

What Can A Parent Do To Help Their Child?

- Look at the report card together. Ask your child to tell you about his/her own learning and set goals together.
- Reinforce with your child that 3s are great work—be proud!
- Read to your child. Even as they become an independent reader, children need to hear other people read to gain fluency and rhythm of oral language.
- When you talk with your child about school, help him/her take ownership of his/her learning by focusing the discussion on specific skills and/or concepts. Use language from the report card. For example: “I see you are working on adding decimals; show me how you do that.” Or, “How can I help you brainstorm ideas for your writing?”
- Set aside a study time. If your child has homework, do it during that time. If your child has no homework, have a basket with flashcards or spelling words, an educational software game, or a fun book to read and let your child choose an activity. The purpose is to make learning a routine at home.
- Never hesitate to contact your child’s teacher with questions and concerns.

Parent Portal for Infinite Campus:

- Teachers have created their own gradebooks (outside of Infinite Campus) Therefore, the gradebook option in Infinite Campus has been turned off.
- Teachers will input final grades into the Infinite Campus Standards-Based Report Card three times a year (at the end of each trimester).
- You will receive a copy of your child’s report card and will also be able to access it online from the Infinite Campus Parent Portal.



Mondovi Elementary School

“Learning for all, together we will “

Standards-Based Report Cards



Informational Brochure

Mondovi Elementary School

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What Does It Mean To Have Standards-Based Reporting?

Mondovi Elementary School is dedicated to providing every child with a comprehensive and complete education. Standards-based reporting allows teachers to communicate each individual's progress through the school's curriculum. With this system, parents will know how their child is progressing towards mastering standards in each subject. Additionally, parents will know each trimester whether their child is "on-track" with district and state standards. They will be receiving detailed information about a child's strengths and weaknesses in a subject area as opposed to a single letter grade for each subject.

Standards-based reporting means that students are measured three times a year (at each trimester) for each subject area according to academic standards. Teachers have developed rubrics to create consistency in the way that they assess the standards. The goal is to have a rubric for every standard so that each child is being assessed using the same rubrics.

What Does 4, 3, 2, 1 Really Mean?

The Benchmark Marking Code:

- 4 = Exceeding** Grade Level Expectations
- 3 = Meeting** Grade Level Expectations
- 2 = Approaching** Grade Level Expectations
- 1 = Below** Grade Level Expectations

A student's progress on the report card is represented by a proficiency level. These levels are taking the place of the traditional letter grades used in the past.

What do these levels mean for parents and students?

Earning a "4" means the student has advanced understanding and exceeds grade-level expectations. A student receiving a 4 consistently shows initiative, challenges him/herself, and demonstrates this advanced knowledge at school. Since our standards are high, a 4 is difficult to achieve and indicates a high ability.

Earning a "3" means the student has proficient understanding and meets the end-of-year grade-level expectations. We want all of our students to reach at least a 3 by the end of the school year. A student receiving a 3 is exactly where we are hoping a student in that grade level will be and is something to be celebrated.

Earning a "2" means the student has a partial understanding and is approaching grade-level expectations. A student receiving a 2 understands the basic concepts or skills, but has not yet independently mastered the concept. A 2 should indicate to parents that their child is on track to mastering the concept.

Earning a "2+" indicates that a child is demonstrating some independence with a skill, but not consistently.

Earning a "2-" shows that the student is just beginning to understand the concept. The child needs one-on-one help to perform the skill.

Earning a "1" means the student has minimal understanding and is below grade-level expectations. A 1 indicates that the student needs targeted remedial help to learn and make progress toward district expectations.

It's important to remember that students are being assessed on end-of-year benchmarks. It is common for children to start the year with a 2 for a standard and then progress to a 3 by the end of the year as the child has had more time to practice that skill.

