
MEMORANDUM

TO: Board of Education

FROM: Kim Paulus, Director of Curriculum EC-5

DATE: May 13, 2026

SUBJECT: 2026-27 Elementary Report Card Adjustments

Elementary Report Cards

Background and Strategic Review

In the 2025–26 school year, the district initiated the transition of elementary report cards to a trimester schedule and a standards-aligned reporting framework. The current hybrid model includes standards-based reporting in grades K–2 and both letter grades and standards-based indicators in grades 3–5. Following a full year of implementation and extensive staff feedback, the district refined these practices to better align with the strategic priority of accurately communicating student learning and mastery of grade-level standards.

Expansion of Standards-Based Reporting (Grades 3-5)

Beginning in the 2026–27 school year, the district will transition grades 3–5 to a standards-based reporting model. This model supports the district’s Strategic Plan by promoting consistent and equitable grading practices while providing a more precise representation of student progress toward identified learning standards.

Rather than relying primarily on cumulative averages, standards-based reporting communicates student performance on specific learning targets and essential skills. This approach strengthens instructional responsiveness and allows educators to more effectively identify areas requiring intervention, enrichment, or additional support.

The transition also establishes consistent reporting practices across all elementary grade levels (K–5) and is supported by the following rationale:

- **Consistency:** Creates a unified K–5 reporting structure and common academic language for students, staff, and families.
- **Precision:** Provides more detailed information regarding student performance on individual standards and learning targets, allowing for targeted instructional support.
- **Growth Focus:** Emphasizes progress toward mastery of essential standards rather than the accumulation of points or averaging of performance over time.

At this time, there are no plans to expand standards-based reporting practices to grades 6–12.