**Samples of How to Create Reporting Standards**

There are a number of ways to create Reporting Standards. You can use the ***Big Ideas***, the ***Curricular Competency and Content*** *headings*, combining *clusters* of the **Curricular Competencies and Content**, or using ***Priority Standards*** and their identified ***Supporting Standards.*** For more information and ways to create **Reporting Standards** see page 116 of the Apple Book.

*Figure 1. Curricular Competency and Content Clusters*

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| **Ownership** | **Curricular Competency** | **Content** | **Combined** | **Reporting Standard in Parent Friendly Language** |
| ***PHE-K*** | * Talk about my feelings * Participate safely in daily physical activities | * To help self-regulate my emotions * To build movement skills such as running, jumping, balancing, lifting, etc. | * Talk about my feelings to help self-regulate my emotions * Participates safely in daily physical activities to build movement skills | …..is able to talk about their feelings to express themselves  …is able to participate safely in physical activities to build skills, such as running and balancing |
| **ELA-4** | Recognize how literary elements, techniques, and devices enhance meaning in text | * Text features * Literary elements * Literary devices | Recognize how literary elements, techniques, devices, and text features enhance meaning in text | ….recognizes how features in literacy such as character, setting, and language, can enhance the meaning of written work |

*Figure 2. Big Ideas*

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| **Ownership** | **Big Ideas** | **Reporting Standard in Parent Friendly Language** |
| ***Math-K*** | Numbers represent quantities that can be decomposed into smaller parts. | ….. demonstrates their understanding of numbers by changing a whole number into smaller groups. Example: six can be broken up into two groups of three. |
| **Math-K** | One-to-one correspondence and a sense of 5 and 10 are essential for fluency  with numbers. | ….is able to count objects up to 10.  ….understands different ways to use the numbers 5 and 10 to count. Example: a group or six and a group of four make 10. |

*Figure 3. Curricular Competency and Content Headings*

*When combining headings, you will need to use the same Curricular Competency heading a number of times with different Content headings, based on how you taught the Learning Standards.*

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| **Ownership** | **Curricular Competency** | **Content** | **Reporting Standard in Parent Friendly Language** |
| ***ELA-3*** | Comprehend and connect (reading, listening, viewing) | * Story/text * Strategies and processes | ….is able to read, listen, and view a variety of stories in order to understand and connect to them.  ….uses a variety of reading, thinking, and speaking tools, such as retelling and questioning, to understand and make connects when reading, listening, and viewing a variety of text. |
| ***ELA-3*** | Create and communicate  (writing, speaking, representing) | * Language features, structures, and conventions * Strategies and processes | ….is able to show their understanding of spoken and written word, such as a complete sentence, through writing, speaking, and representing (drawing, video, etc.).  ….uses a variety of writing, thinking, and speaking tools, such as editing and reflecting, to write, speak, and demonstrate their ideas. |

*Figure 4. Priority Standards*

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| **Ownership** | **Priority Standard** | **Supporting Standards** | **Content** | **Priority Standard + content in Parent Friendly Language** |
| **Example -**  **Math-2** | Students will be able to use reasoning and analyzing | * Use reasoning to explore and make connections * Estimate reasonably * Develop mental math strategies and abilities to make sense of quantities * Use technology to explore mathematics * Model mathematics in contextualized experiences | Number concepts to 100 | …uses thinking and estimating strategies when working with numbers from 1 to 100. |
| **ELA-6** | Students will be able to construct personal connections and meaning when comprehending and connecting to oral, written, visual, and digit texts. | * Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts * Recognize how language constructs personal, social, and cultural identity * Construct meaningful personal connections between self, text, and world * Respond to text in personal, creative, and critical ways | * reading strategies * literary elements | ….makes personal connections and understanding to written and digit text when using a variety of reading strategies.  ….makes personal connections and understanding when looking at character, setting, structure in oral, written, visual, and digital text. |