard; and
 (NA): This standard has not been assessed at this time.

Student progress will be reported in the first semester (S1) and end of the school year (S2).

Teachers report student progress and achievement in high-leverage descriptors in each academic area.

Teachers report progress in each academic area.

Academic Areas

	S1	S2
MATH		
From memory, knows basic division facts 0-9	*	*
Fluent with multi-digit multiplication and division using multiple strategies and interprets remainders in context	*	*
Uses addition and subtraction algorithms accurately to perform multi-digit arithmetic within 1,000,000	*	*
Generates and analyzes number patterns that follows a given rule	*	*
Compares fractions symbolically by using $<$, $>$, or $=$	*	*
Compares tenths and hundredths using fractions and decimals, and understands their equivalence and ordering	*	*
Adds and subtracts fractions with like denominators, including two-step word problems	*	*
Multiplies a fraction by a whole number to solve real-world problems	*	*
Uses the four operations to solve measurement conversion problems (volume, length, mass and money)	*	*
Draws and identifies in two-dimensional figures; points, lines, line segments, rays, angles, and parallel and perpendicular lines	*	*
Classifies two-dimensional figures by properties of their lines and angles	*	*
Teacher: JACQUELINE YEAGER		
SOCIAL STUDIES		
Communicates understanding of concepts taught	*	*
Applies strategies in use of resources (maps, globes, atlases)	*	*
Teacher: CECELIA WELL 8		

Academic Areas Continued

	S1	S2
LITERACY		
Speaks and writes to describe in texts by explaining opinions, making personal connections and inferences, comparing/contrasting topics across texts, analyzing characters by citing specific text evidence	*	*
Summarizes and analyzes the author's choices on text structure and determines their central message, lesson or moral by using terms such as chapter, scene, and stanza to describe how each part builds on earlier sections from a variety of literature	*	*
Interprets various informational text by using various text features (charts, diagrams, timelines, or interactive webpages) to integrate information	*	*
Uses understanding of plot, setting and character (fiction) and content knowledge of topic (nonfiction) to infer overarching theme or larger message in texts	*	*
Uses the knowledge of base words, prefixes and suffixes to read and write words	*	*
Meets District reading level benchmark/expectations	*	*
Writes over extended time frames- supports a point of view in opinion piece by giving reasons that are linked by facts and details; develops a more sustained informative piece including concrete details, quotations or illustrations with paragraphs	*	*
Writes over extended time frames- writes a well-elaborated narrative using clear event sequence, descriptive actions, character thoughts and dialogue	*	*
Revises and edits writing in response to peer and teacher feedback by using technology or mentor texts as a model to make writing stronger	*	*
Derives the meaning of words from the context of the sentence, paragraph or whole story	*	*
Uses commas and quotation marks correctly in writing interrupted and uninterupted dialogue as well as to show a verbatim quote	*	*
Teacher: JACQUELINE YEAGER		

	S1	S2
SCIENCE		
Communicates understanding of concepts taught	*	*
Uses scientific processes (conducts experiments, makes observations, gathers data, draws conclusions)	*	*
Teacher: JACQUELINE YEAGER		

Attendance

	S1	S2
Excused	3	0
Unexcused	0	0
Tardy	1	0

Attendance area provides a record of the number of days absent and tardy in each marking period.

WFB REPORT CARD SNAPSHOT- ENCORE, SUCCESSFUL LEARNER BEHAVIORS AND TEACHER COMMENTS

Whitefish Bay School District
Richards Elementary School
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School Year: 2018-19
 Grade: 04

Encore		
	\$1	\$2
MUSIC		
Creating: Collaboratively creates music compositions on chordal and melodic instruments	*	
Performing: Demonstrates vocal or instrumental musical independence within a multi-part ensemble, within given criteria	*	
Responding: Reads and performs notation on mallet instruments or recorder and singing voice	*	
Connecting: Identifies criteria and assess for a performance on recorder or mallet instruments and singing voice	*	
Responds respectfully to peers and adults	*	
Engages and contributes to learning activities	*	
Uses materials safely and appropriately	*	
Teacher: ALYSSA WILDA		

Orchestra (if applicable)		
	\$1	\$2
ORCHESTRA		
Creating: Can improvise melodies in first position, using pizzicato and arco patterns	*	
Performing: Demonstrates good open string playing arco and pizzicato, with good posture and technique	*	
Responding: Contributes to the ensemble effort through listening and playing	*	
Connecting: Can read and play simple songs in traditional notation	*	
Teacher: TWILA BERGERON		

Physical Education		
	\$1	\$2
PHYSICAL EDUCATION		
Combines locomotor skills in general space to a rhythm	*	
Actively engages in class in response to instruction and practice	*	
Accepts responsibility for class protocols with behavior and performance actions	*	
Recognizes the role of rules and etiquette in teacher-designed physical activities	*	
Recognizes the value of "good health" balance	*	
Responds respectfully to peers and adults	*	
Engages and contributes to learning activities	*	
Uses materials safely and appropriately	*	
Teacher: PAMALA SWANSON		

Art		
	\$1	\$2
ART		
Follows directions specific to criteria/objectives	*	
Demonstrates quality craftsmanship	*	
Analyzes components in visual imagery that convey messages	*	
Responds respectfully to peers and adults	*	
Engages and contributes to learning activities	*	
Uses materials safely and appropriately	*	
Teacher: SARAH DANFORTH		

Characteristics of a Successful Learner

Students are evaluated on the social-emotional competencies that the Whitefish Bay School District has identified as essential for supporting the learning process. The competencies are scored using the scale:

(3) Consistently meets grade-level expectations;
 (2) Sometimes meets grade-level expectations;
 (1) Rarely meets grade-level expectations.

CHARACTERISTICS OF A SUCCESSFUL LEARNER		
	\$1	\$2
Is considerate of other's learning, property or space	*	
Treats peers and adults with kindness	*	
Completes work on time	*	
Follows directions	*	
Demonstrates perseverance	*	
Demonstrates self-control	*	
Follows the District's responsible, acceptable, and safe use of technology resources policy	*	
Teacher: JACQUELINE YEAGER		

Comments

The ENCORE content areas (grades 1-5 only) include both achievement and successful learning behaviors.

This section will contain more specific information regarding individual student progress.

These indicators (3,2,1) are used to report the development of skills necessary to be a successful learner.

FREQUENTLY ASKED QUESTIONS

Q: Why are all the standards/descriptors not listed on the report card?

A: When the WFB staff decided on which standards should be selected for inclusion in our standards-based report cards, the following were considered:

- Endurance- Which standards will stay with the student for a long time?
- Leverage- Which standards are applicable to many academic areas?
- Readiness for the next level of instruction- Which standards are necessary or a “must have” for success in the next grade?



Q: Why are there letter progress indicators (MP, M, AP, A, BP, B) on standards-based report cards?

A: A standards-based report card’s rubric approach (MP, M, AP, A, BP, B) provides information about individual student achievement and progress in each high-leverage descriptors in all content areas, without traditional letter grades. Student progress at varying rates, and the indicators give families and students a clear snap shot of what they know and are able to do at that point in time.

Q: Can a student perform at a level **Meets Grade Level Progress (MP)** in January and then move to an **Approached Standard (A)** in at the end-of-the school year?

A: Yes, a student may be progressing towards meeting the grade-level expectations during the first marking period, but as the expectations increase, the student may not demonstrate the same level of progress towards the proficiency at the end-of-the year.

