



Attendance	Q1	Q2	Q3	Q4	Total
Absences					
Tardies					

Promoted Placed Retained

Academic Performance for Grade Level Standards

1	Performance is below standard, and student needs much teacher support, frequent re-teaching, and additional practice.
2	Performance is approaching standard, and student applies learned skills with some teacher support.
3	Performance meets standard, and student produces quality work with little to no teacher support. (grade level expectation)
4	Performance exceeds standard, and student consistently produces outstanding work independently.
X	Not assessed at this time
*	See IEP progress report

GRADE REPORT

English/Language Arts

Reading Foundation Skills	Q1	Q2	Q3	Q4
Phonics and Word Recognition				
Fluency				
Reading Literature	Q1	Q2	Q3	Q4
Key Ideas and Details				
Craft and Structure				
Integration of Knowledge and Ideas				
Reading Informational	Q1	Q2	Q3	Q4
Key Ideas and Details				
Craft and Structure				
Integration of Knowledge and Ideas				
Writing	Q1	Q2	Q3	Q4
Text Types and Purposes				
Production and Distribution of Writing				
Handwriting				
Research to Build and Present Knowledge				
Language	Q1	Q2	Q3	Q4
Conventions of Standard English				
Knowledge of Language				
Vocabulary Acquisition and Use				
Speaking and Listening	Q1	Q2	Q3	Q4
Comprehension and Collaboration				
Presentation of Knowledge and Ideas				

Mathematics

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
Represent and solve word problems involving addition and subtraction				
Add and subtract within 20				
Work with equal groups of objects to gain foundations for multiplication				
Number and Operations in Base Ten	Q1	Q2	Q3	Q4
Understand place value				
Use place value understanding and properties of operations to add and subtract				
Measurement and Data	Q1	Q2	Q3	Q4
Measure & estimate lengths in standard units				
Relate addition and subtraction to length				
Works with time and money				
Represent and interpret data				
Geometry	Q1	Q2	Q3	Q4
Reason with shapes and their attributes				

Social Studies

	Q1	Q2	Q3	Q4
Geographic Understandings				
Historical Understandings				
Economic Understandings				
Governmental Understandings				

Science

	Q1	Q2	Q3	Q4
Nature of Science				
Earth Science				
Physical Science				
Life Science				

Special Area and Work Habits Scoring

E	Exemplary- Student's performance is beyond grade level expectation.
S	Satisfactory- Student's performance meets grade level expectation.
N	Needs Improvement- Student's performance is below grade level expectation.
x	Not assessed at this time

SPECIAL AREAS

	Q1	Q2	Q3	Q4
Art [Teacher Name]				
Health [Teacher Name]				
Music [Teacher Name]				
Physical Education [Teacher Name]				

WORK HABITS

	Q1	Q2	Q3	Q4
Responsibility <i>The student adapts to classroom practices and respects others.</i>				
Participation <i>The student participates in classroom activities.</i>				
Assignment Completion <i>The student completes work in timely manner and according to directions.</i>				
Interpersonal Skills <i>The student interacts with others in a positive manner.</i>				

Additional grading and reporting details can be found on the reverse of the report card.

Forsyth County Schools utilizes a standards-based grading and reporting system for all K-5 students. Standards-based report cards inform how students are performing on a set of clearly defined grade-level learning outcomes (state standards). Unlike traditional report cards, standards-based grading measures students' knowledge of material by reporting the most recent, consistent level of performance on grade-level content standards. In addition to standards-based grades, fourth and fifth grade students receive traditional percentage scores for each subject area based on summative assessments.

The following assessment methods may be utilized to determine your child's progress toward mastery of the standards:

- ✓ common written assessments (formative and summative)
- ✓ student performance and participation during class activities and discussions
- ✓ performance tasks
- ✓ teacher observation (whole group and small group)
- ✓ one-on-one assessments (teacher and student)
- ✓ class work, projects, and writing samples

Students who *consistently* demonstrate *mastery* of standards through regular classroom instruction and assessment will receive a score of “3” (meets standard). Students who consistently demonstrate mastery *and independently* demonstrate the ability to *exceed* the end-of-year standard may receive a score of 4 in a given area.

WORK HABITS SCORING GUIDE

Work Habits	Needs improvement (N) (In one or more areas)	Successful (S) (This level is the standard.)	Exemplary (E)
Responsibility <i>The student adapts to classroom practices and respects others.</i>	Frequently requires redirection; strays off task; disrupts learning environment; and/or fails to follow class procedures.	<i>Is a self-starter; remains on-task; asks questions when needed; follows class procedures.</i>	Plans ahead; maximizes opportunities; solves problems.
Participation <i>The student participates in classroom activities.</i>	Frequently fails to engage in classroom activities or discussions and/or responds only to teacher prompts.	<i>Engages in activities and discussions.</i>	Poses questions; expands on others' thinking to enhance classroom discussion; shares new ideas.
Assignment Completion <i>The student completes work in timely manner and according to directions.</i>	Frequently struggles to complete assignments, submit work, and/or follow directions in a timely manner.	<i>Produces completed work on a consistent basis in a timely manner; follows directions.</i>	Independently produces work beyond expectation.
Interpersonal Skills <i>The student interacts with others in a positive manner.</i>	Frequently struggles to interact with peers in social or academic settings, and/ or isolates self.	<i>Interacts well with classmates; listens and speaks respectfully.</i>	Assumes leadership roles when interacting with others in academic and social settings.