



All school districts in the Commonwealth are required by law to align their respective curricula and assessments to PA Academic Standards. The PA standards state what students should know and be able to do at various grade levels. For example, the PA standards for mathematics are for grades 5, 8 and 11. Benchmarks have been developed for the remaining grades. Benchmarks state what students should know and be able to do in the grades that lead to the standards. For example, in mathematics, benchmarks for the grade 8 standard have been developed for grades 6 and 7. The new report card will explain clearly how each child is progressing towards the benchmarks and standards.

Communication is the key to success with this school-wide initiative to improve the student assessment and reporting system. Parent-teacher conferences will be held twice during the school year—at the end of the first and second trimester.

We welcome comments, questions and suggestions that will help students, parents, teachers and administrators to experience success in the rigorous academic program that Avon Grove School District offers to our students.

Exceed, Meets, Strongly Progressing, Progressing, and Area of Concern as explained below.

GROWTH KEY	
PROGRESS TOWARD BENCHMARKS	
E	EXCELS
M	MEETS
SP	STRONGLY PROGRESSING
P	PROGRESSING
C	AREA OF CONCERN
-	NOT ASSESSED

**Explanation of Growth Key
(Performance on Benchmark Indicators)**

- E** **Excels:** Student has consistently met, applied and extended grade level expectations.
- M** **Meets:** Student consistently meets grade level expectations.
- SP** **Strongly Progressing:** student is strongly progressing toward grade level expectations
- P** **Progressing:** Student is making progress toward grade level expectations.
- C** **Area of Concern:** Student is not making adequate progress toward grade level expectations.
- **Not Assessed:** Student has not been assessed on this benchmark during this trimester

A growth key will be used to show progress toward grade level benchmarks. Student growth will be indicated by the terms

LIFETIME LEARNER CHARACTERISTICS	
SELF-DIRECTED LEARNER	
SETS, ACHIEVES, EVALUATES & RE-EVALUATES PERSONAL LEARNING GOALS	
ORGANIZES TIME & TASKS (DEVELOPS A TIME LINE FOR ACCOMPLISHING A GOAL/TASK)	
WORKS WELL INDEPENDENTLY	
SEEKS RESOURCES AS NEEDED	
DEVELOPS A LIFETIME READING HABIT AS EVIDENCED BY A READING LOG	
QUALITY PRODUCER	
FOLLOWS DIRECTIONS	
PRODUCES WORK THAT IS NEAT & ORGANIZED	
KEEPS MATERIALS ORGANIZED	
COMPLETES CLASS WORK ON TIME	
COMPLETES HOMEWORK ON TIME	
PRODUCES LEGIBLE HANDWRITING	
COLLABORATIVE WORKER	
WORKS COOPERATIVELY IN GROUPS OF VARIOUS SIZES	
DISCUSSES & LISTENS AS AN INTERACTIVE PROCESS	
ACCEPTS CONSTRUCTIVE SUGGESTIONS	
RESPECTFUL CITIZEN	
FOLLOWS SCHOOL & CLASSROOM RULES	
DEMONSTRATES RESPECT FOR PROPERTY, SELF & OTHERS	
DEMONSTRATES A POSITIVE ATTITUDE	
DEMONSTRATES SELF-CONTROL	

future that will require them to be lifelong learners. We have identified characteristics that will enable them to become self-directed learners who are producers of quality work and are able to collaborate with others in a respectful manner. These behaviors developed early in life will foster success not only in school but also throughout life. Progress toward these goals will be reported on a scale of 3-1 as indicated below.

LIFETIME LEARNER KEY	
3	CONSISTENT
2	PROGRESSING
1	RARELY EVIDENT

LIFETIME LEARNER CHARACTERISTICS

Progress will be reported through the use of indicators as follows:

- 3- Consistent:** Solid consistent performance at expected achievement
- 2- Progressing:** Approaching expected performance
- 1- Rarely Evident:** Limited or no progress toward performance

Our children need to be prepared for a

LANGUAGE ARTS

Reading Level

1.1 Learning to Read Independently

1.2 Reading Critically in all content areas (Science, Social Studies, Math as well as Reading)

1.3 Reading, Analyzing and Interpreting Literature (Narrative and Expository)

Learning to read independently includes the ability to read *accurately*. A *fluent* reader reads texts quickly and accurately with proper expression and comprehension. Students use a variety of strategies to become independent readers, including use of *phonics*, *word analysis*, and *context clues*.

Children develop a reading vocabulary by identifying and understanding unfamiliar words and successfully applying them orally and in writing. Key comprehension strategies include *predicting*, *clarifying*, *questioning*, and *summarizing*.

The skills that are learned in reading need to be extended to a wide variety of reading experiences. In addition some skills used in content areas are unique to specific kinds of text. (Glossary, table of contents, appendices, maps, and graphs) Children who select and use key ideas from text, cite evidence to support ideas, and make connections to their own lives become skilled at reading in the content areas.

By being exposed to a variety of genres and authors, children learn to analyze techniques authors use in writing, including literary elements and devices. Children who are aware of authors' techniques learn to incorporate those techniques in their own writing.

LANGUAGE ARTS
READING LEVEL
1.1 LEARNING TO READ INDEPENDENTLY 1.2 READING CRITICALLY IN CONTENT AREAS 1.3 READING, ANALYZING AND INTERPRETING LITERATURE
DEMONSTRATES COMPREHENSION
APPLIES WORD RECOGNITION SKILLS
EXPANDS & APPLIES VOCABULARY
SELECTS, USES KEY IDEAS & CITES EVIDENCE FROM TEXT
MAKES RELEVANT CONNECTIONS BETWEEN PERSONAL EXPERIENCE & TEXT
IDENTIFIES & ANALYZES THE COMPONENTS OF FICTION AND NON FICTION

1.4, 1.5 TYPES OF WRITING		
FOCUS		
CONTENT		
ORGANIZATION		
STYLE		
CONVENTIONS		
1.6 SPEAKING & LISTENING		
DEMONSTRATES ORAL PRESENTATION SKILLS		
DEMONSTRATES ACTIVE LISTENING THROUGH APPROPRIATE RESPONSES		
1.8 RESEARCH		
LOCATES GATHERS & EVALUATES INFORMATION FROM A VARIETY OF SOURCES & MEDIA		
ORGANIZES & PRESENTS RESEARCH		

1.4 & 1.5 Types of Writing

Students will be instructed to create different types of writing (informational, narrative, persuasive and creative.)

For each piece of writing they will learn to incorporate the five elements of writing (focus, content, organization style and conventions)

Spelling- Children’s spelling will be evaluated primarily from their daily writing.

Mathematics	
NUMBERS AND OPERATIONS (2..1, 2..2)	
DEMONSTRATES AN UNDERSTANDING OF NUMBERS, WAYS OF REPRESENTING NUMBERS, & RELATIONSHIPS AMONG NUMBERS & NUMBER SYSTEMS	
UNDERSTANDS THE MEANING OF OPERATIONS, USES OPERATIONS, & UNDERSTANDS HOW THEY RELATE TO EACH OTHER	
COMPUTES ACCURATELY & FLUENTLY & MAKES REASONABLE ESTIMATES	
SOLVES BASIC ADDITION & SUBTRACTION FACTS BY ROTE	
SOLVES BASIC MULTIPLICATION FACTS BY ROTE	
DEMONSTRATES USE OF A CALCULATOR	
ALGEBRAIC CONCEPTS (2.8)	
UNDERSTANDS PATTERNS, RELATIONS, & FUNCTIONS	
REPRESENTS & ANALYZES MATHEMATICAL SITUATIONS USING NUMBERS, SYMBOLS, WORDS, TABLES, AND/OR GRAPHS	
PROBLEM SOLVING (2.4, 2.5)	
REPRESENTS: SOLVES USING PICTURES, NUMBERS, & WORDS	
COMMUNICATES & REASONS	
GEOMETRY (2.9), 2.10)	
UNDERSTANDS THE PROPERTIES OF 2D, & 3D SHAPES & GEOMETRIC RELATIONSHIPS	
IDENTIFIES & APPLIES CONCEPTS OF TRANSFORMATIONS & SYMMETRY	
MEASUREMENT (2.3)	
UNDERSTANDS MEASURABLE CHARACTERISTICS OF OBJECTS & FIGURES, & THE UNITS, SYSTEMS & PROCESSES OF MEASUREMENT	
APPLIES APPROPRIATE TECHNIQUES, TOOLS, & FORMULAS TO DETERMINE MEASUREMENTS	
DATA ANALYSIS AND PROBABILITY (2.6, 2.7,)	
INTERPRETS & ANALYZES DATA	
UNDERSTANDS & APPLIES BASIC CONCEPTS OF PROBABILITY	

Numbers and Operations (2.1, 2.2) - Number theory includes the ability to understand numbers and their value.

Examples: $176 = 100 + 70 + 6$ or $180 - 4$
 $\frac{1}{4} = .25$ or 25%

Computation includes the ability to estimate and solve addition, subtraction, multiplication, and division problems based on grade level requirements.

Algebraic Concepts (2.8) Algebraic concepts include understanding patterns, relations and functions using numbers, symbols, words, tables and/or graphs.

Problem Solving (2.4, 2.5) – Problem solving includes solving word problems using a variety of strategies. Student work should be well organized, labeled, and include a written explanation.

Geometry (2.9,2.10) - Geometry includes the study of lines, shapes, angles and their properties.

Measurement (2.3) – Measurement includes length, perimeter, area, volume, time, and weight. Students will use standard (U.S.) and metric units to show understanding in these areas.

Data Analysis and Probability (2.6, 2.7) – This includes the ability to collect and report data in a variety of ways, including charts and graphs. Students will also be able to analyze and interpret this information. Probability includes determining the likelihood of events and the application and interpretation of this information.

Glossary of Terms

Accuracy – The ability to read the text automatically with few mistakes.

Active Listening – Listening to the speaker in a way that helps you better understand what they are saying.

Clarify – To reread for pronunciation or understanding of a word or an idea.

Context Clues – Using the words and sentences around an unknown word to figure out the word’s meaning.

Decoding - The understanding of the relationship between letters and sounds and applying that knowledge when reading unfamiliar words.

Progress in Science and Social Studies will be reported using the growth key (explained on pg. 1). Student growth will be indicated in two categories: The understanding of facts and concepts on which they were instructed and the ability to apply this knowledge to projects.

Elements of Writing-

- **Focus** - All ideas relate to the topic.
- **Content** - Ideas developed through facts, examples, anecdotes, details, opinions, and explanations.
- **Organization** - Related ideas are grouped together and are in logical order (informational) or around a theme (fiction, narrative).
- **Style** - The choice, use and arrangement of words and sentence structures that show the author’s voice.
- **Conventions** - Grammar, mechanics, spelling usage and sentence formation.

SOCIAL STUDIES <small>(INCLUDES HISTORY, GOVERNMENT & CIVICS, ECONOMICS, AND GEOGRAPHY)</small>	FIRST	SECOND	THIRD
DEMONSTRATES UNDERSTANDING OF FACTS & CONCEPTS			
APPLIES CORE KNOWLEDGE THROUGH PROJECTS			

Encoding - The ability to spell words and write them correctly.

Expository Text – Text that presents facts, opinions, definitions of terms and examples to inform the reader.

Fluency - The ability to read a text quickly, accurately, with expression and comprehension.

Genre - The name used to identify the category or types of literature; e.g., realistic fiction, fantasy, folktales, fairy tales, poetry, drama, and nonfiction.

Inference - Arriving at a decision or opinion by reasoning from known facts or evidence.

Literary Devices - Used by the author to convey the story or theme. These include alliteration, flashback, foreshadowing, irony, metaphor, and personification.

Literary Elements - Elements of a story including characters, problem, setting, events (plot), and solution.

Narrative Text – Text that tells a story.

Phonics – The relationship between letters and sounds.

Predict – The ability to use information from the text and background information to think logically about what will happen in the story.

Questioning – A strategy readers use to help understand the author’s meaning.

Summarizing – Writing or telling only the most important ideas from a reading selection.

Types of Writing –

- **Narrative** – Writing that tells a story.
- **Informational** – Writing that gives information about a subject. It may give directions, present ideas, or explain how to do something.
- **Persuasive** – Writing that gives an opinion about a subject and tries to get the reader to agree with the author.
- **Creative** – Writing that includes poetry, journals, and dramas.

Word Analysis – Looks at parts of words to determine pronunciation or meaning.

Explanation of Growth Key (Performance on Benchmarks)

E: Excels

After instruction, guided and independent practice, the student meets and extends grade level benchmarks.

The student:

- Consistently demonstrates exceptional ability to learn standard knowledge and skills.
- Uses the knowledge meaningfully through the use of higher order thinking skills such as analysis, inference, and questioning.
- Displays outstanding problem-solving skills and sometimes generates insights that reflect unique levels of understanding.
- Works consistently at a high level of excellence.

M: Meets

After instruction, guided and independent practice, the student meets grade level benchmarks.

The student:

- Demonstrates consistent achievement in learning content knowledge and skills.
- Shows ability to use higher order thinking skills to apply knowledge.
- Displays good decision-making and problem-solving skills.
- Produces consistent, good quality work and occasionally exhibits a high level of excellence.

SP: Strongly Progressing

After instruction, guided and independent practice, the student is strongly progressing towards grade level benchmarks.

The student:

- Is progressing strongly toward learning content knowledge and skills.
- Shows some ability to use higher order thinking skills to apply knowledge, with occasional lapses in reasoning.
- Is developing decision-making and problem-solving skills.
- Is progressing toward expected levels of consistency.

P: Progressing

After instruction, guided and independent practice, the student is progressing toward grade level benchmarks.

The student:

- Is progressing somewhat slowly toward learning content knowledge and skills.
- Shows some ability to use higher order thinking skills to apply knowledge with frequent lapses in reasoning.
- Is developing decision-making and problem-solving skills with added assistance.
- Is progressing at a slow pace toward expected levels of consistency, despite additional support.

C: Area of Concern

After instruction, guided and independent practice, the student is not making adequate progress toward grade level benchmarks.

The student:

- Demonstrates a minimal level of understanding of the content knowledge and skills.
- Experiences difficulty in use of higher order thinking skills to apply content standard.
- Shows limited progress in developing decision-making and problem-solving skills despite additional support.
- Produces work that is inconsistent in meeting content standard.

- : Not Assessed

The student has not been assessed on this benchmark during this period.

Frequently asked questions

How can I help my child improve his/her learning?

Open communication between parent, teacher, and student is key to improving student learning. Official conferences are held twice a year to give parents and teachers a chance to discuss student progress. If additional conferences are needed parents and teachers can make necessary arrangements.

Will this report card place my child at an academic disadvantage?

On the contrary, the new report card provides more information and therefore should improve academic achievement. The main purpose of the intermediate report card is to communicate with students and parents. In the event that your child transfers to another school the report card should not present a problem since many school districts have changed or are changing to a standards based reporting system. College admissions personnel use high school transcripts.