

**EAST PENN SCHOOL DISTRICT
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2018-2019**

BOARD OF SCHOOL DIRECTORS

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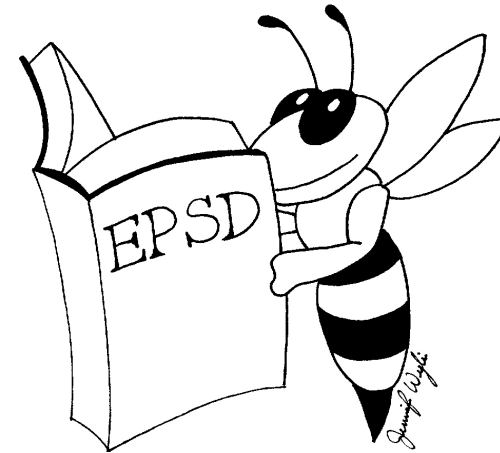
Announcement of this policy is in accordance with state and federal laws, including Title VI, Title IX, Section 504, and Americans with Disabilities Act. For information regarding; 1) civil rights, 2) grievance procedures, 3) services, activities, and facilities that are accessible to and useable by disabled persons, or 4) employee or participant complaints of harassment or discrimination, contact Human Resources at 610-966-8377.

The Federal Drug-Free Workplace Act requires that the workplace be totally free of the illegal use of drugs and requires that we issue the following statement to you: No one is allowed to use, make, sell, distribute, or have in their possession any illegal drugs. Any violation of the Act will lead to severe disciplinary action that will normally include dismissal.

Home Access (HAC): This web-based application allows authorized parents and/or guardians to access their child's school information. Learn more here:

<https://hac.eastpennsd.org>

The East Penn School District



Elementary Report Card Guide

The purpose of this brochure is to provide information regarding our Pennsylvania Core Standards Aligned report card system for kindergarten through fifth grade. Although the report card format for all grade levels is similar, there are features that are unique to each.

Developmental Reading Continuum

Frequently Asked Questions

1. Why do we have only one grade called English Language Arts (ELA)?

The PA Common Core Standards combines reading, writing, speaking, and listening into the category English Language Arts (ELA).

2. Will every skill be assessed each marking period?

While many skills will be taught throughout the school year, skills will only be reported during the marking period in which they are assessed.

3. Where is a grade for Spelling?

Spelling is a sub skill under the PA Core Standard 1.4 Writing, and is reported as such.

4. Why are there no letter grades in the first half of first grade?

Classroom teachers have a variety of ways to assess the growth of young children. The checklists enable teachers to more effectively report on a beginning first grade student's individual strengths and needs.

5. Why is the Developmental Reading Continuum only in grades K-2?

The continuum reflects the beginning reading process, which is an integral component of the instructional goals for grades K-2.

6. What is the relationship between the school report card and the PA Core Standards?

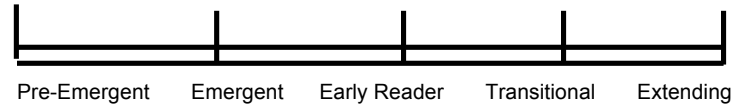
Both are part of the school, state, and national focus for raising the level of student achievement. For more information on the PA Core Standards, visit the state website at www.pde.state.pa.us

7. How can parents help their children meet the PA Core Standards?

Some ways that parents can help include:

- a. Encourage your child to read, write, and use mathematics every day.
- b. Work with teachers to learn about what is going on in your child's classroom.
- c. Help your child balance academics and extracurricular activities.
- d. Visit the Helping Your Child website at <http://www.ed.gov/parents/academic/help/hyc.html>

The developmental reading continuum is used for children who are in grades K-2. The purpose of the continuum is to show progress as children move from the Pre-emergent Reading stage toward the Extending stage.



Pre-Emergent Readers:

- Require others to select, read, and/or share books
- Repeat a pattern without attending to the print
- Invent the story
- Begin to understand the difference between pictures and text
- Can hear and pronounce phonemes

Emergent Readers:

- Hold a book and turn the pages
- Look at the illustrations/photographs in books
- Recall a modeled simple sentence pattern
- Move left to right on at least one line of text
- Identify or name familiar objects and/or actions depicted in illustrations/photographs
- DRA2 Independent Levels A – 3

Early Readers:

- Read familiar patterned texts independently for a short period of time
- Recognize high-frequency words quickly
- Identify familiar letter/sound relationships
- Use beginning letter(s)/sound(s) to confirm or discount word choice
- Understand the words used to talk about printed language concepts (ie. *first, last*)
- Talk about what is happening in the illustrations or photographs
- Recall some events in story
- DRA2 Independent Levels 4 - 12

Transitional Readers:

- Sustain independent reading for a short period of time
- Select novel texts from leveled sets for independent reading
- Use meaning, grammatical structure, and visual information to problem solve unknown words
- Read in 2-3 word phrases
- Preview a text; construct tentative meaning using the illustrations or photographs
- Retell the story orally
- DRA2 Independent Levels 14-24

Extending Readers:

- Sustain independent reading for a longer period of time
- Read a beginning chapter book or different genre texts across several sittings
- Use multiple cues to problem-solve words quickly
- Read in longer phrase with expression, appropriate rate, and attend to basic punctuation
- Identify important ideas, details, and vocabulary to include in writing
- Recall main ideas and supporting details from previously read chapters or segments to continue constructing and monitoring meaning
- DRA2 Independent Levels 28 – 40

REPORTING STUDENT GROWTH

Student growth will be reported using the Achievement Codes (letter grades) and Performance Levels (numerical values) defined here:

Achievement Codes

- | | | |
|----------|-----------------|--|
| A | 90 – 100 | <ul style="list-style-type: none"> – Consistently produces exceptional work – Has an advanced understanding of concepts and skills – Consistently applies learned skills – Frequently initiates extensions related to concepts |
| B | 80 – 89 | <ul style="list-style-type: none"> – Produces good work – Has a solid understanding of concepts and skills – Usually applies learned skills |
| C | 70 – 79 | <ul style="list-style-type: none"> – Produces satisfactory work – Has a general understanding of concepts and skills – Occasionally applies learned skills |
| D | 60 – 69 | <ul style="list-style-type: none"> – Sometimes produces satisfactory work – Has minimal understanding of concepts and skills – Seldom applies learned skills |
| F | Below 60 | <ul style="list-style-type: none"> – Produces unsatisfactory work – Has an unacceptable level of understanding – Does not apply taught skills |

Letter grades are reported in the various grade levels as follows:

Kindergarten	No letter grades are assigned
Grade 1	English Language Arts (ELA) and Mathematics (3rd and 4th marking periods only)
Grades 2&3	English Language Arts (ELA) and Mathematics
Grades 4&5	English Language Arts (ELA), Mathematics, Social Studies, and Science

Skill checklists supplement the letter grades using numerical values in the various grade levels as follows:

Kindergarten	English Language Arts (ELA), Mathematics, Motor Skills, and Skills for Successful Learners
Grades 1&2	English Language Arts (ELA), Mathematics, Handwriting, and Skills for Successful Learners
Grade 3	English Language Arts (ELA), Mathematics, Social Studies, Science, Handwriting, Art, Music, Health/Wellness/Fitness, and Skills for Successful Learners
Grades 4&5	English Language Arts (ELA), Mathematics, Social Studies, Science, Art, Music, Health/Wellness/Fitness, and Skills for Successful Learners

Student Performance Levels on the report card checklists in English Language Arts (ELA) and Mathematics reflect progress toward and are compared to the Pennsylvania Core Standards in English Language Arts (ELA) and Mathematics by using a 4-point scale. The Performance Levels, therefore, relate to meeting **grade-level** skills or standards. The following word descriptors are noted on the report card for each performance level. Word descriptor definitions are listed below:

Performance Levels

4	<p>Excellent The child is making excellent progress and is consistently meeting or exceeding the grade-level skills/standards at this time.</p>
3	<p>Satisfactory The child is making satisfactory progress and is on target to meet or is meeting the grade-level skills/standards at this time.</p>
2	<p>Partial Progress The child is making partial progress and needs improvement to meet the grade-level skills/standards at this time.</p>
1	<p>Experiencing Difficulty The child is experiencing difficulty in making adequate progress and is not meeting the grade-level skills/standards at this time.</p>
NA	<p>Not Assessed at this Time</p>