



**AURORA PUBLIC SCHOOLS
HIGH SCHOOL STANDARDS-BASED REPORT CARD 2010-2011**

Student: Jack Jones
Student ID: 12345678
Grade: 09

**Gateway High School
1300 S. Sable Blvd.
Aurora, CO 80012**

Attendance Summary									
TERM	Q1		Q2		Q3		Q4		
Period	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	
1	0	0	1	0					
2	0	1	1	0					
3	0	0	1	0					
4	0	0	1	0					
5	0	0	1	0					
6	0	0	1	0					
7	0	0	1	0					
8	0	0	1	0					

Academic Performance Level –Subject Areas	
NAME	GRADE
Demonstrates a thorough understanding of the grade level content and consistently applies the benchmarks, and/or concepts, and/or processes/procedures in a variety of contexts	A
Demonstrates understanding of the grade level content and applies the benchmarks, and/or concepts, and/or processes/procedures in a variety of contexts	B
Demonstrates understanding and application of most of the benchmarks, and/or concepts, and/or processes/procedures of the grade level content; needs teacher support to demonstrate proficiency	C
Demonstrates limited understanding and application of the benchmarks, and/or concepts, and/or processes/procedures of the grade level content; needs more instruction and/or practice to demonstrate proficiency	D
Rarely demonstrates understanding and ineffectively applies benchmarks, and/or concepts, and/or processes/procedures of the grade level content	R
Incomplete	I
No Evidence	N
Satisfactory for Pass/Fail courses	S
Unsatisfactory for Pass/Fail courses	U

Academic Performance Level –Work Habits	
NAME	GRADE
Consistently Meets	4
Frequently Meets	3
Sometimes Meets	2
Rarely Meets	1

Subject Areas				
COURSE	Q1	Q2	Q3	Q 4
HLA1012Q1 English 9 – Smith, A.	C			
HLA1012Q2 English 9 – Smith, A.		B		
STANDARDS/BENCHMARKS: 1 Read and understand a variety of materials 2 Write and speak for a variety of purposes and audiences 3 Use conventional grammar, usage, sentence structure, punctuation, capitalization, spelling 4 Apply thinking skills in many areas of literacy 5 Locate/select/use relevant information from a variety of sources 6 Read and recognize literature as a record of human experience				
COMMENTS: 1.1 Engages in reading increasingly complex text 1.3 Demonstrates increased stamina during reading 3.2 Demonstrates control over most basic standard conventions				
WORK HABITS:				
Effort - Perseveres and attempts quality work	4	4		
Engagement - Participates and listens	3	4		
Homework - Complete and on time	3	3		
Responsibility - Follows rules and directions; manages time; advocates for self	3	3		
COURSE:	Q1	Q2	Q3	Q 4
HSC3012Q1 Physical Science – Nelson, P	B			
HSC3012Q1 Physical Science – Nelson, P		B		

Dear Parents,

The Junior English III Team of teachers is committed to providing your child with an education of the highest quality, which reflects research and strategies from the foremost experts in education. With this in mind, the grading guidelines for all English III classes will be altered for the 6th Six Weeks of the school year. Through our research and planning, we believe the improved grading policies will provide you and your child with:

- Increased guidance in learning the primary/target skills taught during the Six Weeks
- Progress Reports that more accurately reflect your child’s performance in the classroom as well as his/her comprehension of skills taught
- More comprehensive and useful feedback for teachers in providing support or academic interventions to struggling students at an early stage of the learning process
- Providing students with the opportunity to independently pursue his/her own learning while simultaneously earning additional points throughout the Six Weeks

Please take a moment to examine the grading policies below. The English III Team welcomes any feedback, which help us continue to improve student success.

Category	Percentage Weight	Total Assignments within the Percentage Weight	Graded by Progress Report	Graded by Report Card	Additional Notes
Summative Assessments	40%	2	1	1	The first summative will be a project assignment; the second will be a test on the same skills – mostly multiple choice with the possibility of short answer or fill in the blank
Formative Assessments	35%	4	2	2	The formative assignments are absolutely necessary in order to complete summative assessments; able to be corrected for improved grades until corresponding summative assessment is completed.
Practice	25%	6	3	3	Any additional assignments. These may or may not directly contribute to the primary skills necessary for completion of the summative assessments. May be additional, minor skills as dictated by TEKS. Able to be corrected for improved grades until corresponding summative assessments are completed

Summative assessments are cumulative evaluations used to measure student growth *after* instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. The teacher will use Summatives to determine what skills the student mastered and what skills which still demonstrate weaknesses. Summative assessments are not like **formative assessments**, which are designed to provide the immediate, explicit feedback useful for helping teacher and student *during* the learning process. During formative assessments, student and teacher can recognize skills mastered and skills which still require additional work. Formatives are, in a sense, assignments which are still *forming* the student’s skills as he/she continue to develop these skills with less teacher support. **Practice** is what the name implies, the chance for a student to practice new skills introduced by the teacher with increased teacher and peer support. During practice, mistakes are expected as this is how a student can discover the correct way to develop the skills. Therefore, the student must have the opportunity to comfortably make mistakes but be able to correct errors to demonstrate his/her progress in learning skills.

The progression of assessments then becomes:

1. **Practice** with direct teacher guidance
2. **Formative** with teacher support but increased student independence
3. **Summative** with ending evaluation of student achievement

High quality summative and formative information can shape how teachers organize their curricula and allow students to understand their learning success in the classroom.

* explanation of assessments developed from <http://www.learnnc.org/lp/pages/5233>