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About Standards-Based Report Cards

Hillside students are assessed three times a year with standards-based grading report cards. Our school year consists of 181 days, divided into trimesters. Academic reporting occurs at the end of each trimester (December, March, and June) and can be accessed through the RealTime Parent Portal.

Standards-based grading is a way to show student progress based on proficiency levels for identified standards. The score for each standard is based on multiple assessments during the trimester to show evidence of student performance. With a 1-4 scale, a score of 1 indicates that students have little understanding of a concept and cannot demonstrate any mastery of it yet. As students learn and progress, they may demonstrate partial mastery and score a 2. Once they meet a target, they score a 3. The 4's are reserved for students who exceed the learning target. *Please note that the criteria for the skill may change and get harder during the year so a student may still achieve the same number but be improving at the same time.*

Frequently asked questions

What if my child receives an N/A?

Because of the vast number of standards, not all standards will be assessed each quarter. If your child has an N/A, it simply indicates that your child did not receive an assessment, or there was not enough data to accurately report progress on that standard for the grading period.

What if my child receives 2's, does this mean he/she is failing?

No. Standards-based report cards are not about failing and passing. The 2's show that a child is working towards proficiency. Even top students can earn a 2, which can be a shock for some families. It's important to know that early scores are not averaged into the final grade—so once your child masters the concept, the final grade shows that.

How will I know if my child is “on target”?

A 3 shows that a student has reached or mastered grade-level expectations on a specific standard. A 3 indicates that a student is achieving at the appropriate level of expectations for that grade at the time of the reporting period. Expectations change as

the year progresses and the target number may be harder to achieve. The standards-based report card measures how well an individual child is doing in relation to the grade-level standards, not the work of other children.

How will my child receive a 4?

Achieving a benchmark of 4 may be the trickiest to understand. A 4 indicates performance that exceeds grade-level expectations taught for a specific standard and that the child has a much deeper understanding of the standard, the ability to apply that knowledge, make connections, and extend learning beyond the targeted goal. If your child earned A's on traditional report cards, the student may have received the score for meeting teacher requirements, not necessarily for exceeding grade-level expectations taught for that standard.

Do the performance descriptors on the report card correlate with letter grades?

No. The performance descriptors are used to indicate a student's progress in meeting academic learning standards. The marks on a standards-based report card are different from traditional letter grades. Letter grades are often calculated by combining how well the student met the teacher's expectations, performance on assignments and tests, and how much effort the teacher believes the student put in. Letter grades do not tell parents which skills their children have mastered or whether they are working at grade level.