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Dan Hollowell
Superintendent of Schools

Reporting System Effective 2015-16 School Year

Standards Based Reporting Scale: 4, 3, 2, 1

- Represent student performance in relation to specific standards
- Based on common core national, state, and district standards
- A report of what students know and are able to do
- Reflect academic performance only

What does each score (4, 3, 2, 1) mean?

4 = Exceeding grade level standard. Demonstrates advanced level of knowledge and understanding.

3 = Meeting standard. Demonstrates solid knowledge and understanding

2 = Approaching standard. Demonstrates progress toward grade level standard, but not yet at standard. Demonstrates some knowledge and understanding.

1 = Well below standard. Not meeting grade level standard. Showing minimal progress.

Can you further explain the scores for me?

The *Report Card Guides for Families* provide descriptions on all scoring marks. Some additional descriptions are included here:

A "4" indicates the student has advanced understanding and exceeds grade level expectations. A student receiving a "4" demonstrates academically superior skills in that specific area. This student applies learning and concepts in new and varied ways, challenges him or herself to think deeply to make connections, and demonstrates this advanced knowledge at school.

A "3" indicates the student has proficient understanding and meets grade level expectations. We want all of our students to reach a level "3." A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated!

A "2" indicates the student has basic understanding and is partially proficient at meeting grade level expectations. A student receiving a "2" understands the basic concept or skill, but has not yet reached the proficient level. A "2" should indicate that



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the student's performance varies in consistency with regards to accuracy, quality, and level of support.

A "1" indicates the student has minimal understanding and does not meet grade-level expectations. Performance is inconsistent even with guidance and support. Students receiving "1" will need additional support and/or interventions to learn the materials and progress toward meeting standard.