

Dear Parent/Guardian,

Bloomington Public Schools recently changed how elementary students are assessed on learning and how teachers report student progress. Our goal is to more clearly outline the specific learning goals within the curriculum at each grade level. We revised the elementary progress report (report card) to better communicate information about your child's individual strengths, progress toward mastering end-of-year grade level goals, and areas where additional development and support might be needed. Currently, these changes only apply to the English Language Arts (ELA) portion of the progress report. Other subject areas will be reviewed and updated in the future.

Within the ELA portion of the progress report, levels of proficiency are indicated for each essential standard within 4-6 of the following strands: reading literature, reading informational text, foundational skills, writing, language, and speaking/viewing/listening/media literacy. Standards are statements of what students should know and be able to do by the **end of the year**. Most students will not meet all of the year-end goals in the first semester of the school year.

ENGLISH LANGUAGE ARTS		
	Term	
	S1	S2
<b>READING: LITERATURE</b> ← <b>Strand</b>		
Ask and answer such questions about key details in a text. ← <b>Standard</b>		
Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
Describe characters, settings, and major events in a story, using key details.		
Use illustrations and details in a story to describe its characters, setting, or events.		

Throughout the year, teachers use a variety of assessments to measure student performance against these standards and report proficiency using the following criteria:

**Meets Expectations (3):** The student demonstrates consistent mastery of the grade level standard. The student can apply end-of-grade level knowledge and skills accurately and with independence.

**Developing Skills (2):** The student demonstrates partial mastery of the knowledge and skills expected at grade level. Performance varies in regard to accuracy and level of independence. The student may require support to meet the standard but is progressing toward meeting end-of-year expectations.

**Beginning Skills (1):** The student demonstrates limited knowledge and skills related to grade-level goals. The student requires substantial support and may still be working on prerequisite skills necessary to meet the standard.

In some areas, the highest score you will see reported for a standard is a 3: Meets Expectations. In other cases, a student may demonstrate a deep level of understanding and application of the knowledge and skills expected at grade level as well as mastery of concepts that extend beyond or are more rigorous than the grade-level standard. In this case, a student may receive a score of **Exceeds Expectations (4)**.

If you have questions about your child's scores or progress, please contact his or her teacher. If you have questions about standards-based grading and reporting, please visit the Elementary Curriculum and Instruction webpage at [bloomingtonschools.org/elem-curriculum](http://bloomingtonschools.org/elem-curriculum).

## **Grade K**

### **Reading Literature**

Students who have mastered standards within this area are able to ask and answer questions about important details and events in a story.

### **Foundational Skills**

Students who have mastered these standards know that words are read from left to right, top to bottom, and page by page in English. They understand that words are written using letters and separated by spaces. Students are able to recognize and name all upper- and lowercase letters and tell the sound(s) each letter makes. They can identify and produce words that rhyme, and identify the first, middle, and last sounds in a word. They also have a bank of common words they can identify quickly and automatically. They are beginning to read simple books with short, predictable sentences, easy words, and illustrations that match the print closely.

### **Writing**

Students who have mastered Kindergarten standards in writing can share a personal story by telling about an event in order using simple sentences combined with pictures.

### **Language**

Students who have mastered standards in this area can write letters to represent the sounds they hear in a word and spell simple words.

## Grade 1

### **Reading Literature**

Students who have mastered standards in this area can ask and answer questions about what happens in a story or tell what the story is about. They can identify the main message or lesson of a story and describe a story's characters, setting, and events using information in both the text and pictures.

### **Reading Informational Text**

Students who have mastered standards in this area can ask and answer questions about important details in an informational text. They can identify what the text is mostly about and retell the important ideas. Students are able to figure out the meaning of words or phrases in the text .

### **Foundational Skills**

Students who have mastered these standards can recognize the parts of a sentence, including the first word and ending punctuation. They know and can identify vowel sounds in words and are able to say the first, middle, and last sound in a word. They can blend sounds together to make words and break words apart into individual sounds. Students can figure out words by using their knowledge of spelling patterns and can break longer words into parts in order to read them. They also have a bank of common words they recognize quickly and automatically without having to sound them out. They can read first grade texts accurately, at an appropriate rate, and using expression, and they use strategies to read words correctly and understand what they read.

### **Writing**

Students who have mastered standards in writing can write an informative piece about a topic. They can also write stories that include specific events and details. They use sequence words such as "first," "then," "after that," or "finally" to organize their stories. They can also work with others to do basic research projects about a topic.

### **Language**

Students who have mastered standards in this area use English grammar correctly when writing and speaking. They can print upper- and lowercase letters and use parts of speech like nouns, pronouns, and verbs correctly. They also know and apply basic capitalization, punctuation, and spelling rules.

## Grade 2

### **Reading Literature**

Students who have mastered standards in this area can ask and answer questions about important details in a story. They can retell a story in their own words and identify the central message or lesson of a story. They can also describe how the characters in a story respond to challenges or events and explain what happens at the beginning, middle, and end of a story. Students can use information from both the pictures and the text to show they understand the story.

### **Reading Informational Text**

Students who have mastered standards in this area can ask and answer questions about important details in an informational text. They can figure out what words or phrases in the text mean and use text features like headings, bold print, indexes, and glossaries to find important facts and information. They can identify the author's purpose for writing a text.

### **Foundational Skills**

Students who have mastered these standards know the difference between long and short vowel sounds. They can figure out words using their knowledge of common English spelling patterns and can break longer words into parts in order to read them. They also have a bank of common words they recognize quickly and automatically without having to sound them out. They can read second grade texts accurately, at an appropriate rate, and using expression, and they use strategies to read words correctly and understand what they read.

### **Writing**

Students who have mastered standards in writing can write an informative piece about a topic. Their writing includes an introduction, facts, definitions, and a conclusion. They can also write stories that include specific events and details. They use sequence words such as "first," "then," "after that," or "finally" to organize their stories. Their stories include actions, thoughts, feelings, and a conclusion.

### **Speaking/Viewing/Listening/Media Literacy**

Students who have mastered standards in this area can participate in conversations with classmates and adults. They can take turns, build on what others say, and ask questions during a discussion. They can also follow directions given orally.

### **Language**

Students who have mastered standards in this area use English grammar, including nouns, pronouns, and verbs correctly when writing and speaking. As the year progresses, they also know and apply capitalization, punctuation, and spelling rules. Students know how to figure out what new words mean when reading by paying attention to context clues and word parts such as prefixes and suffixes.

## Grade 3

### Reading Literature

Students who have mastered standards in this area can ask and answer questions about important details in a story. They can refer to details in the text to support their answers. They can retell a story in their own words, identify the central message or lesson of a story, and support their thinking using details from the text. They can also describe the characters in a story. Students can figure out the meanings of words and phrases, including words with figurative meanings. They can use words like chapter, scene, or stanza to talk about parts of a text. They can also tell how their point of view is similar to or different from the narrators' or characters' points of view.

### Reading Informational Text

Students who have mastered standards in this area can ask and answer questions about important details in an informational text. They can refer to details in the text to support their answers. They can figure out the main idea and important details in a text and explain how the details support the main idea. Students can use time, sequence, and cause and effect words to describe how the events, ideas, or concepts in a text are related. They can figure out what words and phrases in a text mean and use text features like captions, graphs, timelines, and tables and search tools like an index to find information about a topic. They can explain how their point of view on the topic in a text is similar to or different from the author's point of view. They can also explain whether the author is using comparison, cause and effect, or sequence words.

### Foundational Skills

Students who have mastered these standards can figure out words by using their knowledge of common English spelling patterns and can break longer words into parts in order to read them. They also have a bank of common words they recognize quickly and automatically without having to sound them out. They can read third grade texts accurately, at an appropriate rate, and using expression, and they use strategies to read words correctly and understand what they read.

### Writing

Students who have mastered standards in writing can write an opinion piece that includes an introduction, a clearly stated opinion, reasons that support their opinion, and a conclusion. They can also write an informative piece about a topic. Their writing includes an introduction, facts, definitions, details, and a conclusion. Students can write organized stories that include a setting, narrator or characters, dialogue and descriptions, sequence words like "first," "next," "then," and "finally," and a conclusion. Their writing matches the purpose for which it was intended.

### Language

Students who have mastered standards in this area use English grammar correctly when writing and speaking. They use parts of speech like nouns, pronouns, adjectives, verbs, adverbs, and conjunctions correctly and can write in complete sentences. They also know and apply capitalization, punctuation, and spelling rules. Students know how to figure out what new words mean when reading by paying attention to context clues and word parts like prefixes and suffixes. They can use dictionaries or glossaries to figure out what a word means.

## Grade 4

### **Reading Literature**

Students who have mastered standards in this area can explain what a text says in their own words and make inferences about ideas implied, but not directly stated. They can figure out the theme of a text and can summarize the text using their own words. They can describe a story's characters, setting, and events. They use details from the text to support their thinking. Students are able to figure out the meanings of words or phrases in the text. They can explain the major differences between poetry, drama, and prose. They can also compare and contrast the points of view from which stories are told.

### **Reading Informational Text**

Students who have mastered standards in this area can explain what a text says in their own words and make inferences about ideas implied, but not directly stated in informational text. They can figure out the main idea and important details in a text and explain how the details support the main idea. They can summarize an informational text in their own words and use details from the text to support their thinking. Students are able to figure out the meanings of words or phrases in the text. They can describe whether a text has a chronological, compare and contrast, cause and effect, or problem and solution structure. They know how to use charts, graphs, diagrams, and timelines to get information.

### **Foundational Skills**

Students who have mastered these standards can read fourth grade texts accurately, at an appropriate rate, and using expression, and they use strategies to read words correctly and understand what they read.

### **Writing**

Students who have mastered standards in writing can write an organized opinion piece that includes an introduction, a clearly stated opinion, reasons based on facts that support their opinion, and a conclusion. They can also write an informative piece about a topic that is organized into paragraphs or sections. Their writing includes an introduction, facts, definitions, details, quotations, examples, and a conclusion. Students can write organized stories that include a setting, narrator or characters, dialogue and descriptions, as well as actions, thoughts, and feelings. They use sequence words to organize the events in their stories. Their writing matches the purpose for which it was intended.

### **Language**

Students who have mastered standards in this area use English grammar correctly when writing and speaking. They use parts of speech like nouns, pronouns, adjectives, verbs, adverbs, and prepositions correctly and can write in complete sentences. They also know and apply capitalization, punctuation, and spelling rules. Students understand figurative language, including similes, metaphors, and idioms. They understand how to use synonyms and antonyms.

## Grade 5

### **Reading Literature**

Students who have mastered standards in this area can explain what a text says in their own words and make inferences about ideas. They can use specific quotes in the text to support their thinking. They can figure out the theme of a text and can summarize the text using their own words. They can compare and contrast characters, settings, and events in a book. Students are able to figure out the meanings of words or phrases in the text, including figurative language. They can describe the overall structure of a story and explain how the narrator's point of view influences the way the story is told.

### **Reading Informational Text**

Students who have mastered standards in this area can explain what a text says in their own words and make inferences about ideas, using quotes from the book to support their thinking. They can figure out the main ideas and important details in a text and explain how the details support the main idea. They can summarize an informational text in their own words and can explain how the ideas in a text are related. Students are able to figure out the meanings of words or phrases in the text. They can compare and contrast the structures of two or more texts.

### **Foundational Skills**

Students who have mastered these standards can read fifth grade texts accurately, at an appropriate rate, and using expression, and they use strategies to read words correctly and understand what they read.

### **Writing**

Students who have mastered standards in writing can write an organized opinion piece that includes an introduction, a clearly stated opinion, reasons based on facts that support their opinion, and a conclusion. They link their reasons clearly to their opinion. They can also write an informative piece about a topic that is organized into paragraphs or sections that include headings and illustrations. Their writing includes an introduction, facts, definitions, details, quotations, examples, and a conclusion. They link and categorize related ideas and use advanced vocabulary to explain the topic. Students can write organized stories that include a setting, narrator or characters, dialogue and descriptions, as well as actions, thoughts, and feelings. They use sequence words to organize the events in their stories. They use a writing process that includes planning, drafting, revising, editing, and rewriting and their writing matches the purpose for which it was intended.

### **Speaking/Viewing/Listening/Media Literacy**

Students who have mastered standards in this area can participate in conversations with classmates and adults. They come to discussions prepared, follow discussion rules, and respond appropriately to the questions and comments of others. They can cooperate and problem-solve to make discussions go smoothly.

### **Language**

Students who have mastered standards in this area use English grammar correctly when writing and speaking. They use parts of speech like conjunctions, prepositions, and interjections correctly and can write in complete sentences. They use verb tenses correctly in their writing. They also know and apply capitalization, punctuation, and spelling rules. Students can use strategies, their knowledge of Greek and Latin roots and affixes, and reference tools like dictionaries, thesauruses, and glossaries to figure out new words. They can interpret figurative language and understand the relationship between synonyms, antonyms, and homographs.