

About Assessments

Connecting the Dots for Parents/Guardians About Testing

Your Student's Report Card is Coming!

Early next week, you should be receiving your student's official semester 1 report card from their elementary teacher in their weekly communications. It will include an informative newsletter that explains our practices around standards-based grading and some of the changes that we've made from previous school years.

What Is Standards-based Grading?

Coeur d'Alene Public Schools uses standards-based grading as an intentional way for our teachers to track their students' progress and achievements against a set of goals set by the State of Idaho. Since 2006, our district has utilized this practice to monitor for signs of mastery and focus on skills that students are still working on before the end of the school year.

In contrast to the A-B-C-D-F grading scale in our secondary schools, standards-based grading considers evidence of learning in English language arts, mathematics, science, social studies, and work habits and provides regular feedback to students, parents, and guardians.

You should expect two report cards and two progress reports each academic year when enrolled in a district elementary school.



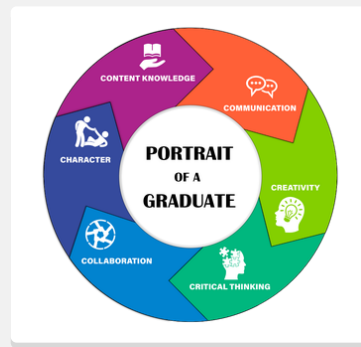
Revised Parent Handbook

Our new standards-based grading [parent handbook](#) that will be included with our semester report cards.



Idaho Content Standards

A list of all of the [standards](#) for students in Idaho



Portrait of a Graduate

Our goals for our [graduates](#) as a component of our strategic plan.

CHANGES IN OUR STANDARDS REPORT CARD FOR 2022

What Has Changed?

Updated Standards

Regularly, the Idaho legislature makes changes to the academic expectations for our state's students. In reviewing our 2017 report cards, we wanted to emphasize some of the recent shifts in English language arts, mathematics, science, and social studies and specifically reviewed each standard for the updated report card.

We hope that you'll notice simplified standards in student/parent-friendly language which allows you to understand where your student is in their learning progression.

Grading Scale

We want our grading scale to be easy to understand and focus on the continuous growth seen in our students. Our parents/students and instructional faculty told us that our previous grading scales were too broad and/or ambiguous. Our new scale has three levels - emerging, approaching, and proficient and reads like the learning of a new process:

- **E (EMERGING)** - The student doesn't know how to do this yet.
- **A (APPROACHING)** - The student can do all the easy parts, but I don't know how to do the harder parts yet.
- **P (PROFICIENT)** - The student can independently do everything that was taught, making few mistakes. They can make connections/extensions with other academic areas.

GRADING DESCRIPTORS - 2021-2022



EMERGING



Student demonstrates a few elements of the standard;

Student needs extensive prompting, scaffolding, or support;

Student may need to seek additional supports from the teacher/school.

APPROACHING



Student demonstrates some elements of the standard;

Student may need some prompting, scaffolding, or support but generally connects with the standard;

Errors and/or mistakes impede demonstration of the standard.

PROFICIENT

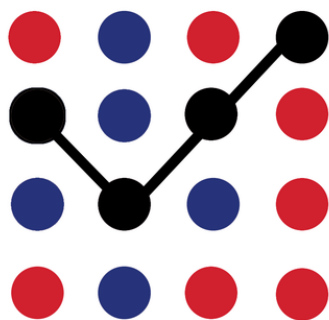


Student demonstrates consistent, deep, and precise understanding of the standard;

Student makes few errors or mistakes do not impede demonstration of meeting the standard.

STANDARD NOT YET MET

STANDARD MET



**ASSESSMENT
& SYSTEM PERFORMANCE**

Contact Us - We're Pleased to Help



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We recognize that you may have questions about your student's performance or the information we collect to ensure growth toward meeting standards. Feel free to reach out for answers.

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