K-2 Standards-based
Report Card
Parent & Teacher Guidebook

Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

K-2 Standards-based Report Card Parent & Teacher Guidebook

Developed by the Curriculum & Instruction Department
690 East Lamar Blvd, Suite 140
Arlington, TX 76011

Table of Contents

Goals of Our Standards-Based Grading System

As Arlington ISD (AISD) continues to improve teaching and learning for all students, we know that parents and families are our most valuable partner. Like teachers, parents need accurate and meaningful information about student strengths and challenges to better understand and support student learning.

The Texas Essentials Knowledge and Skills (TEKS) or the state learning standards, are designed by the Texas Education Agency (TEA) and describe what each child should learn and be able to do at each grade level in all subjects by the end of the school year including Art, Music, Physical Education, and Technology Applications. The TEKS are written at each grade level and are developed in a way that one grade level leads to another; ensuring a strong foundation for future learning as the student progresses through each grade level. These standards set high expectations for students, staff, and schools. Achieving these career and college ready standards requires continuous progress monitoring and providing targeted support as needed. These state standards can be found on the TEA website at https://tea.texas.gov/index2.aspx?id=6148.

AISD uses a standards-based report card for students in kindergarten, first grade, and second grade. The standards-based report card is helpful in many ways. First, it clarifies and reinforces consistent, high expectations for all AISD students and schools. Second, the report card helps teachers, students, and families focus on the TEKS throughout the school year while at the same time giving students an opportunity to receive help if they are not making adequate progress. Finally, and most importantly, the standards-based report card provides specific feedback on progress to the TEKS so students, families, and teachers can work together to set meaningful goals for improvement.

Information on which big ideas and concepts each child has learned and what work is still needed for success in the next grade level helps ensure that your child receives additional support, at home and school, when needed. Parents will know which Knowledge & Skill Statement groups their child has learned and which skills their child needs to learn to be well-prepared for the next grade level. Teachers look at a student's performance on activities, such as daily schoolwork and projects, to monitor student learning, identify strengths and weaknesses, and plan for future instruction. Standards-based achievement is not based on averages. The final achievement mark on the standards-based report card represents the learning level at the end of an instructional period. Students are not penalized for mistakes made at the beginning of the learning process.

Frequently Asked Questions about Standards-Based Report Card

What is standards-based reporting?
Standards-based reporting involves determining each student's proficiency on the skills students should learn in each subject area of each grade level. In kindergarten through second grade, students receive marks that indicate their progress toward meeting the performance standards given by the Texas Education Agency (TEA). These state standards can be found on the TEA website at https://tea.texas.gov/index2.aspx?id=6148.

What is the difference between traditional grading and standards-based grading?
Traditional grading uses averaging of student work over time, and other student characteristics such as work habits, attendance, homework, and effort. Standards-based assessment focuses solely on a student's academic achievement and continued mounting evidence that indicates a true measure of the student's attainment of the grade level TEKS such as the ability to write a paragraph, or add and subtract whole numbers. Extraneous factors like work habits, attendance, homework, and effort are assessed and reported separately.

On a standards-based report card, subjects are divided into a list of knowledge and skills that students are responsible for learning. Students receive a separate mark for each Knowledge & Skill Statement group. The marks on a standards-based report card are different from traditional letter grades. Traditional grading is often calculated by combining how well the student met his/her particular teacher's expectations, how he/she performed on assignments and tests, and how much effort the teacher believes was put forth. Traditional grades do not tell parents which skills their children have mastered or whether they are working below, at or above grade level. Parents can see exactly which learning objectives their child have mastered.

How will I know what standards are assigned for each six weeks?
Marks based on academic learning standards are determined from the results of students' performance on a variety of evidences of learning. Conclusions about overall performance for each Knowledge & Skill Statement group on the report card is based on the preponderance of evidence of that standard. Six weeks previews of the TEKS introduced for each content area can be found at www.aisd.net/k2reportcards.

When and how will I receive my student's report card?
AISD uses the same grading cycles for grades K-12. The report card will be sent home approximately a week after the end of the six weeks in a report card envelope. After viewing the report card, the parents/guardians will keep the report card at home and will sign and return the report card envelop to the teacher. The report card is for the parents/guardians to keep. The report card is one tool for communication between home and school. Please feel free to contact your child's teacher at any time during the school year to ask about their academic progress.

How will the teacher assess my child's progress?
In standards-based classrooms, the focus is on a student's performance over multiple opportunities, not simply grading and averaging tests and quizzes. Teachers collect evidence of students' achievement through careful observation, examination of student's work, discussions, projects, performance tasks, quizzes and tests. Teachers record information about each child's progress on a frequent basis, analyze and compile this information, and use this data to evaluate a child's progress towards meeting grade level TEKS. The district has developed a set of criteria for each Knowledge & Skill Statement group on the report card. This criteria, in the form of rubrics, will help teachers evaluate the progress of your child's achievement at each marking period throughout the school year.

Which standards are reported on the standards-based report card?
All of the TEKS for each content area are *represented*, though not all are specifically *stated* on the report card. The TEKS are represented through the Knowledge & Skills Statement groups. To list all of the kindergarten, first grade, or second grade TEKS for each content area on one report card would make the document excessively lengthy.

How is achievement identified on the report card?
A key to the proficiency levels is included on the front of the report card. Student progress is only measured on concepts and skills that are assigned during a given grading period.
- Mastery of Standard: Earning an "M" means that the student has demonstrated independent achievement and mastery of all key concepts, vocabulary, processes, and skills of the grade level expectation. Our goal is that all of our students will reach level "M" by the end of the year. A student receiving an "M" is on track with district, grade-level expectations for a given six weeks grading period.
- Approaching Mastery of Standard: Earning an "A" means that the student understands, grasps, and applies most key concepts, vocabulary, processes, and skills. A student receiving a "A" is making adequate progress toward full mastery of the assigned concepts. An "A" indicates a positive move toward mastery of grade level standards.
- Beginning Progress Toward Standard: Earning a "B" means that the student understands and grasps a few to some of the key concepts, vocabulary, processes, and skills related to the standard.
- Not Taught: None of the Student Expectations (SEs) were taught within a six weeks. This will be denoted with an * if a concept is not addressed. Student progress is only measured on concepts and skills that are assigned during a given grading period.

Why are numerical grades not used?
A numerical grade only tells the student and parent how well he or she performed on average in a broad area such as reading or math. A standards-based report card measures how well the individual student is doing in relationship to each grade level TEK or learning goal. This gives parents a better understanding of their child's strengths and weaknesses and encourages all students to do their best.

What is the expected score for students?
Typically students will earn a "B" on a topic prior to earning an "A or a "M". Learning is progressive. Certain grade-level expectations, such as counting forward and backward from 1 to 20, are presented in increments that become progressively complex. A kindergarten student will be taught to count forward from 1 to 5 at the beginning of the year. Later, the magnitude of numbers increases to 10, and students are expected to count forward and backward. The magnitude increases until the student counts forward and backward from 1 to 20. During the continuum of learning, the student might receive an "A" to show that he/she is on track with district expectations for that six weeks period, although the student has not yet completely mastered the entire standard.

How is proficiency reported for Special Education students or students with 504 Plans?
No Child Left Behind (NCLB), Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA) regulate assessment practices for students who are classified with a disability or are in need of specially designed instruction. Special education students must be graded using the same grading system as all other students and their academic program must be aligned to the state's academic standards. The Admission, Review, and Dismissal (ARD) Committee determines, what, if any, accommodations and/or modifications are needed for the student to meet the standards. The ARD Committee aligns each annual goal to the appropriate standards and monitors progress throughout the school year.

Students with Individualized Education Programs (IEP) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards. Since special education students are a heterogeneous group with various disabilities which impact learning, some may not achieve certain grade-level standards without special services and supports. For students with accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of a standard may be adjusted.

Modifications, on the other hand, can mean changing the standard itself, identifying standards that are fundamentally related but also developmentally appropriate. The Admission, Review, and Dismissal Committee (ARD) make decisions regarding what content areas, if any, require modifications of the grade level standards. The adaptations should be about student achievement, and they should result in grades that communicate clear, interpretable information to students and parents. For all students with an IEP, a supplemental progress report is provided that identifies how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP. This is should be sent home with the report card each six weeks.

How is proficiency reported for English Learners (EL) students?
Students are assessed at their current grade level using the appropriate grade-level standard based report card. During parent conferences, teachers will discuss with parents the child's current level of English proficiency and the child's opportunity to learn the content and/or ability to demonstrate the appropriate grade-level standards.

Why is attendance recorded on a standards-based report card?
State law requires official documentation of attendance in a student's permanent record. Since the report card is an official record for the student, attendance is recorded each six weeks on the student's report card. A pattern of absences significantly impacts student learning, so this section adds to the overall picture of a student's progress.

Why is there a section called "Technology Applications"?
This is included to ensure that today's students are prepared to thrive in a society with constantly evolving technology including digital citizenship, technology literacy, and apply these in multiple ways and areas. Today's students must be prepared to thrive in a constantly evolving technological landscape.

Why is there a separate section for "Social & Emotional Development"?
Student work habits and behavior play a critical role in academic performance. Teachers observe student choices within and outside of the classroom setting.

Why is there a section called "Specials"?
During the school day, students attend classes that include instruction in areas such as art, music, computer, and physical education. The teachers of those classes communicate with the grade level teachers to share student progress toward assigned skills, as well as student participation.

How will I know that my child is ready for the next grade at the end of the year?
District policy states that a student in kindergarten, first grade, or second grade shall be promoted to the next grade level based on significant mastery of the Texas Essential Knowledge and Skills (TEKS) for language arts and mathematics.

Discussing Student Performance

Some parents, having grown up receiving numerical grades or letter grades, may at first struggle with discussing academic performance and a standards-based report card with their child. Teachers regularly discuss learning standards with students in the classroom and may sometime refer to those standards as "I can" statements, learning goals, or learning objectives. When introducing a concept or teaching a lesson, teachers will identify the targeted standard. For example, the teacher may say, "The learning target for this unit is to identify essential attributes of three-dimensional figures."

When asked, your child should be able to discuss what their learning goals for the day were. Your child should know what goals or standards they have met, and the goals or standards he or she is working to meet. Each student should also be able to discuss what they need to do in order to be able to meet a goal. For example, to read more fluently, the student needs to cluster parts of text together rather than saying each word separately and choppy with extra pause in between words.

The goal over time is for the student to show mastery of the grade-level TEKS or *Mastery of Standard* (M). While this is the goal over time, a student may not have mastery of the content until later in the school year. Students may receive a mark of *Approaching Mastery of Standard* (A) while they progress to mastering the grade level TEKS. When a skill or concept is first introduced, it is common that a student may not be able to fully demonstrate understanding or apply that knowledge. It is not uncommon for a student to receive a mark of *Beginning Progress Toward Standard* (B) on work based upon newly introduced skills or concepts, or skills and concepts which the student still needs additional practice.

Standards may evolve in rigor and expectation to greater levels of difficulty throughout the year. Students who receive *Mastery of Standard* (M) for a grading period, may receive *Beginning Progress Toward Standard* (B) or *Approaching Mastery of Standard* (A) on the same Knowledge & Skills Statement group in subsequent reporting periods if the complexity of the TEK has increased and the student has not yet mastered the new level of expectation. The goal is for students to earn *Mastery of Standard* (M) by the end of the school year. Earning a rating of *Mastery of Standard* (M) is an achievement to be celebrated.

Different performance scales are used to report progress in three areas on the report card. Teachers use a district-developed rubric to consistently determine grades and report progress. These rubrics are available on the district website at www.aisd.net/K2reportcards. It is strongly recommended these rubrics be used as student work is discussed in parent-teacher conferences.

Students who have Individual Education Plans (IEP's) are provided feedback on their progress related to the grade level TEKS as outlined in the student's IEP and determined by their ARD committee.

Report Card Envelope and Parent/Guardian Signatures

Report cards will be sent home in an envelope. Parents/Guardians will view and keep the report card at home. Parents/Guardians will sign the envelope and return it to the classroom teacher. This process will occur for each of the six weeks. The *Conference Requested from Parent/Guardian* box is for the parent/guardian to request a conference with the classroom teacher to strengthen the communication between home and school.

KINDERGARTEN REPORT CARD
2018-2019 School Year

Student: _____
ID Number: _____
Campus: _____
Teacher: _____
Conference: _____
Principal: _____

PURPOSE STATEMENT

The purpose of this standards-based report card is to provide a communication network about a student's achievement and performance towards mastery of grade level standards. Markings reflect how well a student has met these goals with areas of strength and areas where additional time and effort may be needed.

AISD MISSION STATEMENT

The mission of the Arlington Independent School District is to empower and engage all students to be contributing, responsible citizens striving for their maximum potential through relevant, innovative and rigorous learning experiences.

AISD GOAL

100% of AISD students will graduate exceptionally prepared for college, career and citizenship.

MESSAGE TO PARENTS/GUARDIANS

This is an exciting and challenging year for your child. It is important for the home and school to work together to provide support for your child as they grow socially and emotionally.

Please review this report card with your child. Celebrate all successes and offer support and help when needed. In addition, a more comprehensive view of your child's strengths and weaknesses may be gained through a parent-teacher conference. To schedule a meeting or conference with your child's teacher, please check the box located underneath the signature line or call the campus to speak with your student's teacher.

Communication between the home and school has proven to help guide the continuous growth of children in academics, social development, and attitudes. Together we work to educate the most important part of our future, our children. We thank you in advance for your continued partnership in education.

Visit www.aisd.net/K2reportcards for more information and a full explanation of grade level skills.

Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

FIRST SIX WEEKS

_____
Parent/Guardian Signature

☐ Conference Requested from Parent/Guardian

SECOND SIX WEEKS

_____
Parent/Guardian Signature

☐ Conference Requested from Parent/Guardian

THIRD SIX WEEKS

_____
Parent/Guardian Signature

☐ Conference Requested from Parent/Guardian

FOURTH SIX WEEKS

_____
Parent/Guardian Signature

☐ Conference Requested from Parent/Guardian

FIFTH SIX WEEKS

_____
Parent/Guardian Signature

☐ Conference Requested from Parent/Guardian

Layout of the Report Card

Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

FIRST GRADE REPORT CARD
2018-2019 School Year

The purpose of this standards-based report card is to provide a communication network about a student's achievement and performance towards mastery of grade level standards. Markings reflect how well a student has met these goals with areas of strength and areas where additional time and effort are needed.

Student: _____
ID Number: _____
School: _____
Teacher: _____
Principal: _____

ATTENDANCE	1	2	3	4	5	6	Total
Days Present							
Days Absent							
Days Tardy							

ATTENDANCE
Required by law to be reported

STUDENT MASTERY LEVELS

Not Taught	Mastery of Standard	Approaching Mastery of Standard	Beginning Progress Toward Standard
*	M	A	B
None of the Student Expectations (SEs) were taught within this six weeks	Demonstrates independent achievement and mastery of all the Student Expectations related to the Knowledge & Skills Statement	Understands and grasps most of the Student Expectations related to the Knowledge & Skills Statement	Understands and grasps a few to some of the Student Expectations related to the Knowledge & Skills Statement

STUDENT MASTERY LEVELS
How well students are doing regarding academic performance

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)
(For ELL Students Only)
Demonstrates linguistic progress in all content areas

B = Beginner I = Intermediate A = Advanced AH = Advanced High		1	2	3	4	5	6
	Listening						
	Speaking						
	Reading						
	Writing						

Visit www.aisd.net/K2reportcards for more information and a full explanation of grade level skills.

ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS)

- This only populates for students who are identified as English Language Learners (ELL)
- In order for ELL students to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

K-2 REPORT CARD WEBPAGE
Link to the district webpage for more information and grade level skills
www.aisd.net/k2reportcards

CONTENT AREA
Subject area (Language Arts & Reading, Science, Mathematics, Social Studies, and Technology Applications)

CONTENT STRAND
The topic that represents a group of related standards (TEKS)

KNOWLEDGE & SKILL STATEMENT
Overall objective that represents a group of related standards (TEKS)

LANGUAGE ARTS & READING

	1	2	3	4	5	6
Oral Language						
Develops oral language through listening, speaking, and discussion						
Beginning Reading & Writing						
Develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell						
Vocabulary						
Uses newly acquired vocabulary expressively						
Fluency						
Reads grade-level text with fluency and comprehension						
Self-sustained Reading						
Reads grade-appropriate texts independently						
Comprehension Skills						
Uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts						
Response Skills						
Responds to an increasingly challenging variety of sources that are read, heard, or viewed						
Literary Elements						
Recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts						
Genres						
Recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts						
Author's Purpose & Craft						
Uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts and Analyzes and applies author's craft purposefully in order to develop his or her own products and performances						
Composition: Writing Process						
Uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions						
Composition: Genres						
Uses genre characteristics and craft to compose multiple texts that are meaningful						
Inquiry & Research						
Engages in both short-term and sustained recursive inquiry processes for a variety of purposes						

SCIENCE

	1	2	3	4	5	6
Scientific Investigation & Reasoning						
Conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices						
Develops abilities to ask questions and seek answers in classroom and outdoor investigations						
Knows that information and critical thinking are used in scientific problem solving						
Uses age-appropriate tools and models to investigate the natural world						
Matter & Energy						
Knows that objects have properties and patterns						
Force, Motion, & Energy						
Knows force, motion, and energy are related and are a part of everyday life						
Earth & Space						
Knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems						
Knows that the natural world includes the air around us and objects in the sky						
Organisms & Environment						
Knows that the living environment is composed of relationships between organisms and the life cycles that occur						
Knows that organisms resemble their parents and have structures and processes that help them survive within their environments						

MATHEMATICS

	1	2	3	4	5	6
Numbers & Operations						
Applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value						
Applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems						
Applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions						
Algebraic Reasoning						
Applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships						
Geometry & Measurement						
Applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties						
Applies mathematical process standards to select and use units to describe length and time						
Data Analysis						
Applies mathematical process standards to organize data to make it useful for interpreting information and solving problems						
Personal Financial Literacy						
Applies mathematical process standards to manage one's financial resources effectively for lifetime financial security						

SOCIAL STUDIES

	1	2	3	4	5	6
History						
Understands the origins of customs, holidays, and celebrations						
Understands how historical figures, patriots, and good citizens helped shape the community, state, and nation						
Understands the concepts of time and chronology						
Geography						
Understands the relative position of places						
Understands the purpose of maps and globes						
Understands various physical and human characteristics						
Economics						
Understands how families meet basic human needs						
Understands the concepts of goods and services						
Understands the condition of not being able to have all the goods and services one wants						
Understands the value of work						
Government						
Understands the purpose of rules and laws						
Understands the role of authority figures, public officials, and citizens						
Citizenship						
Understands characteristics of good citizenship as exemplified by historical figures and other individuals						
Understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity						
Culture						
Understands the importance of family and community beliefs, customs, language, and traditions						
Science, Technology, & Society						
Understands how technology affects daily life, past and present						
Social Studies Skills						
Applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology						
Communicates in oral, visual, and written forms						
Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings						

TECHNOLOGY APPLICATIONS	Six Weeks					
	1	2	3	4	5	6
Uses creative thinking and innovative processes to develop new ideas and digital products						
Collaborates and communicates both inside and outside the classroom using digital tools						
Searches for and evaluates digital information						
Applies critical-thinking skills to problem solve, research, and evaluate using digital tools						
Practices safe, legal, and ethical behavior while using digital tools						
Demonstrates knowledge and appropriate use of basic technology skills and digital programs						

TECHNOLOGY APPLICATIONS
Ensures that today's students are prepared to thrive in a society with constantly evolving technology including digital citizenship, technology literacy, and apply these in multiple ways and areas

SOCIAL & EMOTIONAL DEVELOPMENT		1	2	3	4	5	6
4 = Surpassing Expectations	3 = Meeting Expectations						
2 = Approaching Expectations	1= Beginning to Meet Expectations						
Follows directions							
Works independently, completes work, and stays on task							
Organizes themselves, their materials, and their belongings							
Participates appropriately in group activities							
Respects adults, peers, and school property							
Takes risks to attempt new tasks							
Listens attentively without interrupting							
Speaks at appropriate times							
Makes appropriate transitions between activities							

SOCIAL & EMOTIONAL DEVELOPMENT
Behavioral habits that impact academic development

SPECIALS		1	2	3	4	5	6
N = Needs Improvement	S = Satisfactory						
Art							
Art Citizenship							
Music							
Music Citizenship							
Physical Education							
Physical Education Citizenship							

SPECIALS
During the school day, students attend classes that include instruction in areas such as art, music, and physical education

FIRST SIX WEEKS COMMENTS	FOURTH SIX WEEKS COMMENTS
☐ Conference Requested from Teacher	☐ Conference Requested from Teacher
SECOND SIX WEEKS COMMENTS	FIFTH SIX WEEKS COMMENTS
	☐ Retention is Possible
☐ Conference Requested from Teacher	☐ Conference Requested from Teacher
THIRD SIX WEEKS COMMENTS	SIXTH SIX WEEKS COMMENTS
☐ Conference Requested from Teacher	☐ Promoted or ☐ Retained in Grade

SIX WEEKS COMMENTS
Computer generated comments or comments written by the teacher to address a student's strengths and areas for growth each six weeks

Glossary Related to Report Card and Rubrics

Term	Definition
Evidence of learning	Anything a teacher can use as an indicator of what a student knows or can do such as direct teacher observation, examination of student work, discussions, projects, performance tasks, quizzes and tests, etc. that constitutes the information and data that is used to gauge the educational attainment and progress of individuals
Formative assessment	Planned classroom practice to elicit evidence of learning that occur while content is still being taught; Informs teachers of what students know or do not know and helps students understand what it is they are ready to learn next so teachers can adjust their instruction accordingly for each of their students
Knowledge & Skill Statement	Concepts and skills to be learned such *Knows that objects have properties and patterns* in the content strand Matter & Energy in Science or *Understands the importance of family and community beliefs, customs, languages, and tradition*s in the content strand Culture in Social Studies
Progress	Continuous learning and forward movement towards meeting the standard at specific times throughout the year and at the end of each grade level
Skill	Individual building blocks that students need to master in order to show proficiency towards specific learning targets
Strand	Provides the lens/Organizers for the Knowledge and Skills Statements such as Oral Language or Genres in Language Arts & Reading, Algebraic Reasoning or Data Analysis in Mathematics, Earth & Space or Matter & Energy in Science, or Geography or History in Social Studies and serve as critical connections across and among grade levels
Student Expectation (SE)	Demonstration of the concepts and skills learned or descriptors of how students show they have learned the content.; Knowledge and Skills Statements and Student Expectations must never viewed separately from one another
Student mastery levels	The descriptions of mastery students could show throughout the six weeks and school year
Summative assessment	State or district-wide standardized tests that measure grade-level proficiency, and end-of-year subject or course exams such as a Curriculum Assessment (district-wide) or STAAR (state)
TEKS	Grade level learning goals that define what students should know and be able to do by the end of the school year; These learning goals increase in complexity as students move from one grade level to another

ELAR/SLAR

Term	Definition
Appropriate conventions	Used to describe punctuation, spelling, and grammar when writing or speaking
Author's craft	How the author influences and communicates meaning including the author's purpose for writing text, use of text structure, use of print and graphic features, use of words in first- and third-person texts
Decoding	Applying knowledge of letter-sound relationships in order to sound out a word; In reading practice, the term is used primarily to refer to word identification rather than word comprehension
Expressively (as it relates to vocabulary)	Words students use when they speak or write
Genre	The type or class of a work, usually categorized by form, technique, or content such as a folktale, fable, fairy tale, poem, nursery rhyme,
Increasingly complex texts	Text complexity increases with challenging vocabulary, sophisticated sentence structures, nuanced text features, cognitively demanding content, and subtle relationships among ideas (Texas Education Agency, *STAAR Performance Level Descriptors*, 2013). As skills and knowledge are obtained in each of the seven strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.
Literary elements	Included in texts such as characters, setting, conflict, plot, and theme
Metacognitive skills	The thinking about our thinking
Morphology	The study of meaningful units of language
Oral language	Developed through listening, speaking and discussion; The system through which we use spoken words to express knowledge, feelings, and ideas
Phonetic knowledge (awareness)	The ability to identify, distinguish, and manipulate the individual sounds (phonemes) and/or syllables in words
Phonics	a method of reading instruction that helps students build understanding of sound-symbol relationships and spelling patterns
Phonological awareness	The ability to detect sounds in speech in order to learn sound-letter relations
Print concepts (awareness)	In emergent literacy, the understanding of the characteristics, nature, and uses of print understandings that are part of print awareness include the following: • Environmental print conveys meaning, • Books are read from front to back, • Print is read from left to right and top to bottom, • Words consist of letters, and • Spaces appear between words.
Prosody	The vocal intonation and meter of spoken language; When reading with prosody, readers sound as if they are speaking the part they are reading
Recursively	A rule or procedure that can repeat itself indefinitely such as
Recursive inquiry processes	A process of active learning that is driven by questioning and critical thinking though a process that progresses through phases

Science

Term	Definition
Investigations	Used to research and develop explanations for events in nature; K-2 students in engage in descriptive investigations which are used to draw conclusions
Organisms	A living thing
Safety procedures	Awareness of potential hazards and take necessary and appropriate precautions and safety measures such as wear safety googles, washing hands, and using materials appropriately are important tools in reducing injury during science activities

Mathematics

Term	Definition
Magnitude of whole numbers	Size of one number compared to another number
Mathematical process standards	Describe ways in which students are expected to engage with math concepts
Numeration system	Method or system for representing numbers through symbols and collections of systems; Base-10 system
Relative position	Relative size of a number

Social Studies

Term	Definition
Chronology	The arrangement of events or dates in the order of their occurrence

Technology Applications

Term	Definition
Digital resources	Electronic textbooks and online collaborative tools
Digital tools	Software and platforms for teaching and learning that can be used with computers or mobile devices to work with text, images, audio, and video