



November 3, 2006

Dear Parents/Guardians,

Elementary report cards across the district will look different this year. First, they will be consistent from building to building (new!) and will be based on the standards that teachers and students are accountable for teaching and learning. As families, you will learn how students are progressing toward meeting standards and benchmarks. Second, teachers will be entering data electronically, although families will still receive paper copies of the report. Third, the student performance ratings are now standard across schools - on a 1-4 scale.

Last spring, at Board of Education direction, a committee consisting of 35 teachers from all grade levels/specialists and all schools met to discuss the elements of a new report format. Two versions were piloted, and several classrooms at each school used the new tool to communicate academic progress to parents. Feedback on this mini-pilot came from both parents and staff and helped refine our district pilot report for the 2006-2007 school year. Just as in the past, the report will include:

Language Arts	Art
Mathematics	Music
Science	Physical Education
Social Studies	Spanish
Health	ICCAR values and skills to support learning

Standards benchmarks under Language Arts and Math have been added. For example, associated with *Reading and Literature* (language arts standard), benchmarks at grades 1-5 state: *comprehends text, reads accurately, expands and uses vocabulary, reads fluently, and chooses appropriate independent reading material.*

As you review the new report, you may notice that although it looks different, the new scoring criteria are easier to understand and more clearly tell you where your child is performing. (Please see the back of this letter) Keep in mind that our students are held to high expectations. A student who receives all 3s on a report is demonstrating excellence, or, by definition, "meets standard with independence." Those receiving 4s are completing work of exceptional quality. The most important thing is that students work to their ability. We want them to be challenged but not frustrated as they move to meet the standards. While both levels 2 and 3 indicate that a student MEETS criterion, the main difference is regarding how independent they are when meeting this standard. Additional information about these changes is available at : <http://www.edina.k12.mn.us/teach/curriculum/elemreptcards.htm>. You will have a chance to review this information with your child's teacher during a conference.

Sincerely,

A handwritten signature in black ink that reads "J.L. Norlin-Weaver".

Dr. Jenni Norlin-Weaver
Director, Teaching & Learning

Peter Hodne
Principal, Highlands Elementary School

Edina Schools Elementary Scoring Criteria

Student Performance	
4 - Advanced Exceeds standard with independence	3 - Proficient Meets standard with independence
<ul style="list-style-type: none"> • Advanced expectations at this time of year • Consistently demonstrates broad knowledge and understanding of concepts • Independently produces work of exceptional quality • Shows automatic and/or advanced application of skills and strategies 	<ul style="list-style-type: none"> • Meets expectations at this time of year • Demonstrates clear knowledge and understanding of the concepts taught • Independently produces work at a high level of quality • Consistently applies the skills and strategies taught
2 – Partially Proficient Making progress toward standard with support	1 - Needs improvement Lacking expected progress towards standard
<ul style="list-style-type: none"> • Meets basic expectations at this time of year • Developing knowledge and understanding • Independently produces work of satisfactory quality, or work may be inconsistent in quality • Application of skills and strategies may be inconsistent or may be showing improvement 	<ul style="list-style-type: none"> • Demonstration of knowledge and understanding of concepts is emerging or not yet apparent • Below expectations at this time • Independently produces work of poor quality or needs assistance to produce adequate work • May be beginning to apply skills and strategies or need assistance in doing so
<ul style="list-style-type: none"> • NA – not assessed at this time 	

The MN required standards and benchmarks we based these revisions on are aligned with the curriculum and materials we use at all grade levels. They can be found at the MN Department of Education website:

http://education.state.mn.us/mde/Academic_Excellence/Academic_Standards/index.html

These are the same standards on which the assessments our students take are based.

The Edina learning expectations aligned with the standards are viewable within curriculum unit outlines, found at:

<http://www.edina.k12.mn.us/teach/curriculum/index.htm>