

Report Card Handbook

Grades K-5

Introduction

The Pen Argyl School District is pleased to release the revised standards-based report card for students in grades K – 5. All school districts in Pennsylvania are required to align their curricula and assessments to the PA Core Standards. The purpose of the parent handbook is to provide you with a better understanding of this revised report card.

The report card was revised during the 2013-2014 school year by a team of teachers in grades K-5 along with building and district administrators. The committee's goal was to provide students and parents with more accurate and detailed information on student progress relevant to the new PA Core Standards. The format of the report cards from kindergarten through grade 5 is similar. However, each grade level's specific skills are different. The elementary report card is available electronically through the Skyward parent portal account on the district website. Parents will have online access to student grades throughout the year and progress reports can be made available online.

Copies of the report cards can be obtained at Plainfield or Wind Gap or grade level copies are available on the district website at: www.penargylschooldistrict.org

GRADING KEY

The following key will be used to determine grades in each academic subject.

Overall Grade	Criteria	Progress Toward Standard	Pass/Fail
E – Exceeds Standards	90-100%	Outstanding	Pass
M – Meets Standards	70- 89%	Satisfactory	Pass
W – Working Towards Standards	60- 69%	Needs Improvement	Fail
D – Does Not Meet Standards	< 60%	Unsatisfactory	Fail

GRADING GUIDELINES FOR STUDENTS WITH AN I.E.P.

Students who have an I.E.P. will receive a grade level report card. The teacher or teachers (Inclusion class) who teach the class will be responsible for assigning the grade. The special education teacher (s) will attach to the report card a copy of the IEP progress report for the student's IEP goals.

English Language Arts:

The English Language Arts Standards describe what students should know and be able to do with the English language. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, schools will use them to develop a local school curriculum that will meet local students' needs. A glossary is included to assist the reader in understanding terminology contained in the standards.

- ❖ Standard 1: Foundational Skills – Skills that are a necessary and important components of an effective comprehensive reading program in grades K-5. These skills develop proficient readers who can comprehend literature and informational text across all subject areas.
- ❖ Standard 2: Reading Informational Text - Enables students to read, understand, and respond to informational text (non-fiction).
- ❖ Standard 3: Reading Literature – Enables students to read, understand, and respond to works of literature (fiction).
- ❖ Standard 4: Writing – Develops skills of informational, argumentative, and narrative writing and the ability to engage in evidence-based analysis of text and research.
- ❖ Standard 5: Speaking and Listening – Focuses students on communication skills that enable critical listening and effective presentation of ideas.

ACCURACY RUBRIC

This rubric will be used to grade reading accuracy, located under Foundational Skills on the report card.

Exceeds Standards - 96% - 100%

Meets Standards - 90% - 95%

Working Towards Standards- 85% - 89%

Does Not Meet Standards - < 85%

HIGH FREQUENCY WORDS RUBRIC

This rubric will be used to grade the section “Reads high frequency words” under Foundational Skills in grades K-2 on the report card.

Exceeds Standards - 96% - 100%

Meets Standards - 90% - 95%

Working Towards Standards- 85% - 89%

Does Not Meet Standards - < 85%

The following 2 rubrics will be used at the kindergarten level to grade Concepts of Print and Letter/Sound Relationships, located under the Foundational Skills section.

Concepts of Print Rubric

Exceeds Standards – 7 correct
 Meets Standards – 5 or 6 correct
 Working Towards Standards – 4 correct
 Does Not Meet Standards – 0 – 3 correct

Uses Letter/Sound Relationships Rubric

Exceeds Standards – 90% - 100%
 Meets Standards – 70% - 89%
 Working Towards Standards – 60% - 69%
 Does Not Meet Standards - < 60%

DIBELS NEXT BENCHMARK GOALS AND INDICATORS

This chart will be used to grade reading fluency according to the student’s grade level, located under the reading portion of the report card.

Kindergarten

Dibels Measure	Fall	Winter	Spring
First Sound Fluency	< 5 Unsatisfactory 5 – 9 Needs Improvement 10 Satisfactory > 10 Outstanding	< 20 Unsatisfactory 20 – 29 Needs Improvement 30 Satisfactory > 30 Outstanding	
Letter Naming Fluency	< 2 Unsatisfactory 2 – 7 Needs Improvement 8 Satisfactory > 8 Outstanding	< 11 Unsatisfactory 11 – 20 Needs Improvement 21 Satisfactory > 21 Outstanding	< 29 Unsatisfactory 29 – 39 Needs Improvement 40 Satisfactory > 40 Outstanding
Phoneme Segmentation Fluency		< 10 Unsatisfactory 11 – 19 Needs Improvement 20 Satisfactory > 20 Outstanding	< 25 Unsatisfactory 25 – 39 Needs Improvement 40 Satisfactory > 40 Outstanding
Nonsense Word Fluency		< 8 Unsatisfactory 8 – 16 Needs Improvement 17 Satisfactory > 17 Outstanding	< 15 Unsatisfactory 15 – 27 Needs Improvement 28 Satisfactory > 28 Outstanding

First Grade

Dibels Measure	Fall	Winter	Spring
Letter Naming Fluency	< 25 Unsatisfactory 25 - 36 Needs Improvement 37 Satisfactory > 37 Outstanding		
Phoneme Segmentation Fluency	< 25 Unsatisfactory 25 - 39 Needs Improvement 40 Satisfactory > 40 Outstanding		
Nonsense Word Fluency	< 18 Unsatisfactory 18 – 26 Needs Improvement 27 Satisfactory > 27 Outstanding	< 33 Unsatisfactory 33 - 42 Needs Improvement 43 Satisfactory > 43 Outstanding	< 47 Unsatisfactory 47 - 57 Needs Improvement 58 Satisfactory > 58 Outstanding
Oral Reading Fluency		< 16 Unsatisfactory 16 - 22 Needs Improvement 23 Satisfactory > 23 Outstanding	< 32 Unsatisfactory 32 - 46 Needs Improvement 47 Satisfactory > 47 Outstanding
Reading Accuracy		< 68 Unsatisfactory 68 - 77 Needs Improvement 78 Satisfactory > 78 Outstanding	< 82 Unsatisfactory 82 - 89 Needs Improvement 90 Satisfactory > 90 Outstanding

Second Grade

Dibels Measure	Fall	Winter	Spring
Nonsense Word Fluency	< 35 Unsatisfactory 35 - 53 Needs Improvement 54 Satisfactory > 54 Outstanding		
Oral Reading Fluency	< 37 Unsatisfactory 37 - 51 Needs Improvement 52 Satisfactory > 52 Outstanding	< 55 Unsatisfactory 55 - 71 Needs Improvement 72 Satisfactory > 72 Outstanding	< 65 Unsatisfactory 65 - 86 Needs Improvement 87 Satisfactory > 87 Outstanding
Reading Accuracy	< 81 Unsatisfactory 81 - 89 Needs Improvement 90 Satisfactory > 90 Outstanding	< 91 Unsatisfactory 91 - 95 Needs Improvement 96 Satisfactory > 96 Outstanding	< 93 Unsatisfactory 93 - 96 Needs Improvement 97 Satisfactory > 97 Outstanding

Third Grade

Dibels Measure	Fall	Winter	Spring
Oral Reading Fluency	< 56 Unsatisfactory 56 - 69 Needs Improvement 70 Satisfactory > 70 Outstanding	< 68 Unsatisfactory 68 - 85 Needs Improvement 86 Satisfactory > 86 Outstanding	< 80 Unsatisfactory 80 - 99 Needs Improvement 100 Satisfactory > 100 Outstanding
Reading Accuracy	< 89 Unsatisfactory 89 - 94 Needs Improvement 95 Satisfactory > 95 Outstanding	< 92 Unsatisfactory 92 - 95 Needs Improvement 96 Satisfactory > 96 Outstanding	< 94 Unsatisfactory 94 - 96 Needs Improvement 97 Satisfactory > 97 Outstanding

Fourth Grade

Dibels Measure	Fall	Winter	Spring
Oral Reading Fluency	< 70 Unsatisfactory 70 - 89 Needs Improvement 90 Satisfactory > 90 Outstanding	< 79 Unsatisfactory 79 - 102 Needs Improvement 103 Satisfactory > 103 Outstanding	< 95 Unsatisfactory 95 - 114 Needs Improvement 115 Satisfactory > 115 Outstanding
Reading Accuracy	< 93 Unsatisfactory 93 - 95 Needs Improvement 96 Satisfactory > 96 Outstanding	< 94 Unsatisfactory 94 - 96 Needs Improvement 97 Satisfactory > 97 Outstanding	< 95 Unsatisfactory 96 - 97 Needs Improvement 98 Satisfactory > 98 Outstanding

Fifth Grade

Dibels Measure	Fall	Winter	Spring
Oral Reading Fluency	< 96 Unsatisfactory 96 - 110 Needs Improvement 111 Satisfactory > 111 Outstanding	< 101 Unsatisfactory 101 - 119 Needs Improvement 120 Satisfactory > 120 Outstanding	< 105 Unsatisfactory 105 - 129 Needs Improvement 130 Satisfactory > 130 Outstanding
Reading Accuracy	< 95 Unsatisfactory 96 - 97 Needs Improvement 98 Satisfactory > 98 Outstanding	< 96 Unsatisfactory 96 - 97 Needs Improvement 98 Satisfactory > 98 Outstanding	< 97 Unsatisfactory 98 Needs Improvement 99 Satisfactory > 99 Outstanding

Reading Rubric (Grade 3 Only)

This Reading Rubric was developed by the Pennsylvania Department of Education to be used on the PSSA Reading Assessment. It will be used to assess/score **open-ended** responses in reading across the district.

3 Points

- The response provides a complete answer to the task, (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task, (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task, (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text

0 Points

- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

Categories within zero reported separately:

BLK (blank)..... No response or written refusal to respond or too brief to determine response
OT.....Off task/topic
LOE..... Response in a language other than English
IL..... Illegible

**PSSA TEXT DEPENDENT ANALYSIS SCORING GUIDELINES
(GRADES 4 AND 5 ONLY)**

Score Point	Description	Score Point	Description
4	<ul style="list-style-type: none"> Effectively addresses all parts of the task demonstrating in depth analytic understanding of the texts(s) Effective introduction, development, and conclusion identifying an opinion, topic, or controlling idea related to the text(s) Strong organizational structure that effectively supports the focus and ideas Thorough analysis of explicit and implicit meanings from texts(s) to effectively support claims, opinions, ideas and inferences Substantial, accurate, and direct reference to the text(s) Using relevant key details, examples, quotes, facts, and/or definitions Substantial reference to the main idea(s) and relevant key details of the texts(s) to support the writer’s purpose Skillful use of transitions to link ideas Effective use of precise language and domain-specific Vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events. Few errors, if any, are present in sentence formation, grammar, usage, spelling capitalization, and punctuation: errors present do not interfere with meaning 	2	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task demonstrating partial analytic understanding of the text(s) Weak introduction, development, and/or conclusion identifying an opinion, topic, or controlling idea somewhat related to the text(s) Weak organizational structure that inconsistently supports the focus and ideas Weak or inconsistent analysis of explicit and/or implicit meanings from text(s) that somewhat support claims, opinions, ideas, and inferences Vague reference to the text(s) using some details, examples, quotes, facts and/or definitions Weak reference to the main idea(s) and relevant details of the text(s) to support the writer’s purpose Inconsistent use of transitions to link ideas Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning
3	<ul style="list-style-type: none"> Adequately addresses all parts of the task demonstrating sufficient analytic understanding of the text(s) Clear introduction, development, and conclusion identifying an opinion, topic or controlling idea related to the text(s) Appropriate organizational structure that adequately supports the focus and ideas Clear analysis of explicit and implicit meanings from text(s) to support claims, opinions, ideas, and inferences Sufficient, accurate, and direct reference to the text(s) using relevant details, examples, quotes, facts, and/or definitions Sufficient reference to the main idea(s) and relevant key details of the text(s) to support the writer’s purpose Appropriate use of transitions to link ideas Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) to explain the topic and/or to convey experiences/events Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	1	<ul style="list-style-type: none"> Minimally addresses part(s) of the task demonstrating inadequate analytic understanding of the text(s) Minimal evidence of an introduction, development, and/or conclusion Minimal evidence of an organizational structure Insufficient or no analysis of the text(s); may or may not support claims, opinions, ideas, and inferences Insufficient reference to the text(s) using few details, examples, quotes, facts, and/or definitions Minimal reference to the main idea(s) and/or relevant details of the text(s) Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning.

PSSA GRADES 3–5 NARRATIVE SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Distinctly established situation/theme that orients the reader and introduces the narrator and/or characters • Effective narrative pattern that sequences events and provides a conclusion • Thorough elaboration that effectively supports the storyline • Effective use of narrative techniques to develop experiences and events • Effective use of transitions • Precise control of language that conveys experiences and events using concrete words, phrases, and sensory details* • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clearly established situation/theme that orients the reader and introduces the narrator and/or characters • Narrative pattern that generally sequences events and provides a conclusion; interruptions to the sequence may occur • Sufficient elaboration that supports the storyline • Adequate use of narrative techniques to develop experiences and events • Clear use of transitions • Adequate control of language that conveys experiences and events using concrete words, phrases, and sensory details* • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Vague situation/theme that inconsistently orients the reader and introduces the narrator and/or characters • Weak narrative pattern that inconsistently sequences events and may or may not provide a conclusion • Weak elaboration that somewhat supports the storyline • Limited use of narrative techniques to somewhat develop experiences and events • Inconsistent/limited use of transitions • Limited control of language that conveys experiences and events using limited concrete words, phrases, and sensory details* • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimal evidence of a situation/theme • Minimal sequencing of events that may or may not establish a narrative pattern • Minimal elaboration that may or may not support the storyline • Minimal use of narrative techniques • Minimal use of transitions • Insufficient control of language (words, phrases, and sensory details)* • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

PSSA GRADES 3–5 INFORMATIONAL SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Sharp, distinct topic introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective order and organizational structure that develop a topic • Substantial and relevant content that demonstrates an understanding of the purpose • Thorough elaboration with clearly presented information that is consistently supported with facts, examples, and concrete details • Effective transitions that connect ideas and concepts • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clear topic introduced, developed, and concluded with general awareness of task, purpose, and audience • Adequate order and organizational structure that develop a topic • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented information that is supported with facts, examples, and concrete details • Clear transitions that connect ideas and concepts • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Vague topic introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inconsistent order and organizational structure that somewhat develop a topic • Inadequate, vague content that demonstrates a weak understanding of the purpose • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts, examples, and details • Inconsistent/limited transitions that somewhat connect ideas and concepts • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning.
1	<ul style="list-style-type: none"> • Minimal topic introduced, developed, and concluded with little awareness of task, purpose, and audience • Minimal order and organizational structure • Minimal content that demonstrates little or no understanding of the purpose • Undeveloped writing with little support; may be a bare list • Minimal transitions that may or may not connect ideas and concepts • Ineffective formal style with little control of language* • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

*This bullet point does not apply at grade 3.

PSSA GRADES 3–5 OPINION SCORING GUIDELINES

Score Point	Description
4	<ul style="list-style-type: none"> • Sharp, distinct opinion introduced, developed, and concluded with evident awareness of task, purpose, and audience • Effective order and organizational structure that support reasons and evidence • Substantial and relevant content that demonstrates a clear understanding of the purpose • Thorough elaboration with clearly presented reasons that are consistently supported with facts and details • Effective transitions that connect opinions and reasons • Established and consistently maintained formal style with effective control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Consistent control of sentence formation • Few errors may be present in grammar, usage, spelling, and punctuation; errors present do not interfere with meaning
3	<ul style="list-style-type: none"> • Clear opinion introduced, developed, and concluded with general awareness of task, purpose, and audience • Logical order and organizational structure that support reasons and evidence • Adequate and relevant content that demonstrates an understanding of the purpose • Sufficient elaboration with clearly presented reasons that are supported with facts and details • Clear transitions that connect opinions and reasons • Established and maintained formal style with appropriate control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Adequate control of sentence formation • Some errors may be present in grammar, usage, spelling, and punctuation; errors present seldom interfere with meaning
2	<ul style="list-style-type: none"> • Vague opinion introduced, developed, and concluded with limited awareness of task, purpose, and audience • Inconsistent order and organizational structure that somewhat support reasons and evidence • Inadequate, vague content that demonstrates a weak understanding of the purpose • Underdeveloped and/or repetitive elaboration that is inconsistently supported with facts and details • Inconsistent/limited transitions that somewhat connect opinions and reasons • Inconsistently maintained formal style with limited control of language, domain-specific vocabulary, stylistic techniques, and sentence variety* • Inconsistent control of sentence formation • Errors may be present in grammar, usage, spelling, and punctuation; errors present may interfere with meaning
1	<ul style="list-style-type: none"> • Minimal evidence of an opinion introduced, developed, and concluded with little awareness of task, purpose, and audience • Minimal order and organizational structure • Minimal content that demonstrates little or no understanding of the purpose • Undeveloped opinion with little support; may be a bare list • Minimal transitions that may or may not connect opinions and reasons • Ineffective formal style with little control of language* • Minimal control of sentence formation • Many errors may be present in grammar, usage, spelling, and punctuation; errors present often interfere with meaning

HANDWRITING RUBRIC

Grades may reflect: daily writing, journal writing, response to reading, Writer’s Workshop writing, teacher observation, formal and informal assessments.

D	W	M	E
Illegible handwriting	Inconsistently legible handwriting (handwriting may be readable but not have characteristics of legibility).	Legible handwriting.	Model and consistently legible handwriting (shape, size, spacing, slant).

Mathematics Core Standards:

The Pennsylvania Core Standards in Mathematics for grades K-5 lay a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. These elements will prepare students to learn and apply more advanced math concepts and procedures. The PA Core Standards in Mathematical Content and Mathematical Practice define what students should understand and be able to do to be proficient in mathematics.

Standards for Mathematical Content

2.1 Numbers and Operations

- Counting and Cardinality (K)
- Numbers and Operations in Base Ten (K-5)
- Numbers and Operations – Fractions (3-5)

2.2 Algebraic Concepts

- Operations and Algebraic Thinking (K-5)

2.3 Geometry (K-5)

2.4 Measurement, Data and Probability

- Measurement and Data (K-5)

Standards for Mathematical Practice

- ❖ Make sense of problems and persevere in solving them
- ❖ Reason abstractly and quantitatively
- ❖ Construct viable arguments and critique the reasoning of others
- ❖ Model with mathematics
- ❖ Use appropriate tools strategically
- ❖ Attend to precision
- ❖ Look for and make use of structure
- ❖ Look for and make sense of regularity in repeated reasoning

MATH RUBRIC

This Math Rubric was developed by the Pennsylvania Department of Education to be used on the PSSA Math Assessment. It will be used to assess/score **open-ended** responses in math across the district.

4 Points

The response demonstrates a *thorough* understanding of the mathematical concepts and procedures required by the task.

The response provides correct answer(s) with clear and complete mathematical procedures shown and a correct explanation, as required by the task. Response may contain a minor “blemish” or omission in work or explanation that does not detract from demonstrating a thorough understanding.

3 Points

The response demonstrates a *general* understanding of the mathematical concepts and procedures required by the task.

The response and explanation (as required by the task) are mostly complete and correct. The response may have minor errors or omissions that do not detract from demonstrating a *general* understanding.

2 Points

The response demonstrates a *partial* understanding of the mathematical concepts and procedures required by the task.

The response is somewhat correct with *partial* understanding of the required mathematical concepts and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

1 Point

The response demonstrates a *minimal* understanding of the mathematical concepts and procedures as required by the task.

0 Points

The response has no correct answer and *insufficient* evidence to demonstrate any understanding of the mathematical concepts and procedures as required by the task for that grade level.

Response may show only information copies from the question.

Special Categories within zero reported separately:

BLK (blank)..... Blank, entirely erased, or written refusal to respond
OT.....Off task
LOE..... Response in a language other than English
IL..... Illegible

Science Standards:

The Elementary Science Curriculum will expose students to skills and concepts from each category listed below and require them to demonstrate and apply these skills and concepts by actively participating in hands-on, inquiry based activities. At some point during the elementary years (K-5), students will be exposed to the all of the Science Standards listed. For a more detailed description of the Science Curriculum at your child's grade level, read the Grade Level Curriculum Guide distributed at the beginning of the school year or go to the district website

www.penarylschooldistrict.org

- ❖ Biological Science
- ❖ Physical Science
- ❖ Earth and Space Science
- ❖ Technology Education
- ❖ Technological Devices
- ❖ Environmental Science

SCIENCE RUBRIC

This Science Rubric was developed by the Pennsylvania Department of Education to be used on the upcoming PSSA Science Assessment. These guidelines will be used to assess/score **open-ended** responses in science across the district.

2 – The response demonstrates a *thorough* understanding of the scientific content, concepts, and procedures required by the task(s).

The response provides a clear, complete, and correct response as required by the task(s). The response may contain a minor blemish or omission in work or explanation that does not detract from demonstrating a *thorough* understanding.

1 – The response demonstrates a *partial* understanding of the scientific content, concepts, and procedures required by the task(s).

The response is somewhat correct with *partial* understanding of the required scientific content, concepts, and/or procedures demonstrated and/or explained. The response may contain some work that is incomplete or unclear.

0 – The response provides *insufficient* evidence to demonstrate any understanding of the scientific content, concepts, and procedures as required by the task(s) for that grade level.

The response may show only information copied or rephrased from the question of *insufficient* correct information to receive a score of 1.

Special categories within zero reported separately:

BLK (blank).....No response or written refusal to respond or too brief to determine response
OT.....Off task
LOE.....Response in a language other than English
IL.....Illegible

Social Studies Standards:

The Social Studies Standards describe what students will know and be able to demonstrate in four categories: Civics and Government, Economics, Geography, and History. The Elementary Social Studies Curriculum will expose students to skills and concepts from each category and require them to demonstrate and apply these skills and concepts through a variety of activities. At some point during the elementary years (K-5), students will be exposed to the 16 Social Studies Standards listed. For a more detailed description of the Social Studies curriculum at your child's grade level, read the Grade Level Curriculum Guide distributed at the beginning of the school year or go to the district website www.penargylschooldistrict.org

- ❖ 5.1. Principles and Documents of Government
- ❖ 5.2. Rights and Responsibilities of Citizenship
- ❖ 5.3. How Government Works
- ❖ 5.4. How International Relations Function

- ❖ 6.1. Economic Systems
- ❖ 6.2. Markets and Functions of Governments
- ❖ 6.3. Scarcity and Choice
- ❖ 6.4. Economic Interdependence

- ❖ 7.1. Basic Geographic Literacy
- ❖ 7.2. The Physical Characteristics of Places and Regions
- ❖ 7.3. The Human Characteristics of Places and Regions
- ❖ 7.4. The Interactions Between People and Places

- ❖ 8.1. Historical Analysis and Skills Development
- ❖ 8.2. Pennsylvania History
- ❖ 8.3. United States History
- ❖ 8.4. World History

BENCHMARK ASSESSMENT EXPLANATION

Please be advised that your child's Benchmark Assessment Grade is reflective of his or her performance on the Standards based Quarterly Benchmark Assessment administered at each grade level. The purpose of this examination is to identify individual student learning needs, to make informed instructional decisions, and to indicate each student's progress toward meeting the Pennsylvania Core Standards in reading, writing, and mathematics.

Since these standards based examinations measure progress toward proficiency at each grade level, students are not expected to pass this test until later in the school year.

This grade offers no weight toward their overall grade point average – it is only an indication to parents as to their child's progress toward meeting the Pennsylvania Core Standards. **It is important that children try their best on these examinations as we also use these results for academic placement and for placement in remediation.**

BENCHMARK ASSESSMENT SCORES

Math – The math score is out of 100%

Reading – The reading score is out of 100%

Writing – The writing score for Kindergarten is out of 5 possible points. The writing score for Grades 1-5 is out of 4 possible points.

DIBELS – These scores are based on DIBELS Next testing. Each student has a benchmark goal that we want them to reach each time the assessment is administered. A chart of the benchmark goals is included in this handbook. If the score on your child's report card is higher than this number, they have exceeded the goal.

PARENT WEBSITES

- ❖ PDE: www.pde.state.pa.us
- ❖ GROWNetwork: www.grownetwork.com
- ❖ Everyday Math: www.WrightGroup@McGraw-Hill.com
www.EMGames.com
- ❖ FOSS Science: <http://lhsfoss.org/fossweb>
- ❖ P.A.A.S.D.: www.penargylschooldistrict.org
- ❖ Math Games: www.quizhub.com
- ❖ Phonics Games: www.starfall.com

GLOSSARY OF TERMS

Language Arts

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

Analyze – To learn the nature and relationship of the parts of (something) by a close and careful examination.

Argumentative Writing – Writing about the pros and cons of a given topic, and stating opposite views with reasoning and evidence (Grades 4 and 5).

Cite Evidence – Locate proof from the text to support an answer.

Character – A person, animal or inanimate object portrayed in a literary work.

Comprehension - The ability to understand what is read.

Compare and Contrast – Place together characters, situations, or ideas to show common and/or differing features.

Concepts of Print (Print Concepts) – Includes awareness that print carries a message; there are conventions of print such as directionality, differences between letters and words, distinctions between upper and lower case letters and punctuation; and the common characteristics of books.

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

Conventions - Refers to spelling, punctuation, grammar and capitalization.

Credibility – The quality of being believable or worthy of trust.

Critical Reading - Higher level reading strategies used to comprehend such as, predicting, questioning, clarifying, summarizing and inferencing.

Decoding - Using phonics to read unfamiliar words.

Digital Media – Information that is obtained through various types of digital sources (internet, television, video, etc.)

Editing – Checking and correcting a piece of writing for spelling, grammar, punctuation, capitalization and neatness.

Evaluate – To look carefully and form an idea about.

Figurative Language – Language that cannot be taken literally since it was written to create a special effect or feeling.

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

Foundational Skills – The necessary components of a reading program that develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. These components include: print concepts, phonemic awareness, phonics, comprehension, fluency and vocabulary.

High Frequency Words – Words that appear most often in print.

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

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

Informational Writing – Writing in factual format.

Interpret - Understand

Literary Devices - Used by the author to convey the story or theme. These include simile, metaphor, and personification.

Literature/Narrative Text - Text that tells a story.

Key Ideas and Details – Statements that define, describe, or otherwise provide information about the topic, theme, or main idea

Narrative Writing – Writing in storytelling format.

Opinion Writing – Writing in persuasive/viewpoint format (Grades 1-3)

Paraphrase – A restatement of a text or passage using other words so it is written in a different way but still has the same meaning.

Phonics - The relationship between letters and sounds.

Plagiarism – Taking someone else’s work or ideas and passing them off as one’s own; not giving credit to the original source.

Plot – The events that make up a story.

Point of View – The purpose/perspective from which a speaker or author recounts a narrative or presents information. The author’s manner in revealing characters, events, and ideas; the point from which a story is told.

Setting – Where and when a story takes place

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

Text Features – Parts of a textbook created to help locate and learn information; they help to identify and remember the big ideas and topics found in reading.

Text Structure – How the information within a written text is organized.

Texts – Any of the various forms in which a writing may exist.

Traits 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, punctuation, capitalization and spelling.

Word Analysis – Also called “phonics” or “decoding,” is the process of using the relationships between spelling and pronunciation at the letter, syllable, and word levels to figure out unfamiliar words.

Writing Process – The step by step procedure that a writer uses to produce a piece of writing, involving: prewriting, drafting, revising, proofreading, and publishing.

Math

Attributes – The feature of an object or common feature of a set of objects.

Abstract Thinking – Conceptual (mental) reasoning with real world application.

Area – The amount of surface inside a shape.

Area of a Rectangle – The number of square units needed to cover the surface of a rectangle.

Bar Graph – A graph with bars of different lengths to show information.

Base Ten – The number system used in the U.S. that uses place values.

Classify – To arrange or order; to categorize.

Conversions – The act or process of changing from one form, state, etc., to another.

Counting Pattern – A list of numbers that follow a certain rule.

Data - Information gathered by observing, counting, or measuring.

Estimate – A close, rather than exact, answer made prior to solving a problem.

Fractions – A number that names part of a whole or part of a group.

Interpret Data – Ability to represent data by selecting appropriate format such as tally marks, picture graphs, or concrete models.

Line Plot – A graph that shows frequency of data along a number line.

Mathematical Reasoning – The critical skill that enables a student to make use of all other mathematical skills. With the development of mathematical reasoning, students recognize that mathematics make sense and can be understood.

Multi-Digit Arithmetic - Adding, subtracting, multiplying, or dividing with numbers that have more than one place value.

Partition – To divide into parts or portions.

Pictograph – A visual presentation of data using icons, pictures, and symbols

Place Value - A system that values a digit according to its position in a number. For example, in the number 564, the 5 has a value of 500, the 6 has a value of 60, and the 4 has a value of 4.

Problem Solving – Solving a written problem using math. There are four basic steps to solving a problem: 1 – understand the problem; 2 – plan what to do; 3 – carry out the plan; 4 – look back to see if your answer makes sense.

Properties of Operations – The methods used to solve an equation (addition, subtraction, multiplication, division).

Reasoning and Solutions to Problems – The process of forming conclusions to determine an answer to a problem.

Strategies – Specific plans or methods used to solve a problem to reach a goal.

Symmetry - A line that divides a figure into two halves that are mirror images of each other.



Table – A chart to record data.

Tally Chart – A table used to record values where one tally mark is used for each occurrence.

Three-dimensional Shapes - Shapes that have length, width, and thickness. Examples are a soda can, an Egyptian pyramid, a shoe box, and a basketball.

Time Intervals – A definite length of time marked off by a beginning and an end.

Tools – Equipment used to solve math problems (ruler, calculator, counters, technology, etc.)

Two-dimensional Shapes - All polygons and circles that are flat are two dimensional. Examples are a stop sign, a yield sign and a speed limit sign.

Unit Fraction – A fraction where the top number (numerator) is one.

General

Benchmark Assessment – Standards-based quarterly tests administered at each grade level to ALL students.

Open-Ended – Questions presented on a test in any subject area that require students to answer in written form.

PSSA - The Pennsylvania System of School Assessment. These assessments are given to ALL students in grades 3-8 in math and English Language Arts and to students in grades 4 and 8 in science.

Rubric – A clear set of scoring guidelines for assessing and/or grading student work.

Strategically – A plan of action or a plan for responding to a question.