



Report Card Handbook

Cabarrus County Schools continues to look for opportunities to strengthen our home and school partnership. Communicating progress with parents, guardians, and students is critical. The revised report cards and progress reports reflect the standards and expectations for academics and behavior. Along with ongoing communication, they provide information about learning successes as well as guide improvements.

The purpose of this guide is to provide all stakeholders with information about standards-based reporting, including:

- An overview of standards-based grading
- An explanation of the report card components and sections
- An explanation of how to interpret report card scoring

"Standards-based grading is an assessment and feedback method that helps teachers stay focused on the goals of the class, align all parts of the curriculum to the course goals, and give students specific actionable feedback about their strengths and weaknesses."

How does standards-based reporting work?

Students' most recent work is used to determine their level on the report card. The level reflects what they know or are able to do currently rather than an average of their performance throughout the quarter. Students' performance can be measured in many ways such as, tests, journal entries, and teacher observations. Student work that is sent home may comprise only a portion of the evidence that teachers use to determine students' performance levels.

What are the benefits of standards-based reporting?

Standards-based report cards provide a meaningful, consistent, and accurate picture of students' proficiency on standards for both parents and students. They align with the North Carolina Standard Course of Study. Subject areas are broken down by skills/standards providing a more accurate representation of what students can/cannot do at the time of reporting. They focus on individual student's progress within the standards and assist teachers with adjusting instruction for all students based on individual progress. Standards-based reporting also provides consistency across schools in expectations for grading and in what students should know and be able to do.

How are standards-based report cards different from traditional report cards?

Traditional Report Card	Standards-based Report Card
One mark for all standards within a subject area	One mark for each standard within a subject area
Based on averages	Based on consistency of grade-level standards
Based on percent system	Based on end-of-year expectations for grade-level standards
Provides general indicators of student performance	Provides specific indicators of student performance

How will academic performance be measured?

Students' progress will be reported in relation to the end-of-year expectation for the standard. The following key will be used to determine progress:

REPORT CARD KEY	
Scores shown reflect performance on end-of-year grade-level standards.	
4	Exceeds grade-level standard
3	Meets grade-level standard
2	Progressing toward grade-level standard
1	Limited progress toward grade-level standard
N/A	Previously taught; not assessed in marking period
	Will be taught in future marking periods

If a student receives a **level 4**, he or she meets the grade-level expectation for the end of the year and shows an in-depth understanding of the correlating skills required of the next grade level.

If a student receives a **level 3**, he or she shows consistent understanding/mastery of the content and skills required of the standard in relation to the end of the year.

If a student receives a **level 2**, he or she is approaching mastery, but has not yet achieved it. Or, he or she may be inconsistent with showing understanding/mastery of the standard in relation to the end-of-year expectation.

If a student receives a **level 1**, he or she shows limited understanding/mastery of the content and skills required of the standard in relation to the end-of-year expectation.

Please note:

Scores given represent the student's quarterly performance. While a student may have previously received a level 3 for a specific standard, if he or she does not continue to consistently show mastery, it is possible to receive a lower score.

Number grades should not be interpreted as a letter grade. For instance, a 4 would not be considered an A. Please remember that a level 3 shows achievement of grade-level mastery.

How will the report card be organized?

Organization of ELA

Reading literature and informational standards that share the same skills are combined. Skills should be scored based on the quarter's performance regardless of genre. If the quarter's focus was on only one genre, a notation should be made in the comments section.

Standards are condensed. Complete standards can be reviewed using the standard notations provided.

ENGLISH LANGUAGE ARTS				
Reading	1	2	3	4
Asks and answers questions about key details (RL.K.1, RI.K.1)				
Retells stories including key details (RL.K.2)				
Identifies main topic and key details in a nonfiction text (RI.K.2)				
Identifies characters, settings, and major events in a story (RL.K.3)		3	N/A	2
Describes how people, events, or ideas are connected in nonfiction text (RI.K.3)				

Some of the reading standards are not listed. Their skills may be addressed in other standards or reported/communicated through other assessments.

If the standard is not addressed in the quarter, N/A will be recorded.

Once reporting of a standard occurs, the standard will remain unshaded.

Standards shaded are not reported during the quarter; however, teaching and learning of some of these standards may begin during that time period.

The reading level recorded is the level the student is instructed on during guided reading.

mClass benchmark levels are sent home separately at the beginning, middle, and end of the year.

Guided Reading Level				
	1	2	3	4
Instructional Level Target	RB	B	C	D
Student's Level	RB			

Letter Identification and Sound Knowledge (RF.K.1, RF.K.3)									
Your child knows the following checked letters:									
	A	B	C	D	E	F	G	H	I
Uppercase	✓	✓	✓	✓	✓	✓	✓		
Lowercase	✓	✓	✓	✓		✓	✓		
Sound	✓		✓			✓	✓	✓	✓

A check mark is placed in the box when the student can consistently identify the upper- and lowercase letter and its primary sound(s).

Organization of Mathematics

MATHEMATICS				
OPERATIONS & ALGEBRAIC THINKING	1	2	3	4
Uses different strategies for addition to solve word problems(1.OA.1)				
Uses different strategies for subtraction to solve word problems (1.OA.1)				
Solves word problems with addition of three whole numbers whose sum is less than/equal to 20 (1.OA.2)				
Applies properties of operations as strategies to add and subtract(1.OA.3)		2	N/A	3

All math standards are represented on the report card. Standards are condensed.

Complete standards can be reviewed using the standard notations provided.

Some standards are split to report on the individual skills within that standard.

Once reporting of a standard occurs, the standard will remain unshaded.

Standards shaded are not reported during the quarter; however, teaching and learning of some of these standards may begin during that time period.

If the standard is not addressed in the quarter, N/A will be recorded.

Organization of Science and Social Studies

SCIENCE	1	2	3	4
Understands force, motion, and the relationship between them (5.P.1)				
Understands the interactions of matter and energy and the changes that occur (5.P.2)	3	N/A		

All standards are left unshaded throughout the year to accommodate for flexibility in scheduling and pacing.

Standards not addressed will be marked with an N/A for the quarter.

SOCIAL STUDIES	1	2	3	4
Understands how a market economy impacts life in the United States (5.E.1)				
Understands that personal choices result in benefits or consequences (5.E.2)				

Standards on the report card are condensed. Complete standards can be reviewed using the standard notations provided.

Organization of Arts Education and Healthful Living

ARTS EDUCATION & HEALTHFUL LIVING				
ART	1	2	3	4
Applies art concepts				
Engages responsibly in art activities				
MUSIC	1	2	3	4
Applies musical concepts				
Engages responsibly in musical activities				
PHYSICAL EDUCATION	1	2	3	4
Applies physical education concepts				
Engages responsibly in physical education activities				

These areas are reported on each semester rather than each quarter.

Skills and expectations for this area of the report card are consistent throughout all grade levels.

Students receive two scores in these areas. One score represents the students' understanding of concepts. This will be scored using the report card key with a level 1-4. The second score indicates a students' demonstration of learning skills within the area and will be scored using the learning skills key with a C, S, or N.

Organization of Learning Skills

Learning Skills				
C = Consistently S = Sometimes N = Not Yet				
Work Habits	1	2	3	4
Is organized with materials ready				
Uses time efficiently				
Develops and implements ideas effectively				
Solves problems in a variety of ways				
Citizenship	1	2	3	4
Shows respect for others				
Understands and follows school's expectations				
Communicates clearly with peers and adults				

Learning skills are reported separately in order to support student success by providing additional specific information for parents and teachers.

The key used to represent students' consistency of learning skills is different than the key used for reporting academic performance.

Skills and expectations for this area of the report card are consistent throughout all grade levels.

What are the guidelines for transfer students?

When receiving a traditional report card or a standard-based report card during the school year from a school that uses the opposite reporting method, follow the guidelines below:

If a student transfers within...	Then, send home...	And, begin using the school-reporting method...
First two week of quarter	Current report card received from sending school and communicate that method of reporting will change immediately.	Immediately for that quarter
Last two weeks of quarter	Current report card received from sending school and communicate that the method of reporting will change starting next quarter.	Begin at the start of the next quarter
Between week 3 and 7 of the quarter	Communicate that method of reporting will change immediately. Grades or scores received will be incorporated into the new method of reporting.	Immediately – The receiving teacher should review grades or scores received from the previous school and talk with previous teachers to determine how these scores align with the grading system.

If a school is sent a report card that is different than the report card they use, no additional action is required. For example, if a standards-based report card is sent to a school which then requests a translation of those results into percent or letter grades, politely decline. However, it is recommended that teachers discuss student's progress toward the standards.

If enough data is not available to provide a mark/grade, then leave the quarter blank and attach a brief narrative about the child's progress to the report card.