

# HOW TO READ YOUR CHILD'S REPORT CARD



Kindergarten through Grade 4

Some fields may differ slightly depending on Grade Level.

## Making it easier for parents to understand student progress!

Henry County elementary students will be evaluated at the standards level using **NUMERIC** scoring based on **PERFORMANCE LEVELS** for English Language Arts, Mathematics, Science, and Social Studies, each 9 weeks. (T = 9 Week Term.)

Academic Performance Level for Content Areas	
Name	Score
Exemplary: Demonstrates broad in-depth skill/concept development that most often exceeds 'grade level standards'	90-100
Proficient: Demonstrates skill/concept development that meets 'grade level standards'	80-89
Approaching: Demonstrates skill/concept development that is beginning to meet 'grade level standards'	74-79
Limited Progress: Demonstrates skill/concept below 'grade level standards'	70-73
Insufficient Progress: Demonstrates skill/concept that is significantly below 'grade level standards'	Below 70

Reading Level				
	T1	T2	T3	T4
Level				

**READING LEVEL KEY:**  
 Above Average:   
 On Grade Level:   
 Below Grade Level:

Current **Reading Level** is evaluated each reporting period.

**English Language Arts, Mathematics, Science & Social Studies** are evaluated using the HENRY TEACHING & LEARNING STANDARDS by

**TOPIC.**

TOPIC.		Science				
		T1	T2	T3	T4	
Language Arts		Physical Properties of Matter				

**TERM GRADE:** Your child will get a grade at the end of the term.

Calculations: All completed box scores are added together and divided by the total number of topics to calculate final (average) term score. See the sample calculation above.

A gray box indicates that this topic was not evaluated this term.

A completed box indicates that this topic was evaluated and is part of the final term score calculation.

**Term grade calculation sample:**

	T1	T2	T3	T4
Topic 1		84	81	95
Topic 2	92	72		
Topic 3	89	81	79	84
Completed Boxes Score Totals	181	237	160	179
Divided by # of Topics Evaluated	2	3	2	2
Final Term Score/Numeric Grade	90.5	79	80	89.5
Numeric Performance Rating Exemplary Approaching Proficient Proficient				

# HOW TO READ YOUR CHILD'S REPORT CARD



Kindergarten through Grade 4

Some fields may differ slightly depending on Grade Level.

**SPECIALS** classes are evaluated using HENRY TEACHING & LEARNING STANDARDS by Performance Level, but not with a numeric score.

**Supplemental Education Plan (SEP)\*** participation is indicated on the back of this report. SEPs include: **504, IEP, EIP, ELLP, Gifted, MTSS**

\* Does not apply to all students.

## LEARNING BEHAVIORS

are evaluated by Performance Level, but not with a numeric score.

Academic Performance Level for Learning Behaviors & Specials	
Name	Score
Exemplary: Demonstrates broad in-depth skill/concept development that most often exceeds 'grade level standards'	EX
Proficient: Demonstrates skill/concept development that meets 'grade level standards'	PR
Approaching: Demonstrates skill/concept development that is beginning to meet 'grade level standards'	AP
Limited Progress: Demonstrates skill/concept below 'grade level standards'	LP
Insufficient Progress: Demonstrates skill/concept that is significantly below 'grade level standards'	IP

**PROGRESS** status is communicated here as well as special circumstances (if any).

**FINAL - YEAR END - GRADES** are represented as the average of the term scores for all topics.

**LEARNING GUIDES** will accompany your student's report card and give you valuable information about what teachers taught and students learned during the 9 week term.

## PERFORMANCE LEVELS

are given a numeric score for English Language Arts, Mathematics, Science, and Social Studies, and a letter score for specials.

GRADE REPORT CARD 2019 - 2020 for STUDENT NAME \_\_\_\_\_

Comments: \_\_\_\_\_

SPECIALS				
	T1	T2	T3	T4
ART				
MUSIC				
PHYSICAL EDUCATION				

SUPPLEMENTAL EDUCATION PLANS				
	T1	T2	T3	T4
Section 504 Accommodation Plan				
Individual Education Plan (IEP)				
Early Intervention Program (EIP)				
English Language Learner Plan				
Gifted				
MTSS Tier II				
MTSS Tier III				

LEARNING BEHAVIORS				
	T1	T2	T3	T4
Participates in discussions and activities				
Uses resources appropriately				
Works cooperatively				
Follows rules / routines				
Shows respect for others				
Completes assignments				
Completes and returns homework				
Uses time wisely				

PROGRESS COMMUNICATION				
	T1	T2	T3	T4
Your child is ON TRACK				
See additional progress information				
Call the school to arrange for a parent/teacher conference				
Advances have seriously affected progress				
Tardies have seriously affected progress				
There is insufficient attendance to mark this report card				
A parent conference was held this grading period				

ELEMENTARY FINAL GRADES				
	T1	T2	T3	T4
Language Arts				
Year End Average				
Mathematics				
Year End Average				
Science				
Year End Average				
Social Studies				
Year End Average				

**UNDERSTANDING YOUR CHILD'S REPORT CARD**  
SY 2019-2020

**3rd Grade | First Nine Weeks**

**LEARNING GUIDES**

English Language Arts	Mathematics	SCIENCE	Social Studies
<p><b>All students should know and be able to:</b></p> <p>Begin to self-monitor comprehension by identifying main ideas.</p> <p>Begin to ask and answer questions to demonstrate understanding of a text.</p> <p>Begin describing the writers in a story (e.g., their traits, motivations, feelings) and the events and major ideas in the text.</p> <p>Read and comprehend literary and informational text.</p> <p>Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on information in the text.</p> <p><b>Comprehend text on the level NCBE</b></p> <p>Begin to capture a reader's interest in writing.</p> <p>Write narratives that establish time frames for a range of discipline-specific topics, purposes, and audiences.</p>	<p><b>All students should know and/or be able to:</b></p> <p>Use place value and properties of operations for multi-digit arithmetic.</p> <p>Round whole numbers to the nearest 10 or 100.</p> <p>Fluently add and subtract within 100.</p> <p>Use the properties of addition and subtraction to solve word problems.</p> <p>Use mental strategies to solve word problems.</p> <p>Represent and solve problems involving multiplication and division.</p> <p>Draw a scaled picture graph and bar graph to represent a data set with intervals.</p> <p>Solve one and two-step word problems using information from graphs.</p> <p>Show data by making a line plot marked off in whole, halves, or quarters.</p>	<p><b>All students should know and/or be able to:</b></p> <p>Differentiate between habitats of Georgia and the organisms that live there.</p> <p>Identify features of green plants and animals that allow them to live and thrive in different regions of Georgia.</p> <p>Explain what will happen to an organism if the habitat is changed.</p>	<p><b>All students should know and/or be able to:</b></p> <p>Use a compass rose.</p> <p>Use intermediate directions.</p> <p>Use letter/number grid system to determine location including latitude and longitude.</p> <p>Use map features.</p> <p>Interpret maps to draw conclusions and make generalizations.</p> <p>Describe early American Indian cultures and their development.</p>