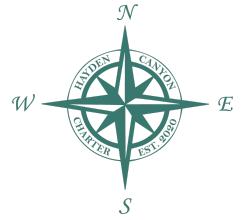


# REPORT CARD OVERVIEW

## Hayden Canyon Charter



### Understanding your student's report card:

We are using a four-point system for our report cards. Instead of getting letter grades (A – F) or number grades based on a 0 – 100 scale, students are assessed on a four-point scale.

On a standards based report card, a score of “3” is the expected goal for students, which indicates that students are meeting the requirements of the academic standards for his/her grade level. Scores of “3” and “2” both indicate that students are working within the expectations of his/her grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The expectation is that most students will score a “3” by the end of the year for each grade level standard.

At Hayden Canyon Charter we believe that when a student is done with school and enters adult life, he/she will be judged for the rest of his/her life not by his/her performance on tests of basic skills, but by the quality of his/her work and the quality of his/her character. This is why our vision of student achievement has three dimensions: Mastery of Academic Skills and Content, High-Quality Work, and Character that are reflected on our report cards.

### Master of Academic Skills:

- **Demonstrate proficiency and deeper understanding:** Students show mastery in a body of knowledge and skills within each discipline
- **Apply their learning:** Students transfer knowledge and skills to novel, meaningful tasks
- **Think critically:** Students analyze, evaluate, and synthesize complex ideas and consider multiple perspectives
- **Communicate clearly:** Students write, speak, and present ideas effectively in a variety of media within and across disciplines

### Character:

- **Citizenship:** Being a helpful, engaged member of a community (Class/Crew, HCC, My Community, America)
- **Resilience:** Facing and working through difficulties with a positive attitude
- **Exploration:** Seeking answers through discovery, questioning, and investigation.
- **Workmanship:** Putting forth excellent effort that produces high-quality work (as defined below).

### High Quality Work:

- **Create complex work:** Students demonstrate higher-order thinking, multiple perspectives and transfer of understanding
- **Demonstrate craftsmanship:** Students create work that is accurate and beautiful in conception and execution
- **Create authentic work:** Students demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school

Below is an explanation of markings you may see on the report card:

<b>N/A</b>	Not Assessed	“N/A” indicates that the standard has not been adequately introduced, covered, or assessed during the marking period. All standards on a grade-level report card will be addressed by the end of the school year.
<b>1</b>	Beginning	<p>A score of “1” indicates that the student is not meeting the requirements of the grade level standard at this time. His/her instructional level is characterized as requiring maximum teacher support and differentiation/accommodations or even modifications.</p> <p>In terms of behavior, the student who often demonstrates social and academic behaviors below what is expected for their age/grade receives a “1” in relation to character and high quality work.</p> <p>It is expected that teachers have had dialogue with parents prior to the distribution of the report card for any student receiving a “1” for any standard.</p>
<b>2</b>	Building	<p>A score of “2” indicates that the student’s progression of skills and information is in the expected range, but he/she still requires support and assistance to meet the requirements of the academic standard for his/her grade level at this time.</p> <p>In terms of behavior, a student would receive a “2” for any of the academic or social behaviors when he/she inconsistently demonstrates or needs reminders to meet the age/grade appropriate expectations as communicated by the teacher in relation to character and high quality work.</p>
<b>3</b>	Proficient	<p>A score of “3” indicates that a student's progress towards standards meets the school's expectations at this time. Students who, through assessment, performance tasks, projects, classwork, and discussion, demonstrate independent understanding of key concepts and require little or no adult support to demonstrate proficiency after instruction has been delivered would see scores of “3”.</p> <p>Students receiving “3s” consistently demonstrate age/grade appropriate social and academic behaviors in relation to character and high quality work.</p>
<b>4</b>	Mastery	<p>A score of “4” indicates that the student’s progress exceeds standards because he/she has demonstrated mastery in the terms of knowledge, and he/she applies that knowledge in ways that go beyond expectations. Instruction needs to be differentiated for this student because the student has demonstrated mastery of grade level expectations at this time.</p> <p>Students receiving a “4” demonstrate academic and social maturity beyond their years and those of their age/grade appropriate peers in relation to character and high quality work.</p>

## Frequently Asked Questions:

- **What are standards?**
  - Standards are what students should know and be able to do at the end of each grade. HCC report cards would be incredibly long if every standard was listed on the report card. The standards on the Hayden Canyon Charter report card are a snapshot, a “collapsed” version, of the Idaho State Standards.
- **What is a standards-based report card?**
  - A standards-based report card provides detailed information on how well your child is progressing towards mastery of year-end standards. At Hayden Canyon Charter, Idaho Content Standards for each marking period are used to inform instruction and assessment. Standards’ expectations change from one marking period to the next as students move toward the end-of-the-year grade level expectations. Learners are scored on their progress made toward mastery of those expectations set forth for each marking period.
- **What examples of data do teachers use to assign grades?**
  - With a standards-based approach, teachers evaluate student learning in a variety of ways using classroom observations and classwork, along with formative and summative assessments as well as culminating projects and performance tasks. The combination of these pieces of evidence, when reviewed with parents, provides a more detailed picture of student progress towards grade level expectations.
- **Isn’t a “3” just another way of saying the student earned a “B”?**
  - One of the biggest differences between a traditional letter grade report card and a standards based report card is assessing what students have “learned” not “earned” based on very clear and specific expectations defined by the Idaho Content Standards. A “B” is an average of the points earned on tests, quizzes, assignments, and so on but does not tell us what the student has really learned and achieved in terms of standards based expectations for a specific grade level.
- **Is it possible for students to “drop” from one marking period to another?**
  - It is important to note that the student does not necessarily drop a grade. The score is an indication of performance with expectations of difficulty that increases throughout the school year. In other words, the concepts increase in difficulty as the year progresses. Therefore, a student who demonstrates a score of “3” in one marking period could earn a “2.5” in the next marking period when the rigor of the standard has been increased. This shift from a “3” to a “2.5” indicates the student understands the major elements of the concept but may need more development of the details or application and more teacher support.
- **How do I help my child “get a 4?”**
  - Remember, a mark of “3” indicates that a student is meeting grade-level expectations with independence and excellence. With high and challenging expectations, a “3” is exactly where a competent student should be. “Getting a 4” is not about what more a student does. It is what a student knows, and at what level he/she applies what he/she knows to new and higher-level situations that exceeds what is explicitly taught in class.