

Elementary Report Card: Designating the Instructional Level

Many schools have reached out with questions regarding the criteria for using the “Receives Essential Curriculum with Intervention” descriptor and the “Receives Essential Curriculum with Extension” on the elementary student report card for language arts and math. It is evident that schools are applying different criteria when making that determination.

Central Office Guidance for Marking “Receives Essential Curriculum with Intervention”

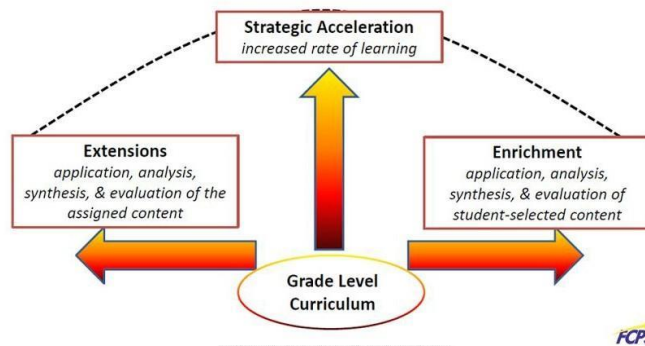
- Language Arts:- If the student is participating in a research validated intervention or individualized intervention plan and tagged in eSchool as receiving that program at any time during the term, then he or she should be designated as “Receives Essential Curriculum with Intervention” on the report card for that term.
- Math:- If the student is participating in a research validated intervention or individualized intervention plan and tagged in eSchool as receiving that program at any time during the term, then he or she should be designated as “Receives Essential Curriculum with Intervention” on the report card for that term.
- If the intervention spans multiple terms, the designation of “Receives Essential Curriculum with Intervention” should be used for each term in which the student participated in the intervention.
- The designation of “Receives Essential Curriculum with Intervention” should only be utilized with students that are enrolled in an research validated intervention or individualized intervention plan.

Possible Scenarios:

- Scenario A: The student participated in an intervention program during Term 3, and participation was reflected in eSchool. In this case, the student should be designated in Term 3 as “Receives Essential Curriculum with Intervention.”
- Scenario B: The student participated in an intervention program during part of Term 1 and part of Term 2, and participation was reflected in eSchool. In this case, the student should be designated as “Receives Essential Curriculum with Intervention” on both the Term 1 and Term 2 report cards.
- Scenario C: The student is identified to begin an intervention during Term 3 but did not receive an intervention in Term 2. In this case, “Receives Essential Curriculum” would be designated on the Term 2 report card. “Receives Essential Curriculum with Intervention” would be designated on the Term 3 report card.
- Scenario D: The student received additional support beyond the hours of the regular school day. This support was not reflected in eSchool as an intervention program. In this case, the student should be designated as “Receives Essential Curriculum” on the report card.
- Scenario E: The student received support during the school day in the form of targeted instruction. This type of support is not considered an intervention program and is not recorded in eSchool. In this case, the student should be designated as “Receives Essential Curriculum” on the report card.

Central Office Guidance for Marking “Receives Essential Curriculum with Extension”

Balanced Instructional Design for Advanced Academics



- Language Arts - If the student consistently accesses extension, enrichment, and/or strategic acceleration in language arts, then he or she should be designated as “Receives Essential Curriculum with Extension” on the report card for that term.
- Math - If the student consistently accesses extension, enrichment, and/or strategic acceleration in mathematics, then he or she should be designated as “Receives Essential Curriculum with Extension” on the report card for that term.

Possible Scenarios:

- Scenario A: The student is an academic outlier in mathematics or language arts and has a Highly Able Action Plan as a result. The student is engaged in a variety of learning activities beyond those of the regular program which are documented in the plan. In this case, the student should be designated as “Receives Essential Curriculum with Extension.”
- Scenario B: The student is an academic outlier in language arts or mathematics but does not need a Highly Able Action Plan because there is a group of comparable students in his/her grade who are grouped together for instruction that consistently provides extension, enrichment, and/or strategic acceleration. In this case, the student should be designated as “Receives Essential Curriculum with Extension.”
- Scenario C: The student is enrolled in the Elementary Magnet Program. The student engages in extension, enrichment, and/or strategic acceleration in mathematics and language arts through participation in the Elementary Magnet Program. In this case, the student should be designated as “Receives Essential Curriculum with Extension.”

Central Office Guidance for Marking “Receives Alternative Curriculum Based on Individualized Education Plan (IEP)”

- This curriculum designation **should only be utilized with** special education students who have been identified as a non-diploma bound student.