



Report Card Guide

Orland School District 135 is a community of learners guided by the beliefs that every student can learn when the entire educational community changes and learns and that staff and students are encouraged to creatively take risks in teaching and learning. Through working with shareholders in our educational community, Orland School District 135 developed shared values about the purpose of grades, students, and learning that compels us to move beyond the traditional, single letter grade system.

Upholding the District’s mission and vision, Orland School District 135 is transitioning to a standards-based system of reporting students’ performance and progress. The purpose of this transition is to accurately communicate how students are doing in school and what they are learning.

STANDARDS-BASED REPORTING OF GRADES

Standards-based grading measures the mastery of learning targets. It is based on a specific set of standards by which student performance is measured in each grade level and content area. In a standards-based system:

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his or her class.
- Academic performance considers the level of consistency, independence, and rigor with which your child demonstrates his or her learning within a standard.
- Reporting separates behaviors such as effort, attendance, participation, timeliness, cooperation, and attitude, from academics for clear information on academics and behavior.

TIPS FOR REVIEWING THE REPORT CARD:

- Review the report card with your child
- Ask your child questions about the content of the report card; get insights into the learning targets and scores
- If you are uncertain about any portion of the report card, make a note of it, ask your child, and when needed, ask your child’s teacher
- Remember that a “3” designates that your child is demonstrating learning.
- Ask your child’s teacher about the ways to support learning at home.

7th Grade

English Language Arts	11	12	13	Mathematics	11	12	13	Science	11	12	13	
Reading Literature Cite several pieces of textual evidence to support analysis of what the text says. Analyze how particular sentences or a series of related sentences contribute to the meaning of the text. Analyze how the rhetorical choices (e.g., diction, syntax, imagery, etc.) create a specific effect or tone in the text. Analyze how the rhetorical choices (e.g., diction, syntax, imagery, etc.) create a specific effect or tone in the text.				Algebra and Proportional Relationships 1.A.1. Use slope to determine if two lines are parallel or perpendicular. 1.A.2. Represent, explain, and justify the slope of a line. 1.B.1. Understand the relationship between the slope of a line and the slope of a line perpendicular to it. 1.C.1. Understand the relationship between the slope of a line and the slope of a line parallel to it.				Earth and Space Science 1.ESS.1. Analyze data to identify patterns and relationships in the motion of objects in the sky. 1.ESS.2. Analyze data to identify patterns and relationships in the motion of objects in the sky.				
Reading Informational Text Cite several pieces of textual evidence to support analysis of what the text says. Analyze how particular sentences or a series of related sentences contribute to the meaning of the text. Analyze how the rhetorical choices (e.g., diction, syntax, imagery, etc.) create a specific effect or tone in the text.				Rational Number Operations 1.N.1. Add and subtract rational numbers. 1.N.2. Multiply and divide rational numbers. 1.N.3. Add, subtract, multiply, and divide rational numbers. 1.N.4. Add, subtract, multiply, and divide rational numbers. 1.N.5. Add, subtract, multiply, and divide rational numbers.				Physical Science 1.PS.1. Analyze data to identify patterns and relationships in the motion of objects in the sky. 1.PS.2. Analyze data to identify patterns and relationships in the motion of objects in the sky.				
Writing Write to inform, persuade, or entertain using a variety of media. Write to analyze a topic or issue, exploring ideas and perspectives. Write to analyze a topic or issue, exploring ideas and perspectives.				Expressions & Equations 1.E.1. Add, subtract, multiply, and divide rational numbers. 1.E.2. Add, subtract, multiply, and divide rational numbers. 1.E.3. Add, subtract, multiply, and divide rational numbers. 1.E.4. Add, subtract, multiply, and divide rational numbers.				Scientific Method and Measurement 1.SM.1. Analyze data to identify patterns and relationships in the motion of objects in the sky. 1.SM.2. Analyze data to identify patterns and relationships in the motion of objects in the sky.				
Language Analyze how the rhetorical choices (e.g., diction, syntax, imagery, etc.) create a specific effect or tone in the text. Analyze how the rhetorical choices (e.g., diction, syntax, imagery, etc.) create a specific effect or tone in the text.				Statistics & Probability 1.SP.1. Understand the relationship between the slope of a line and the slope of a line perpendicular to it. 1.SP.2. Understand the relationship between the slope of a line and the slope of a line parallel to it.				Social Science Standards (8-9 Grade) 1.SS.1. Analyze data to identify patterns and relationships in the motion of objects in the sky. 1.SS.2. Analyze data to identify patterns and relationships in the motion of objects in the sky.				
Speaking and Listening Analyze how the rhetorical choices (e.g., diction, syntax, imagery, etc.) create a specific effect or tone in the text. Analyze how the rhetorical choices (e.g., diction, syntax, imagery, etc.) create a specific effect or tone in the text.				Geometry 1.G.1. Understand the relationship between the slope of a line and the slope of a line perpendicular to it. 1.G.2. Understand the relationship between the slope of a line and the slope of a line parallel to it.				Developing Questions and Planning Inquiries 1.DQ.1. Analyze data to identify patterns and relationships in the motion of objects in the sky. 1.DQ.2. Analyze data to identify patterns and relationships in the motion of objects in the sky.				
Research and Information Literacy Analyze how the rhetorical choices (e.g., diction, syntax, imagery, etc.) create a specific effect or tone in the text. Analyze how the rhetorical choices (e.g., diction, syntax, imagery, etc.) create a specific effect or tone in the text.				Probability 1.P.1. Understand the relationship between the slope of a line and the slope of a line perpendicular to it. 1.P.2. Understand the relationship between the slope of a line and the slope of a line parallel to it.				Learning Sources and Using Evidence 1.LS.1. Analyze data to identify patterns and relationships in the motion of objects in the sky. 1.LS.2. Analyze data to identify patterns and relationships in the motion of objects in the sky.				



ACADEMIC INDICATORS AND SCORING MARKS

Scores on the report cards and in the grade books are numbers on a scale of 4, 3, 2, 1, or IE or NA. These scores indicate how your child is doing at that time of the year to be on track for meeting the end of the year learning standards. A “4” indicates the highest level of proficiency. A “3” as highlighted in the descriptors, indicates that a student is meeting the grade level expectations at the time of reporting. For an inside look into how instructional staff members determine the Academic Proficiency Indicators through the Academic Proficiency–Based Rubric, please view by going to www.orland135.org

Demonstrates Strong Understanding/Learning	Demonstrates Understanding/Learning	Demonstrates Minimal Understanding/Learning	Demonstrates No Understanding/Learning
<ul style="list-style-type: none"> Provides examples of learning Applies with depth of knowledge Independent Accurate <p style="text-align: center;">4</p>	<ul style="list-style-type: none"> Able to provide examples of learning Consistent Independent Mostly accurate <p style="text-align: center;">3</p>	<ul style="list-style-type: none"> Able to provide basic and minimal examples of learning Needs assistance <p style="text-align: center;">2</p>	<ul style="list-style-type: none"> Unable to provide examples of learning Needs support and assistance <p style="text-align: center;">1</p>

THERE IS NO COMPARISON TO LETTER GRADES

- The 4 - 1 scale should not be compared to the traditional A - F grading scale in any way.
- A mark of a '3' cannot be considered a 'B,' nor should a '4' be considered an 'A.'
- A mark of a '3' shows that your child is demonstrating a solid understanding of what has is being taught. A mark of a '4' shows that your child has a solid understanding and is able to demonstrate understanding through multiple examples and greater depth of knowledge or higher order thinking skills.

IF YOUR CHILD DID NOT RECEIVE A '3':

If your child receives a '2' or a '1,' this means that they are struggling to demonstrate learning of grade level content. A mark of a '2' means your child may be able to state what is being taught and why, but struggles or is unable to demonstrate examples of learning. A mark of a '1' means your child may be able to repeat what is being taught, but cannot demonstrate examples of learning.



LEARNING SKILLS AND WORK HABITS (BEHAVIOR)

Grades can become confusing when they represent behaviors and academics. Standards-based grading is about being more clear when reporting behaviors and academics by reporting them separately. Learning skills, work habits, and behaviors are designated as, 'EXPECTATIONS' on the report card. On the report card, these expectations are separated into four categories. BE RESPONSIBLE, BE RESPECTFUL, BE ENGAGED, and BE SAFE, are the categories that are described in our Behavior Rubric. In each of these categories, your child will receive a '3,' '2,' or '1' as a score on the report card. The learning skills, work habits, and behaviors also reflect the shared values in Orland School District 135's touchstones.

Be Responsible

- Submits assignments on time
- Submits assignments following directions
- Prepared with materials
- Learns from mistakes and accepts responsibility

Be Respectful

- Participates well in small and/or large group activities
- Speaks with appropriate timing and tone
- Polite and kind to others
- Reciprocates respect with adults and peers
- Honest
- Shows appreciation for themselves and others

Be Engaged

- Attends class
- Participates in class discussion and/or activities
- Participates in setting and monitoring goals
- Responds to feedback and guidance

Be Safe

- Demonstrates self control with hands, feet, objects, and personal space
- Takes responsibility for own actions
- Uses technology in accordance with District policy
- Respects the personal property of others

STUDENT SUCCESS INDICATORS SCORING MARKS

Students are given marks or scores to show how they are meeting the expectations for learning skills, work habits, and behaviors.

**Consistently
Successful**

3

**Sometimes
Successful**

2

**Rarely
Successful**

1



English Language Arts	T1	T2	T3
Reading Literature			
Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.			
Analyze how and why and how characters, events, ideas develop and interact over the course of a text			
Determine central ideas or themes of a story, drama or poem			
Analyze how a text's structure and author's purpose influences text			

Subject & Standard descriptors are attached in Skyward. They can be accessed inside the grade book.

Mathematics	T1	T2	T3
Operation and Algebraic Thinking			
<i>Uses the four operations with whole numbers to solve problems</i>			
<i>Demonstrates understanding of factors and multiples.</i>			
<i>Generates and analyzes number or shape patterns</i>			

Standards - Academic scoring marks (4,3,2,1) are given at the standard according to your student's learning the standard.

Class Expectations	T1	T2	T3
Be Responsible			
Be Respectful			
Be Engaged			
Be Safe			

Students will receive a rating of a 3, 2, or 1 in the categories for learning skills, work habits, and behaviors.

Clarifying comments will also be included on the report card. Comments may clarify accommodations, specific coursework, behavior, or other items as needed.

**The format of the report card on this guide will be updated and formatted by Skyward.

MORE INFORMATION:

If you have questions or need additional information, the point of contact is your child's teachers or your school principal or assistant principal. For more information on standards-based grading and family engagement, please visit www.orland135.org.

Additional information related to standards-based grading can also be found on the Illinois State Board of Education website at www.ISBE.net

The National PTA website (www.PTA.org) had parent guides to support student success, including an overview of key concepts your child will learn in literacy and math by grade level. It also contains tips for supporting learning at home. Another aligned resource is www.corestandards.org, the website for the Common Core State Standards.

Differentiated Assessment and Grading Model

