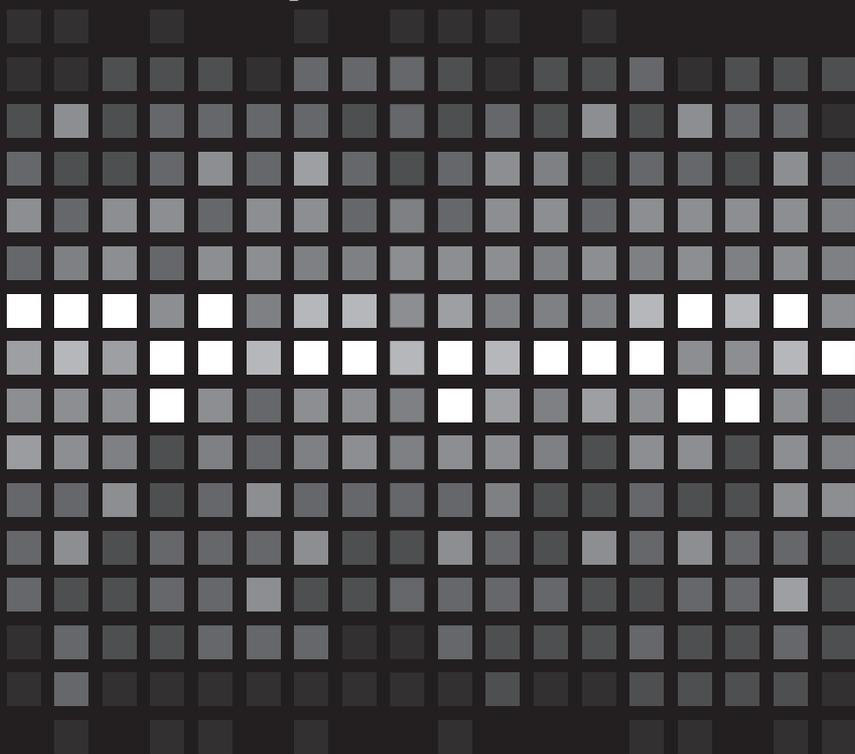




MILWAUKEE
PUBLIC SCHOOLS

A Parent Guide to the Alternate Standards-based Report Card



Darienne B. Driver, Ed.D.
Superintendent of Schools

Ruth Maegli
Chief Academic Officer



MILWAUKEE
PUBLIC SCHOOLS

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5225 W. Vliet St.
Milwaukee, WI 53208
(414) 475-8393
mpsme.com

NONDISCRIMINATION NOTICE

It is the policy of the Milwaukee Public Schools, as required by section 118.13, Wisconsin Statutes, that no person will be denied admission to any public school or be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (disability), and the Americans with Disabilities Act of 1990 (disability).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

For section 118.13, Wisconsin Statutes, federal Title IX: Matthew Boswell, Senior Director, Department of Student Services, Room 133, Milwaukee Public Schools, 5225 W. Vliet St., P.O. Box 2181, Milwaukee, WI 53201-2181

For section 504 of the Rehabilitation Act of 1973 (Section 504), federal Title II: Jeff Molter, 504/ADA Coordinator for Students, Department of Specialized Services, 6620 W. Capitol Dr., Milwaukee, WI, 53216. (414) 438-3677 TTD: (414) 475-8139

Dear Parents/Guardians,

As Milwaukee Public Schools (MPS) continues to improve teaching and learning for all students, we know that parents and families are our most valuable partners.

This is especially true as the district continues to implement more rigorous standards for what every child should know and be able to do in each subject area and grade level. Students with significant academic delays are taught using alternate standards, established with a consortium of educators from several other states. These standards set high expectations for students in grades 1–12 with significant academic delays, the staff that teach these students, and their schools. Achieving these standards requires continuous progress monitoring and providing targeted support as needed.

Like teachers, parents need accurate and meaningful information about student strengths, challenges and performance to better understand and support student learning. To that end, MPS has developed this report card that is directly connected to the alternate standards.

We hope parents, families and teachers see this as a positive step in better communicating what students are expected to learn at each grade level — and in providing information about their child’s work habits, behavior and effort. Parents may also view videos in English, Spanish and Hmong to better understand the report cards at mpsmke.com/reportcards.

All schools participate in the use of the Alternate Standards-based Report Card. This report card is different from report cards you might have used in the past.

The Alternate Standards-based Report Card:

- Clarifies and reinforces consistent high expectations for students and schools.
- Helps teachers, students and families focus on alternate standards throughout the year.
- Provides specific feedback on progress to the alternate standards so students, families and teachers can work together to set meaningful goals for improvement.

Based on the information in the Alternate Standards-based Report Card, additional support at home and school can reinforce the concepts and knowledge that students learn.

This document is designed to help you better understand your child’s report card. Please make good use of this document and bring it to parent-teacher conferences. It will be especially helpful come report card time. Please contact your child’s school if you have additional questions.

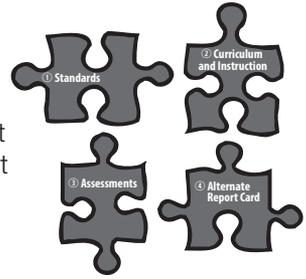
Sincerely,


Darienne B. Driver, Ed.D.
Superintendent of Schools


Ruth Maegli
Chief Academic Officer

Components of an Alternate Standards-based System

There are four essential components of an alternate standards-based teaching, learning, assessment and reporting system:



- 1 **Content Standards** – The alternate achievement standards describe what a student with significant academic delays should know and be able to do at a given grade level.
- 2 **Curriculum** – The curriculum based on alternate standards is a roadmap a teacher uses to ensure that **Instruction** is reflective of those standards.
- 3 **Assessments** – The measurements see if students have met the alternate achievement standards at their grade level.
- 4 **Alternate Standards-based Report Card** – This allows teachers to communicate a student’s progress on alternate standards at specific points in the year.

The Alternate Standards-based Report Card does not give a traditional letter grade (A, B, C, D, U). Instead, proficiency levels are given for each standard taught and assessed during that marking period.

| Academic Proficiency Scale | |
|----------------------------|------------|
| AD | Advanced |
| PR | Proficient |
| BA | Basic |
| MI | Minimal |

Definitions of Proficiency Levels

| | |
|------------------------|--|
| Advanced (AD) | The student consistently exceeds grade-level expectations on alternate standards as demonstrated by a body of evidence that shows depth of understanding and flexible application of alternate concepts. |
| Proficient (PR) | The student consistently meets grade-level expectations on alternate standards as demonstrated by a body of evidence that shows independent understanding and application of alternate concepts. |
| Basic (BA) | The student performs just below grade-level expectations on alternate standards as demonstrated by a body of evidence that shows incomplete/inconsistent understanding and application of alternate concepts. |
| Minimal (MI) | The student performs far below grade-level expectations on alternate standards as demonstrated by a body of evidence that shows limited understanding and application of alternate concepts. |

IEP Progress

For students with special needs, the IEP Progress Report informs parents about their child's progress toward IEP goals and is included with the mailing of every report card. Parents will be notified via the IEP process which alternate standards are appropriate for individual students, based on the student's data-based evidence.

High School

In high school, the alternate standard courses are marked on a pass/fail basis. Students are considered to pass a course when they complete the expectations for each individual course and individual student expectations. These students will receive a Certificate of Completion when they end the school year in which they turn 21 years of age.

High school students who are in courses that utilize alternate standards will not earn credits toward graduation and will not earn a regular high school diploma.



PBIS Statements

The Personal/Social Development section is aligned to the Positive Behavioral Interventions and Supports (PBIS) system used in MPS schools. This system teaches students to make good choices and then acknowledges those positive decisions. On most middle and high school report cards, three statements, also aligned to PBIS, take the place of the Personal/Social Development section. All of the PBIS sections are scored with a frequency scale to report on how often students are choosing positive classroom behaviors.

- **Respectful:** Cooperate, participate, obey school rules, use good language
- **Responsible:** Come prepared, punctual, high work ethic, ready to learn
- **Safe:** Proper use of school property, wise choices with self-control

How to Read Key Parts of the Elementary Alternate Report Card

The report card lists the alternate standards within each subject/content area. On the Alternate Standards-based Report Card, elementary students do not receive an overall grade in each subject/content area but instead are graded on each alternate standard.

1, 2, 3, F reporting periods – Students and parents receive this report in December, April and June. The fourth column marked F reflects Final proficiency levels.

Grade 04 MILWAUKEE PUBLI **GRADE 04 REPORT CARD 2014-2015** Page 1 of 3

| <p>Student: Student Sample Student ID: 88888888 School: ANY SCHOOL</p> <p>Teacher: Sager, Teacher Generated on: 1/26/2014 01:21:07 PM</p> | <p style="text-align: center; font-size: 2em; border: 2px solid black; border-radius: 50%; padding: 5px; display: inline-block;">F</p> | <p style="text-align: center; font-size: 1.2em; font-weight: bold;">Grade Level –</p> <p>Proficiency levels are based on alternate grade-level expectations for all students.</p> | <p style="text-align: center; font-size: 1.2em; font-weight: bold;">Effort –</p> <p>The first line on each content area, except physical education, is Effort. This indicates how hard a student is working in this specific content area.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Academic Performance Level for Personal/Social Dev & KDK4</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Always/Exemplary</td> <td>4</td> <td>Score</td> </tr> <tr> <td>Usually</td> <td>3</td> <td>Score</td> </tr> <tr> <td>Sometimes</td> <td>2</td> <td>Score</td> </tr> <tr> <td>Rarely</td> <td>1</td> <td>Score</td> </tr> </table> <p>Academic Performance Level for Proficiency Levels</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>None</td> <td>Score</td> </tr> <tr> <td>Ad</td> <td>Score</td> </tr> <tr> <td>Proficient</td> <td>PR</td> </tr> <tr> <td>Basic</td> <td>BA</td> </tr> <tr> <td>Minimal</td> <td>MI</td> </tr> </table> <p>*Comments:</p> <p>The purpose of this report card is to communicate with parents and students about grade-level progress and achievement. The report card is designed with regard to those standards, areas of strength, and areas where additional time and effort are needed to meet expectations at this particular point in the school year.</p> <p>Blank indicates an area that was not assessed during the Mark Period. By the end of the school year, every area will be assessed. The final column of the report card column indicates the student's June, Final, proficiency level.</p> | Always/Exemplary | 4 | Score | Usually | 3 | Score | Sometimes | 2 | Score | Rarely | 1 | Score | None | Score | Ad | Score | Proficient | PR | Basic | BA | Minimal | MI | <p style="text-align: center; font-size: 1.2em; font-weight: bold;">Effort</p> | <p style="text-align: center; font-size: 1.2em; font-weight: bold;">Effort</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Follows school/classroom rules | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Expresses feelings and emotions appropriately | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| INFORMATIONAL TEXT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key ideas- describes topics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Craft/Structure- determines word meaning, describes structure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Integration ideas- interprets/ integrates meaning, describes structure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| READING INTERVENTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student receives reading intervention (additional data on record) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student is making progress in reading intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reads quality literature & information text at appropriate levels/ranges | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Phonics/Word Recognition- applies phonics skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fluency- reads with accuracy/fluency for comprehension | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Key ideas- describes topics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Integration ideas- makes visual connections, compares/contrasts themes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| READING INTERVENTION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student is making progress in reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

To: Principal/Teacher of Sample Student
 1111 S. Sample Street
 Milwaukee, WI 53000

Additional content areas and the Personal/Social Development section are on page two of the Report Card along with teacher comments for each of the three marking periods.

How to Read Key Parts of the Middle and High School Alternate Report Card

The report card lists the alternate standards within each subject/content area. On the Alternate Standards-based Report Card, students receive a Pass/Fail grade in each subject/content area and a proficiency level on each standard.

| | | | |
|--|--|---|----|
| ANY HIGH SCHOOL 0000 W ANY AVE MILWAUKEE, WI 53000 (414)000-0000 | | Student, Sample 2014 - 2015 Report Card Grade:XX Student ID:7654321 Generated on 11/14/2014 11:08:57 AM | |
| GPA Summary: | | | |
| Term GPA | T1 3.8571 | | |
| Attendance Summary: | | | |
| Terms: | | T1 | |
| Period | Absent | Tardy | |
| 01 | 5 | 3 | |
| 02 | 3 | 1 | |
| 03 | 4 | 0 | |
| 04 | 2 | 0 | |
| 05 | 3 | 0 | |
| 06 | 1 | 0 | |
| 07 | 2 | 0 | |
| EXCurr | 0 | 0 | |
| Total | 30 | 4 | |
| Grade Report: | | | |
| Course | Task | | T1 |
| 03) BA391-1 HS0B PRINCIPLES OF MARKETING [Teacher] | Evidence Snapshot Term 1 Comments: Good work attitude exhibited. Student is meeting course expectations in this content area. Student is a pleasure to have in class. Identify connection between educational achievement & work opportunities | | AD |
| | Analyze process to obtain, develop, maintain, improve a product or service. | | AD |
| | Identify, select, monitor, evaluate sales channels & distribution methods. | | AD |
| | Perform marketing research & develop a marketing plan. | | AD |
| | Respectful-cooperative, participate, obey school rules, use good language | | 4 |
| | Responsible-come prepared, punctual, high work ethic, ready to learn | | 4 |
| | Safe-proper use of school property, wise choices with self control | | 4 |
| 07) EN881-301 ENGLISH 11 (SEM 1) [Teacher] | Evidence Snapshot Term 1 Comments: Es un placer tener a este estudiante en la clase. Muestra buenos actitudes por el trabajo. | | B |
| | Respectful-cooperative, participate, obey school rules, use good language | | 4 |
| | Responsible-come prepared, punctual, high work ethic, ready to learn | | 4 |
| | Safe-proper use of school property, wise choices with self control | | 3 |
| 05) MA501-3 ALGEBRA 2 AND TRIGONOMETRY (SE [Teacher] | Evidence Snapshot Term 1 Comments: Doing Great! | | A |
| | Respectful-cooperative, participate, obey school rules, use good language | | 4 |
| 04) PE461-1 SELECTED AQUATICS EXPERIENCE [Teacher] | Evidence Snapshot Term 1 Comments: Student is a pleasure to have in class. | | A |
| 01) SC401-1 CHEMISTRY 1 (SEM 1) [Teacher] | Evidence Snapshot Term 1 Comments: Excellent class participation exhibited. Structures & Properties of Matter | | AD |
| | Science & Engineering Practices | | AD |
| | Respectful-cooperative, participate, obey school rules, use good language | | 4 |
| | Responsible-come prepared, punctual, high work ethic, ready to learn | | 3a |
| To Parent/Guardian of Sample Student 000 N ANY Street Milwaukee, WI 53000-0000 | | | |

The **Attendance Summary** reflects any time that your child was tardy after first period. Late to school at the start of the day is counted as an absence until the student's arrival time.

Reporting periods – Students and parents receive this report at the halfway point of the course and at the end of the semester.

Proficiency levels for content courses are based on alternate standards and course expectations.

Legend – At the bottom of the report card are explanations of all grading scales used on the report card. For example, this makes it clear that a “P” means “Pass” and is used for course expectations, while an “AD” means “Advanced” and is used to indicate proficiency level on specific alternate course standards.

| | | | | | | | |
|--|---------------|---------|---------------|----------------|---------|--------|------------|
| Student, Sample | | | | | | | |
| Academic Performance Level for Traditional GPA Grades | | | | | | | |
| A | B | C | D | U | P | X | Incomplete |
| Excellent | Above Average | Average | Below Average | Unsatisfactory | Pass | Exempt | |
| Academic Performance Level for Proficiency Levels | | | | | | | |
| AD | PR | | BA | | MI | | |
| Advanced | Proficient | | Basic | | Minimal | | |
| Academic Performance Level for PBIS / WMELS | | | | | | | |
| 4 | | 3 | | 2 | | 1 | |
| Always/Exemplary | | Usually | | Sometimes | | Seldom | |
| This report card shows a snapshot of the current grade at the course midpoint. Questions about this report should be directed to the course instructors. | | | | | | | |

Frequently Asked Questions about the Alternate Standards-based Report Card

Why did MPS change to an Alternate Standards-based Report Card?

MPS is aligning classroom instruction, evaluation and feedback to the rigorous and more challenging Essential Elements to improve teaching and learning. The Alternate Standards-based Report Card reflects the Essential Elements and provides meaningful, standards-specific assessment and feedback to engage students and families in monitoring student progress. The Alternate Standards-based Report Card allows MPS to communicate with parents and students about grade-level alternate standards. It identifies student progress levels with regard to the alternate standards and identifies areas of strength and weakness where additional time and effort are needed to meet expectations at a particular point in the school year. The report card helps students, teachers and families to transition to the Essential Elements language and expectations.

Other efforts to embrace Essential Elements include classroom assessments based on alternate standards to support more differentiated instruction, and parent conferences. These strategies create opportunities for individual instructors and groups of teachers to reflect on student learning and their own practice.

How did MPS include parent and teacher feedback in the process?

Focus groups and surveys of teachers and parents were used to collect data from pilot schools, and these responses guided revisions. Parents reported high levels of satisfaction with the amount and type of information.

Is MPS the only district with a Standards-based Report Card?

Many large districts across the nation have pursued Standards-based Report Cards, including Charlotte-Mecklenburg, North Carolina; Denver, Colorado; San Diego, California; and local districts such as Shorewood and Wauwatosa.

Will some groups of students be graded differently on this Report Card?

The MPS commitment is to teach each child to achieve the same high standards. Therefore, the proficiency levels given on the Alternate Standards-based Report Card must be consistent with expectations for that grade level for all students. This means any student performing below alternate grade-level expectations cannot receive a PR–Proficient or AD–Advanced in any content area.

| |
|--|
| AD: Advanced , exceeding grade-level expectations |
| PR: Proficient , meeting grade-level expectations |
| BA: Basic , just below grade-level expectations |
| MI: Minimal , far below grade-level expectations |

How will this Report Card show the effort a child is giving to schoolwork?

An Effort line has been added to show student work habits in each subject area. This allows teachers to keep nonacademic factors (neatness, promptness, work completion, etc.) separate from the academic assessment for each standard. Teachers can indicate high effort for struggling students or low effort for high-performing students. Each student will receive a mark for Effort in each content area (except physical education). Teachers will use the same proficiency levels for both academics and effort.

| | | | |
|---------------------|-----------------------|------------------|--------------------|
| AD: Advanced | PR: Proficient | BA: Basic | MI: Minimal |
|---------------------|-----------------------|------------------|--------------------|

Are there any other scales used on this Report Card, and what do they mean?

The Personal/Social Development section is aligned to the Positive Behavioral Interventions and Supports (PBIS) system used in MPS schools. This system teaches students to make good choices and then acknowledges those positive decisions. It uses a frequency scale to report on how often students are choosing positive classroom behaviors. Here is the Frequency Scale:

| | | | |
|-------------------|----------------------|--------------------|----------------------------------|
| 1 — Seldom | 2 — Sometimes | 3 — Usually | 4 — Always/ Exemplary |
|-------------------|----------------------|--------------------|----------------------------------|

Grade-level Standards

Milwaukee Public Schools has developed a one-stop website for parents to see the specific grade-level standards in each content area. These include the Common Core Essential Elements in reading, math, English/ language arts and science.

Visit **mps.milwaukee.k12.wi.us/en/Families/Education-Resources/Academic-Expectations.htm** or click on *Families*, then *Academic Expectations* at the MPS website to see the standards. If you do not have access to the Internet at home, you can see the site on a smartphone or by visiting your local library branch or school.

These grade-level standards can be an excellent tool to help you work with your student to remain on track for academic success!

For additional questions, please contact your child's school.



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