

# Sample Standards-Based Grading Report Card

## CLEAR CREEK ISD Report Card 2017-18

Student/Estudiante: \_\_\_\_\_  
 StudentID/Número de identificación del estudiante: \_\_\_\_\_  
 Grade/Grado: 03

School/Escuela: CLEAR LAKE CITY EL  
 Principal/Director: JEPSEY KIMBLE  
 Teacher/Maestro(a): \_\_\_\_\_

### Academic Key

- 4 - Exceeds Grade Level Standard/Supera el estándar de nivel de grado
- 3 - Meets Grade Level Standard/Cumple con el estándar de nivel de grado
- 2 - Approaching Grade Level Standard/Cerca de cumplir el estándar de nivel de grado
- 1 - Developing Proficiency/En proceso de desarrollar la habilidad

|  | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| <b>Reading</b>   |     |     |     |     |
| Reads on-level (Y/N)   |     |     |     |     |
| Read and comprehend literary texts (Target: 1st9wk-1, 2nd-1, 3rd-1.5, 4th-3)   |     |     |     |     |
| Make inferences about characters in literary texts (Target: 1st9wk-1, 2nd-2, 3rd-2, 4th-3)                                 |     |     |     |     |
| Read and comprehend informational texts (Target: 2nd9wk-1, 3rd-2.5, 4th-3)   |     |     |     |     |
| Read texts fluently using effective word-solving strategies (Target: 1st9wk-1.5, 2nd-2, 3rd-2.5, 4th-3)                    |     |     |     |     |
| Develop habits and tools that lead to a literate life (Target: 1st9wk-1, 2nd-2, 3rd-2.5, 4th-3)                            |     |     |     |     |
| <b>Writing</b>   |     |     |     |     |
| Write to communicate ideas (Target: 1st9wk-1, 2nd-2, 3rd-2.5, 4th-3)   |     |     |     |     |
| Utilize grade-level writing conventions (Target: 1st9wk-1, 2nd-1.5, 3rd-2.5, 4th-3)  |     |     |     |     |
| <b>Math</b>  |     |     |     |     |
| Use place value to 100,000 (Target: 1st9wk-2, 2nd-3, 3rd-3, 4th-3)   |     |     |     |     |
| Understand, Interpret, explain, and use fractions (Target: 1st9wk-1.5, 2nd-2, 3rd-3, 4th-3)                                |     |     |     |     |
| Represent addition and subtraction situations within 1,000 (Target: 2nd9wk-2, 3rd-3, 4th-3)                                |     |     |     |     |
| Solve addition and subtraction situations within 1,000 (Target: 2nd9wk-2, 3rd-3, 4th-3)                                    |     |     |     |     |
| Represent multiplication and division situations (Target: 3rd9wk-2, 4th-3)   |     |     |     |     |
| Solve multiplication and division situations (Target: 3rd9wk-2, 4th-3)   |     |     |     |     |
| <b>Science</b>   |     |     |     |     |
| Demonstrate and explain force, motion, and energy (Target: 1st9wk-3, 2nd-3, 3rd-3, 4th-3)                                  |     |     |     |     |
| Describe and classify physical properties of matter (Target: 2nd9wk-3, 3rd-3, 4th-3)                                       |     |     |     |     |
| Recognize, compare, and demonstrate the relationship of Sun, Earth, and Moon (Target: 3rd9wk-3, 4th-3)                     |     |     |     |     |
| Describe and explain structures and functions of organisms necessary for survival in their environments (Target: 4th9wk-3) |     |     |     |     |
| <b>Social Studies</b>  |     |     |     |     |
| Interpret and create maps (Target: 1st9wk-1, 2nd-1.5, 3rd-2.5, 4th-3)  |     |     |     |     |
| Identify purpose of documents and voting in United State government (Target: 2nd9wk-3, 3rd-3, 4th-3)                       |     |     |     |     |
| Compare how people adapt to, and modify, their environment (Target: 3rd9wk-3, 4th-3)                                       |     |     |     |     |
| Understand financial choices in a free enterprise system (Target: 4th9wk-3)  |     |     |     |     |

- Learning progression academic key
- Priority standards that have been identified for content areas/subjects
- The Target (T), or goal, for that grading period
- Student Progress (SP), or where the student measures against the Target (T) for that grading period

*\*Shaded, or grayed-out areas, indicate that the standard has either not yet been introduced or is not yet ready for formal assessment*

# Ejemplo del reporte de calificaciones basado en los estándares

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 Principa/Director: JEPSEY KIMBLE  
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|  | 1st | 2nd | 3rd | 4th |
|--|-----|-----|-----|-----|
| <b>Lectura</b>   |     |     |     |     |
| Lee al nivel de grado. Si No   |     |     |     |     |
| Leer y comprender textos de literatura (Target:1st9wk-1,2nd-1,3rd-1,5,4th-3)   |     |     |     |     |
| Hacer inferencias sobre los personajes en textos de literatura (Target:1st9wk-1,2nd-2,3rd-2,4th-3)                                     |     |     |     |     |
| Leer y comprender textos informativos (Target:2nd9wk-1,3rd-2,5,4th-3)  |     |     |     |     |
| Leer textos con fluidez usando una variedad de estrategias para descifrar palabras   |     |     |     |     |
| Desarrollar buenos hábitos y usar las herramientas necesarias para vivir una vida alfabetizada (Target:1st9wk-1,2nd-2,3rd-2,5,4th-3)   |     |     |     |     |
| <b>Escritura</b>   |     |     |     |     |
| Escribir para comunicar ideas (Target:1st9wk-1,2nd-2,3rd-2,5,4th-3)  |     |     |     |     |
| Utiliza convenciones de escritura al nivel de grado en contextos auténticos (Target:1st9wk-1,2nd-1,5,3rd-2,5,4th-3)                    |     |     |     |     |
| <b>Matemáticas</b>   |     |     |     |     |
| Usar el valor posicional hasta el 100,000 (Target:1st9wk-2,2nd-3,3rd-3,4th-3)  |     |     |     |     |
| Entender, interpretar, explicar y usar fracciones (Target:1st9wk-1,5,2nd-2,3rd-3,4th-3)  |     |     |     |     |
| Representar situaciones de sumas y restas hasta el 1,000 (Target:2nd9wk-2,3rd-3,4th-3)   |     |     |     |     |
| Resolver situaciones de sumas y restas hasta el 1,000 (Target:2nd9wk-2,3rd-3,4th-3)  |     |     |     |     |
| Representar situaciones de multiplicación y división (Target:3rd9wk-2,4th-3)   |     |     |     |     |
| Resolver situaciones de multiplicación y división (Target:3rd9wk-2,4th-3)  |     |     |     |     |
| <b>Ciencias</b>  |     |     |     |     |
| Mostrar y explicar la fuerza, el movimiento y la energía (Target:1st9wk-3,2nd-3,3rd-3,4th-3)   |     |     |     |     |
| Describir y clasificar las propiedades físicas de la materia (Target:2nd9wk-3,3rd-3,4th-3)   |     |     |     |     |
| Reconocer, comparar demostrar la relación entre el Sol, la Tierra, y la Luna (Target:3rd9wk-3,4th-3)                                   |     |     |     |     |
| Describir y explicar las estructuras funciones de los organismos que son necesarias para sobrevivir en sus ambientes (Target:4th9wk-3) |     |     |     |     |
| <b>Estudios Sociales</b>   |     |     |     |     |
| Observar, describir y comunicar las propiedades y los patrones de la materia   |     |     |     |     |
| Identificar, describir y mostrar fuerza, movimiento y energía  |     |     |     |     |
| Describir, comparar y mostrar ciclos, patrones y sistemas en la Tierra y el espacio  |     |     |     |     |
| Investigar y comparar las necesidades, los ciclos de vida y las características de los organismos en su medio ambiente                 |     |     |     |     |

Clave académica del progreso del aprendizaje

Estándares prioritarios que se han identificado por el contenido de las materias

La Meta (M) para el periodo de calificaciones

El Progreso del estudiante (PE) o cuando el estudiante se evalúa frente a la meta

\*Las áreas sombreadas o grises indican que el estándar todavía no se ha introducido o no está listo para una evaluación formal.