

# Elementary Report Card Glossary and Acronyms

## Accuracy

Displayed as a percentage (%), this indicates the number of words the student reads correctly. There are four levels of accuracy used by teachers:

- Independent: Passages read with at least 98% accuracy without any support.
- Instructional: Passages read with 95-97% accuracy with the support of an adult, or within the confines of a Guided Reading group. This is the level where instruction occurs and a student will make the most progress. At this level the student can read enough words to give him/her a context within which to solve reading problems, learn new words and understand ideas. Teachers monitor and support as needed. This is the level reported on the elementary report card.
- Marginal: Passages read with 90-94% accuracy with support.
- Frustration: Passages read with below 90% accuracy. At this level, a child is apt to miss too many words to comprehend fully.

## Benchmark

An expected level of performance for a specific grade-level standard.

## Benchmark Assessment

An assessment designed to measure a student's ability to perform at an expected level for a specific grade-level standard.

## Comprehension

Indicated by the student's ability to answer questions, retell or summarize a story or give key points of informational text.

## Formative Assessment

Assessments typically administered before or during the learning process to provide information about what students know and can do. Teachers use insights from this process to design the next steps in instruction. Examples include checklists, observations during reading groups or classwork, running records, etc.

## Mastery

Demonstration of the acquisition of specific skills, knowledge, content, or process. For GCPS, this is defined as demonstrating proficiency on 80% of assessments for this standard/content area.

## PowerSchool

The new student information system that will provide the same record-keeping and reporting features for the Elementary, Middle, and High School level.

## Report Card Standards

The standards contained in the Commonwealth of Virginia's Standards of Learning (SOL) are very specific and the set of standards is very comprehensive. If GCPS included all standards in the SOLs, the report card would be quite lengthy and not user-friendly for parents. Instead, GCPS is using only the primary standards for reporting to parents.

## Rubric

A scoring matrix for performance tasks, projects, or essays that includes specific descriptions of performance of a given task at several different levels of quality. Teachers use rubrics to evaluate student performance on performance tasks. Students are often given the rubric, or may even help develop it, so they know in advance what they are expected to do (from the ASCD—formerly the Association for Supervision and Curriculum Development—Lexicon of Learning).

## Standard

Expectations for student learning and achievement.

## Summative Assessments

Assessments administered after instruction to determine what students have learned.

## Words Correct Per Minute (WCPM)

This indicates the number of words read correctly.

**New for 2011:** The 2011 Grade Level Expectations for WCPM are from the 2010 revision of the English Standards of Learning (SOLS). Based on research in reading, the rates for WCPM indicate the range of student reading rates on a grade-level passage during the spring semester (January through June). For example, a 1<sup>st</sup> grade student should be reading at least 23 words correctly in a minute by January and at least 53 words correctly in a minute by June on a 1<sup>st</sup> grade passage. Each child's rate may vary above or below this range if they are reading above or below grade level. Classroom teachers and Reading Specialists can help answer questions related to WCPM.

Grade Level Expectations for WCPM by Spring Semester					
K	1	2	3	4	5
N/A	23-53	72-89	92-107	112-123	127-139

## Word Study

This is a program for developing a student's understanding of spelling patterns and relationships between words. Word study recognizes that students learn how to spell over time in a fairly predictable sequence. The **DSA** (Developmental Spelling Assessment) is a spelling assessment that is given to help determine where a student functions independently in his/her understanding of spelling patterns. Students are placed in the appropriate word study group depending upon his/her level of spelling. The test is given at the beginning, middle, & end of the year. There are four main stages of word study:

- Pre-Letter Name indicates a student is just beginning to understand the letters and sounds that are the foundation of reading.
- The *Letter-Name* stage focuses on beginning and ending sounds, short vowel sounds and consonant blends (such as *tr*, *sm*, & *bl*) and digraphs (such as *ch*, *sh*, & *wh*) in one syllable words. [Approximately Grades K-1]
- *Within Word* focuses on long vowel and other vowel patterns in one syllable words. [Approximately Grades mid-1-3]
- *Syllables & Affixes*- focuses on multi-syllabic words, endings (such as *-ed*, *-y*), and plurals (*-s* & *-es*). [Approximately Grades 3-6]
- *Derivational Relations*- focuses on prefixes and suffixes and meanings of words (based on root words including Greek and Latin roots). [Approximately Grades 4 - adult]