

## *Purpose of the Revised Standards Report*

FUSD's Standards Report allows us to:

- strive for consistency in expectations and grading throughout the grade levels and between schools;
- ensure that Arizona Academic Standards are being taught;
- give parents and students a better understanding of individual student performance—both in terms of standards proficiency and the more traditional grade report for classroom work; and,
- provide a clearer picture of each student's progress toward successfully passing the AIMS test. Obtain more information on AIMS by visiting:  
[www.ade.az.gov/standards/AIMS/](http://www.ade.az.gov/standards/AIMS/) .

## *Reading the Standards Report*

The Arizona Academic Standards are extremely comprehensive. This Standards Report combines or groups standards into broader, more meaningful areas for parents. Checking out the complete standards will give you a picture of the specific performance objectives children are expected to meet within each standard. The numbers that appear in parentheses at the end of each item on the Standards Report refer to the actual Arizona Academic Standards which can be viewed at any school or on the Arizona Department of Education Web site at:  
[www.ade.az.gov/standards/contentstandards.asp](http://www.ade.az.gov/standards/contentstandards.asp)

## *Reporting Periods*

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| 1st | Your child's progress during the first trimester of the school year.                         |
| 2nd | Your child's cumulative progress through the first and second trimesters of the school year. |
| 3rd | Your child's cumulative progress over the course of the entire school year.                  |

## *Understanding the Key*

**Achievement** (E, S, I, N for Grades 1 and 2; A, B, C, D, F for Grades 3-6) refers to your child's daily academic work. This is based on percentages or letter grades on classroom work, homework, quizzes, projects, etc. For third grade, social studies and science achievement is reported as E, S, I, or N rather than letter grades.

**Standards** (3-2-1) refers to your child's progress toward meeting Arizona State Standards for the child's grade level.

**3 = Proficient:** Your child meets the grade-level expectations for a given standard for that reporting period.

**2 = Progressing:** Your child is making progress toward meeting grade-level expectations for a given standard for that reporting period, but is not yet proficient in understanding or using the standard.

**1 = Needs Considerable Support:** Your child is having difficulty understanding the standard and may not meet this expectation by the end of the current school year.

**Note:** Since reporting is done on a trimester basis, your child may be proficient at the end of the first trimester for work taught during that period; however, he or she may score lower as the work becomes more difficult in the second trimester and, again, with the third report for year-end.

**INC = Incomplete:** Student was not present for sufficient assessment to take place.

**X = Items Not Assessed this Term:** Not all standards are taught and assessed each trimester. An "X" will be used for those items not taught in enough detail during the reporting period to conduct an assessment.

## *Understanding the Key*

**AC = Accommodated Instruction:**

Accommodations are changes made in how a student demonstrates learning. Accommodations should not change grade level curriculum expectations. Progress for students requiring accommodations will be indicated by the letters "**AC**" **preceding a numerical or letter rating** (e.g. AC3 = meets grade-level expectations with appropriate accommodations). Special Education students will also receive an individualized progress report each reporting period.

**MO = Modified Instruction:**

Modifications are substantial changes made to the content, instructional level and/or performance criteria a student is expected to learn and to demonstrate. Modifications are made when grade-level curriculum expectations are beyond the level of ability of a student as outlined in the IEP. The letters "**MO**" **without a numerical or letter rating** will be used to indicate modifications. Special Education students will also receive an individualized progress report each reporting period.

**Behaviors that Promote Learning & Effort:**

Work habits, ability to follow directions, participation, organizational skills, ability to work with others, and individual effort, etc., significantly impact learning. Your child's effort is reported in each content area.

**High Frequency Words**

High frequency words (commonly called sight words) are those that appear most often in reading and writing. Students in grades K-3 need to learn these words in order to read and write fluently. The spelling of high frequency words are addressed in grades K-6.

## *Reading*

The five building blocks of reading taught in your child's classroom are outlined below.

- **Phonemic awareness** refers to the ability to recognize individual sounds in a word.
- **Phonics** helps children learn the relationship between written letters and the corresponding sounds in spoken language.
- **Vocabulary** refers to the words we must know to communicate effectively.
- **Comprehension** refers to a student's ability to understand and explain information read.
- **Fluency** is the ability to read material quickly and accurately.

## *Writing*

Your child's writing is evaluated on six primary elements that good writers use to communicate. These include:

**Ideas & Content:**

Writing is clear, focused and compelling, holds reader's attention, and provides details to develop the theme.

**Organization:**

An integral structure guides the reader through the text.

**Voice:**

The speaker's style and individuality show and fit the topic. The writing is individual and uses tone and flavor to enhance meaning.

**Word Choice:**

The writer uses specific and precise words carefully chosen to meet the overall purpose of the piece.

**Sentence**

Sentences are varied and easy to read.

**Fluency:**

**Conventions:**

The writer uses capitalization, punctuation, spelling, grammar and paragraphing.