

Elementary Report Cards

August 12, 2026



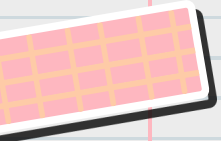


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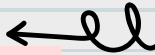


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Standards-Based

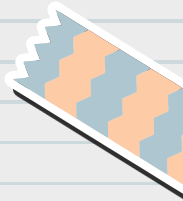


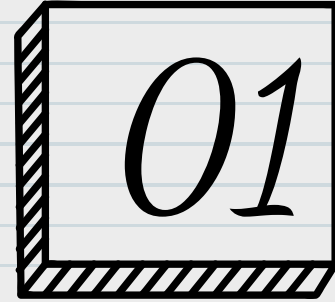
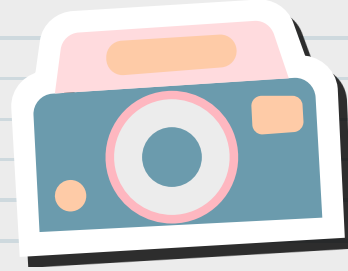
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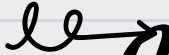
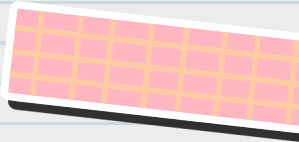




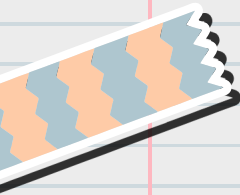
Our Journey

How we got here



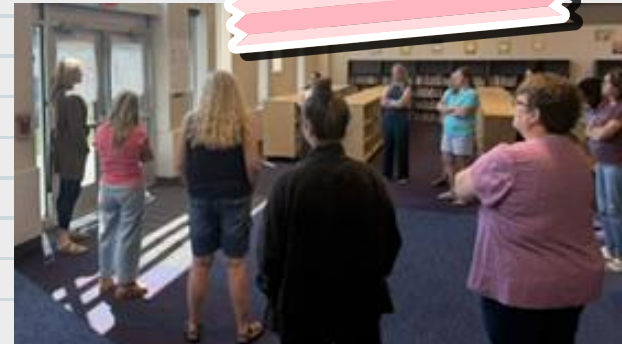


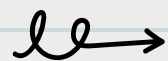
How we got started

- 
- We started this work in 2016
 - After our curriculum meeting we found that there was a need for a more effective report card
- 
- 
- 

One Strong Team

- Peggy Connors
- Monica McCoury
- K-Jonelle Lull-CM
- K-Kimberly Lincoln-JL
- K-Molly Borges-Han.
- 1-Christine Dine-Kem.
- 1-Shannon Fredenburg-Zil.
- 1-Stacey Urbani-Her.
- 1-Shaye Cousineau-Han.
- 2-Stacey Corrigan-CM
- 2-Lindsay Beyerlein-JL
- Michelle Karp
- Amanda Kitterman
- Jeanine Kowalski
- Dana Heyl
- 5-Madison Boynton-Han.
- 1-Monica Terry-Stone
- 3-Denise Clarey-Stone
- 2-Eunice Jamerson-MP
- 3-Vicki Beyersdorf-Herig
- 4-Paula Nunn-CM
- 2-Michelle Watters-Han.
- 4-Veronica Yacks-Han.
- 4-Samantha Rossell-Han.
- 4-Halima Harper-Zil.
- 4-Katie Condon-AEA
- 5-Ryan Ferry-CM
- 5-Michelle Carpenter-MP
- 5-Jessie Wilson-Zil.





Our Journey So Far...



May

Grade level teams began selecting priority standards to be assessed for report cards
K-2 team
3-5 team

June

The Team reviewed standards selected in May and identified the key skills in each priority standard

June

Grade level teams began exploring CKLA and Eureka math to identify opportunities to assess priority standards

June

Teams worked to research and present grading scales

The Team also discussed how behavior strengths and areas of growth would be reflected on report card

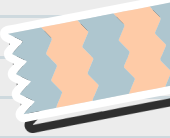
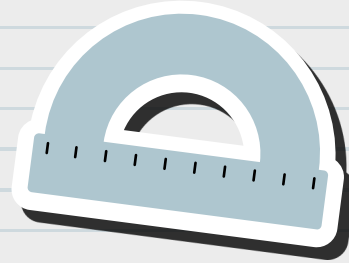
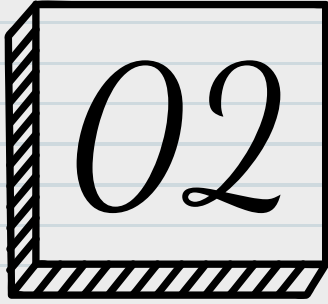




“Standards-based learning is a student focused approach that reflects student growth toward mastery through consistent and equitable opportunities.”

— *Curriculum Task Force*





Standards-Based Reporting

The research, the benefits, the why...



→ What are standards? ☆

Michigan
State Standards:

- [English Language Arts](#)
- [Mathematics](#)
- [Next Generation Science Standards](#)
- [Social Studies Standards](#)



The **Michigan Common Core State Standards** are a set of clear, consistent educational goals for what students should know and be able to do at each grade level from kindergarten through 12th grade.

Michigan public school districts are legally required to teach these standards because state law mandates a uniform public education, and the mandatory M-STEP state test is directly aligned to evaluate how well students are meeting these specific learning targets.



Standards-based, what is it?



Standards-based learning is focused on building students' skills and showing growth throughout the year.

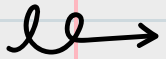
Standards-based report cards provide a map for a student's educational journey toward mastery of key skills.



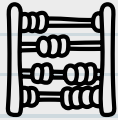
☆ Clarity & Accuracy

Reflection, Feedback, meaning

- **Academic reflection:** The new progress scale measures proficiency of the skill, not compliance
- **Feedback:** Students and parents see performance broken down by individual skill
- **Meaningful scale:** Uses clear proficiency levels so everyone knows what a student can and cannot do yet

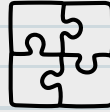


Growth & Equity



Mastery

Encourages students to fix mistakes and try again without permanent penalties, building a growth mindset



Equity

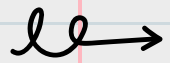
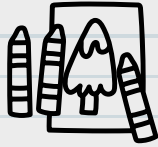
Separates external factors (behavior, attendance, etc.) from the academic grade, creating a fairer system for all learners



Meaning

Focus is shifted away from scrambling for points and toward true learning and understanding

☆ Powerful Teaching •



Targeted Instruction

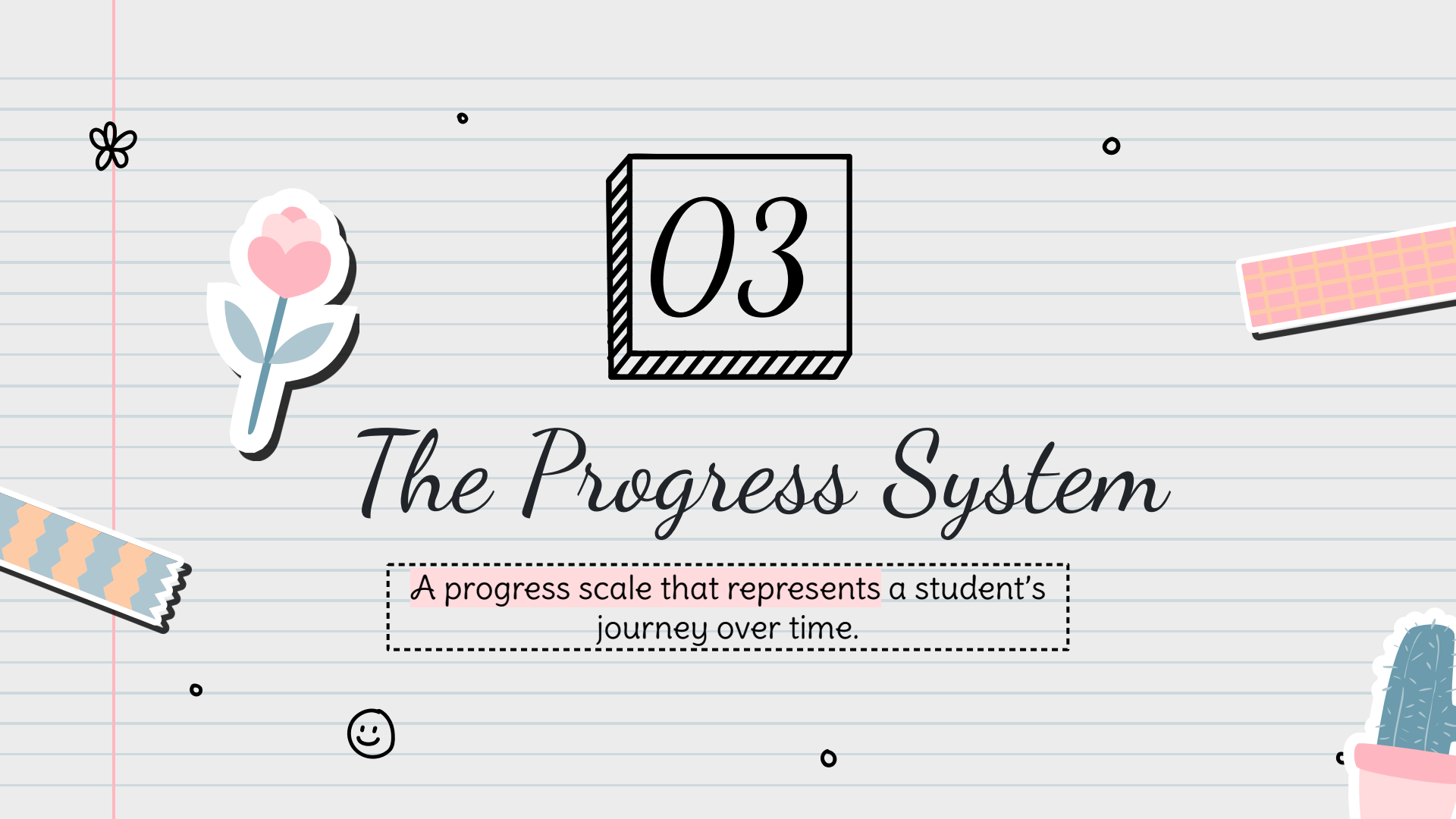
Gives teachers precise data on who needs help with specific skills, making instruction more effective



Adjusted Pace

Helps educators visualize their data, showing when to reteach before moving forward





03

The Progress System

A progress scale that represents a student's journey over time.

Progress Scale



4: Mastery

Always. I can explain it and teach it. I can apply it in new situations.

3: Proficient

Approaching mastery. I understand and can apply it **most** of the time.

2: Emerging

Developing. I can **sometimes** demonstrate it and apply it with help.

1: Beginning

Limited. I can begin to show it with significant support.

0: No Evidence

Not yet. No evidence to support the learning target.



How does this compare to traditional letter grades?

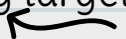


The 0-4 progress scale tells us how consistently a student is demonstrating understanding at grade level. This can and should change throughout the year as skills are taught and practiced.

While we no longer issue letter grades please see an example of a conversion scale below.



Progress scale	Traditional letter grades	
4	A (90-100%)	Demonstrating mastery and consistent understanding always
3	B (80-89%)	Demonstrating proficiency most of the time
2	C (70-79%)	Demonstrating proficiency some of the time
1	D (60-69%)	Beginning to develop skill with significant support
0	E (50-0%)	No evidence of understanding to support the learning target



Grading Scale

grades 3rd-5th

4 mastery * I can explain and teach it. I have a strong understanding and can apply it in new situations.	3 proficient (approaching mastery) I can often demonstrate my learning. I have an understanding and can apply it most of the time.	2 emerging (developing) I can sometimes demonstrate my learning. I have a developing understanding and can apply it with help.
1 beginning (limited) I can begin to demonstrate my learning with significant support. I have a limited understanding and can apply it when supported.	0 no evidence (not proficient) I have not demonstrated understanding of the learning target <u>OR</u> there is no evidence to support my learning.	

0
↓
Never
(no attempt)

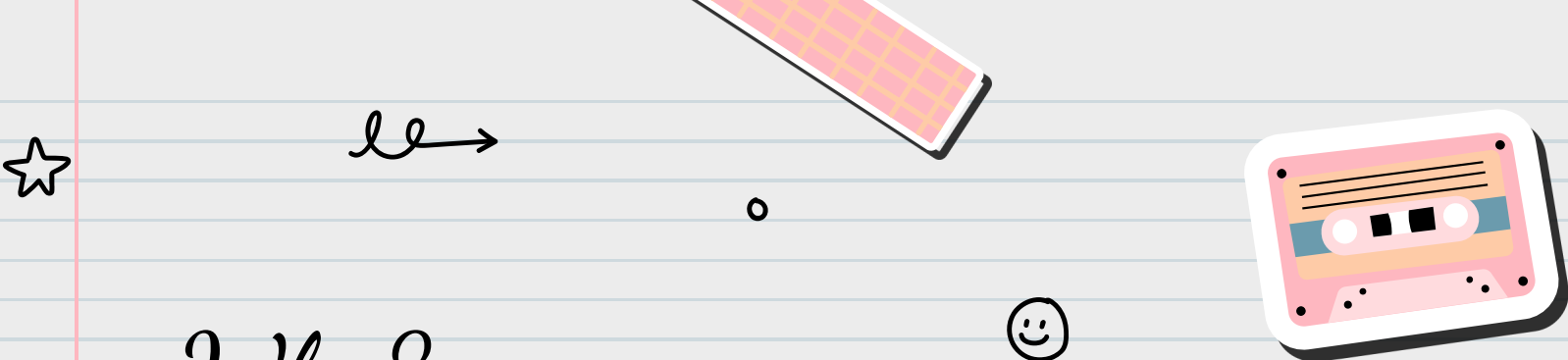
1
↓
Rarely

2
↓
Sometimes

3
↓
Often

4
↓
Always



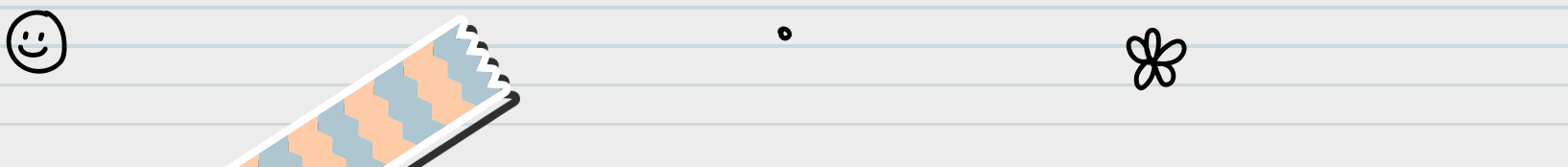


Why?

Students learn at different rates.

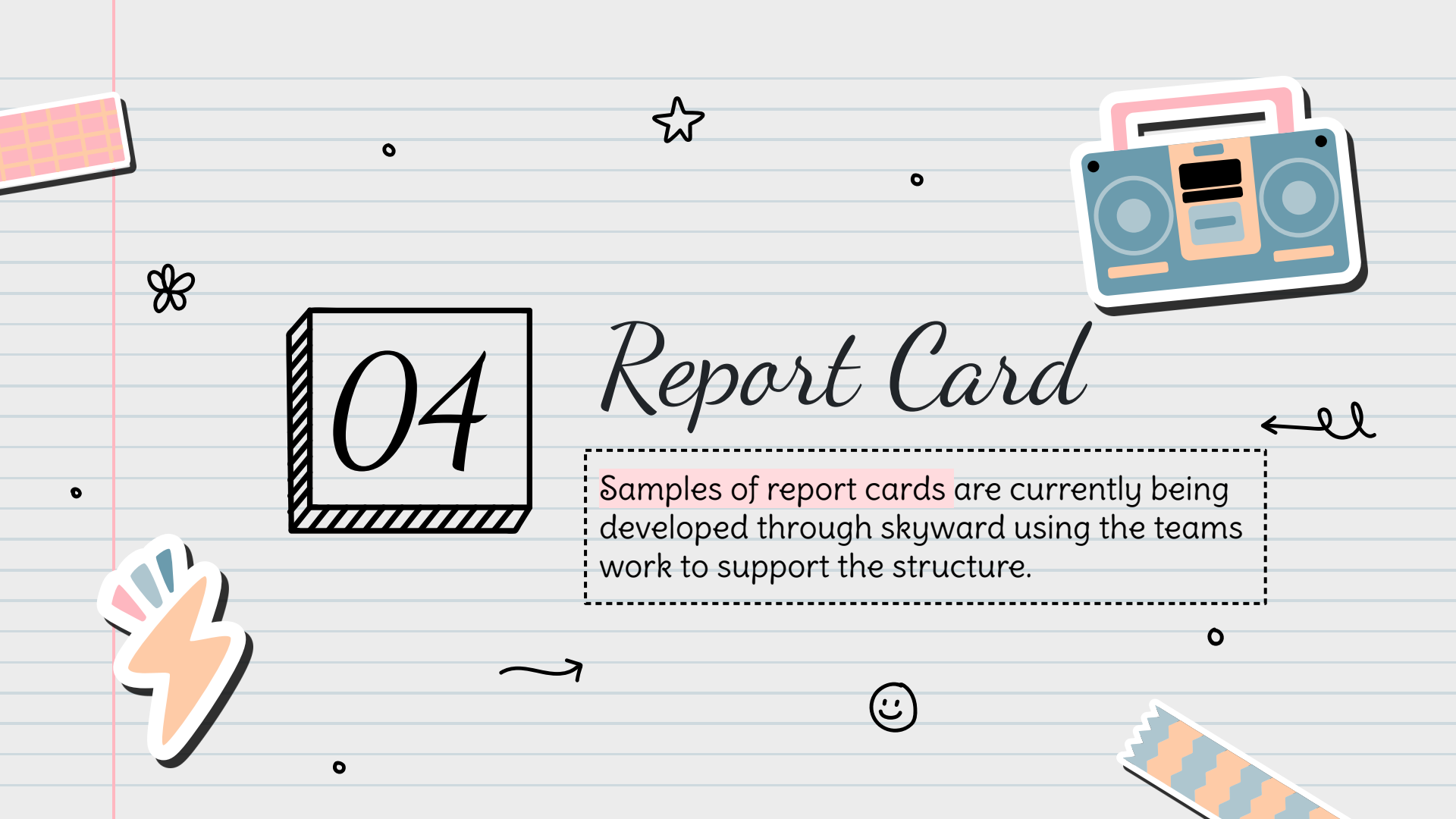
Standards-based reporting communicates growth toward mastery instead of averaging performance into one overall grade.

The 0-4 grading scale represents students' journey toward mastery of priority standards.



Summer School

- Students leaving a grade level with 3s and 4s have shown that they are mostly proficient and have acquired the necessary skills to be successful in the next grade level.
- Students who have 0s, 1s, and 2s have not demonstrated the necessary proficiency to be successful and will be required to attend summer school in order to get additional support.



04

Report Card

Samples of report cards are currently being developed through skyward using the teams work to support the structure.



ARTHUR EDDY ACADEMY

1000 CATHAY ST
SAGINAW, MI 48601

School Year: 2026

Print Date: 06/29/2026

Student: [REDACTED]

Grade: 02

Promotion Status: **Promote**

CLASS INFORMATION

Course	Teacher	T1	T2	T3	T4
KINDERGARTEN ONLINE	SILVIA, RICHELLE				

RL Reading: Literature

RL.K.2 With prompting and support, retell familiar stories, including key details.	*	*	*	*
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	*	*	*	*

RI Reading: Informational text

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	*	*	*	*
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RF Reading: Foundational Skills

			1	1
RF.K.1 Demonstrate understanding of the organization and basic features of print.	*	*	*	*
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	*	*	*	*
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	*	*	*	*
RF.K.1a Follow words from left to right, top to bottom, and	*	*	*	*
RF.K.1b Recognize that spoken words are represented in writ	*	*	*	*
RF.K.2a Recognize and produce rhyming words.	*	*	*	*
RF.K.2c Blend and segment onsets and rimes of single-syllab	*	*	*	*
RF.K.2e Add or substitute individual sounds (phonemes) in s	*	*	*	*
RF.K.3a Demonstrate basic knowledge of letter-sound corres	*	*	*	*
RF.K.3c Read common high-frequency words by sight.	*	*	*	*
Letters and Sounds Default	*	*	1	1
Lower Case	*	*	1	1
Letter Sound	*	*	*	*
Upper Case	*	*	*	*

Course	Teacher	T1	T2	T3	T4
KINDERGARTEN ONLINE	SILVIA, RICHELLE				

L Language

L.K.2a Capitalize the first word in a sentence and the pron	*	*	*	*
L.K.2d Spell simple words phonetically, drawing on knowledge	*	*	*	*

SL Speaking & Listening

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	*	*	*	*
SL.K.1a Follow agreed-upon rules for discussions.	*	*	*	*
SL.K.1b Continue a conversation through multiple exchanges.	*	*	*	*

CC Counting & Cardinality

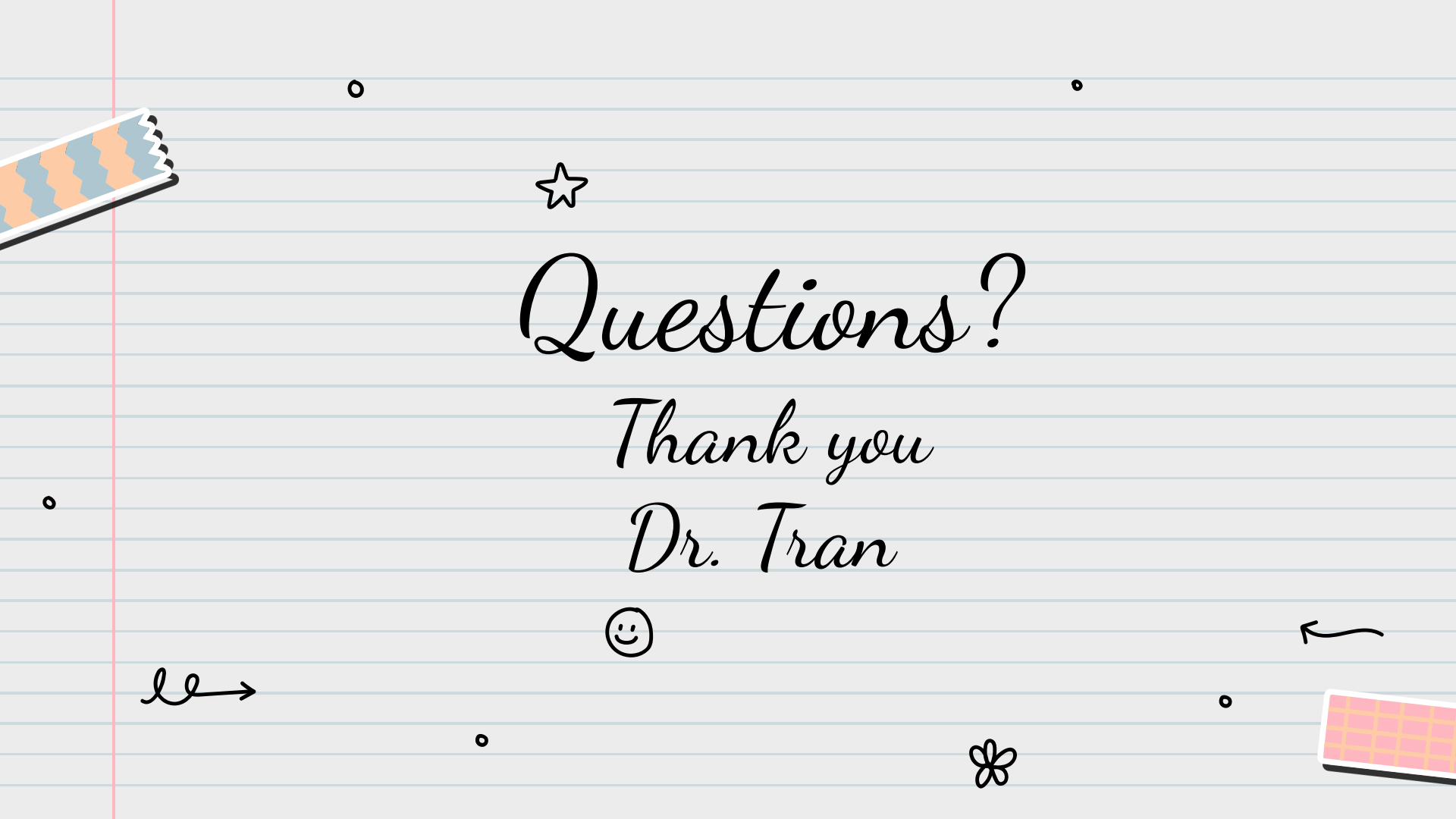
K.CC.1 Count to 100 by ones and by tens.	*	*	*	*
K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	*	*	*	*
K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	*	*	*	*
K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	*	*	*	*

OA Operations & Algebraic

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10.	*	*	*	*
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way.	*	*	*	*
K.OA.5 Fluently add and subtract within 5.	*	*	*	*

NBT Number & Operations in Base Ten

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones.	*	*	*	*
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Questions?

Thank you
Dr. Tran

