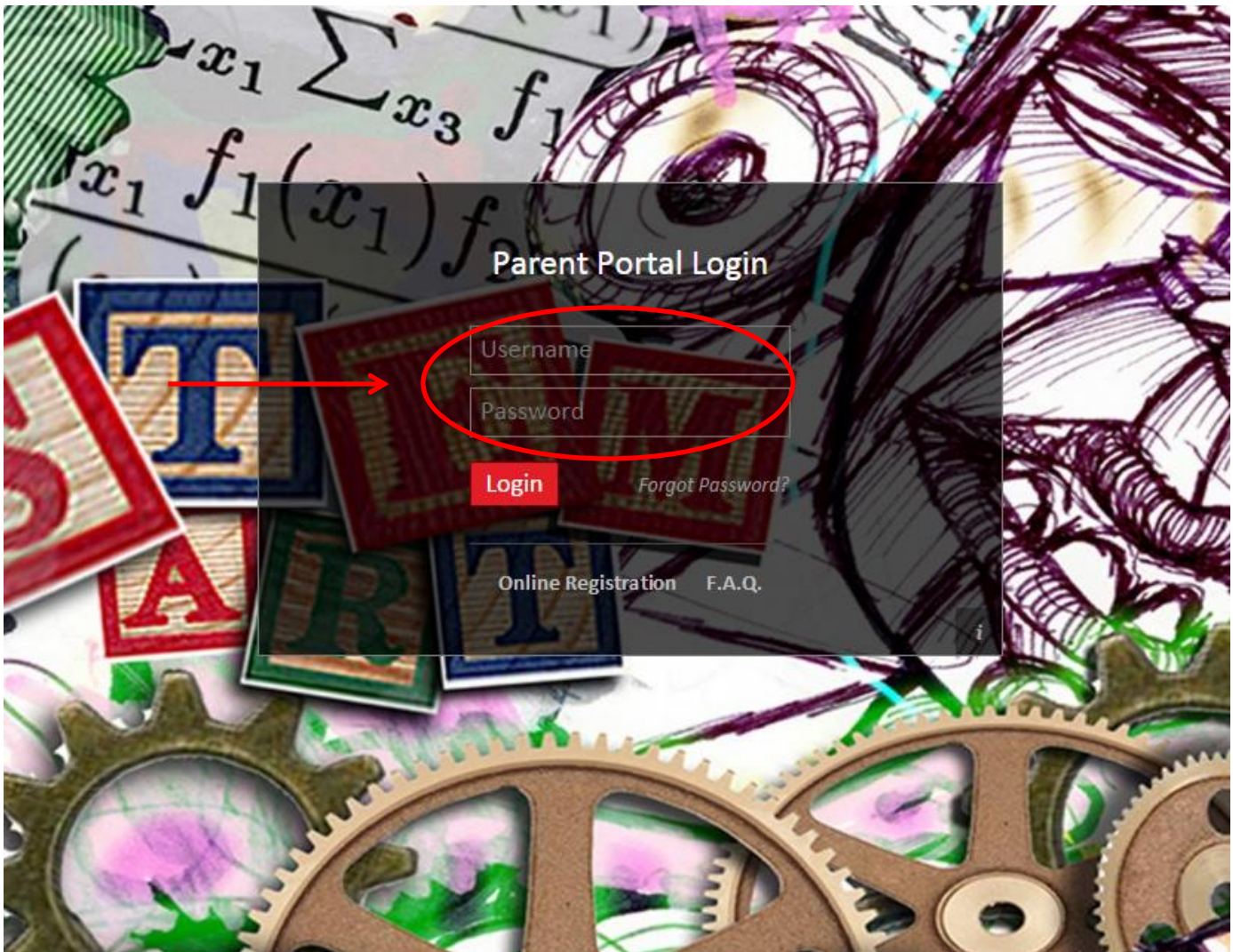


## MOUNT PLEASANT CENTRAL SCHOOL DISTRICT How to View SBRCs in the Parent Portal

### STEP 1

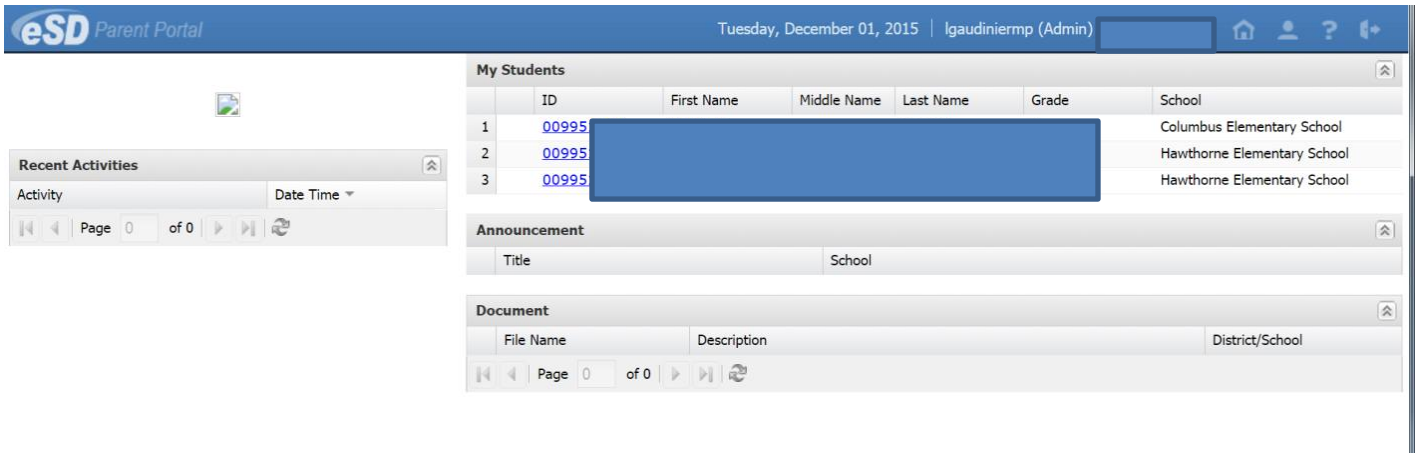
Visit <https://esdparentportal.lhric.org> and log in using your Username and Password.



If you have forgotten your password, use the "Forgot Password?" link on this page.

## STEP 2

Once you have successfully logged in, you will arrive at the Welcome page. It will look like this. (Identifying information has been removed to protect the example family's privacy.)



**My Students**

| ID | First Name | Middle Name | Last Name | Grade | School                      |
|----|------------|-------------|-----------|-------|-----------------------------|
| 1  | 00995      |             |           |       | Columbus Elementary School  |
| 2  | 00995      |             |           |       | Hawthorne Elementary School |
| 3  | 00995      |             |           |       | Hawthorne Elementary School |

**Announcement**

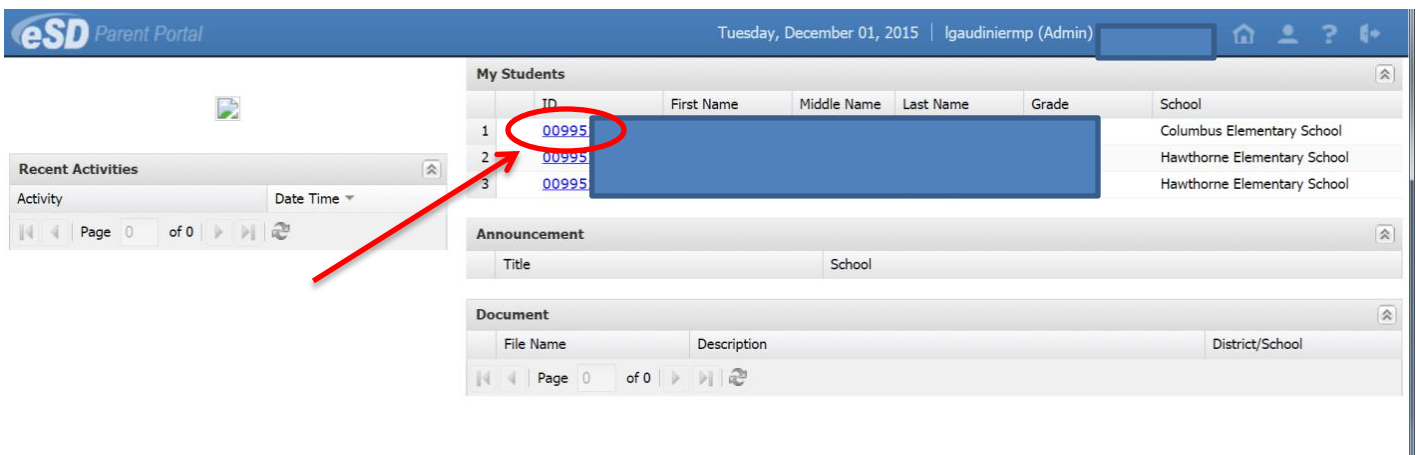
| Title | School |
|-------|--------|
|-------|--------|

**Document**

| File Name | Description | District/School |
|-----------|-------------|-----------------|
|-----------|-------------|-----------------|

## STEP 3

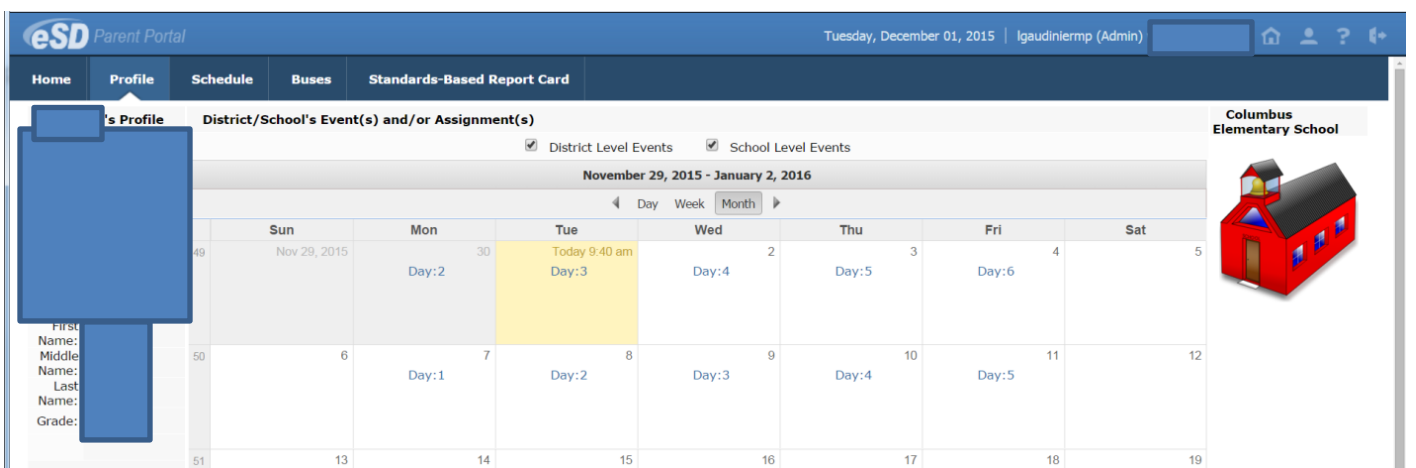
Click the ID Number of the student for whom you want to see the report card.



**My Students**

| ID | First Name | Middle Name | Last Name | Grade | School                      |
|----|------------|-------------|-----------|-------|-----------------------------|
| 1  | 00995      |             |           |       | Columbus Elementary School  |
| 2  | 00995      |             |           |       | Hawthorne Elementary School |
| 3  | 00995      |             |           |       | Hawthorne Elementary School |

Your screen will look like this:



**Standards-Based Report Card**

District/School's Event(s) and/or Assignment(s)

District Level Events  School Level Events

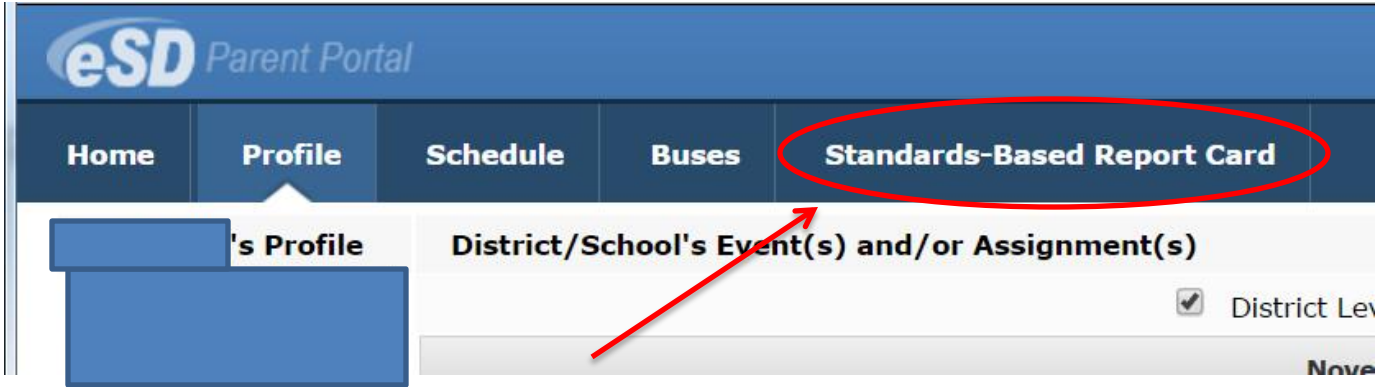
November 29, 2015 - January 2, 2016

| Sun                | Mon         | Tue                    | Wed        | Thu         | Fri         | Sat |
|--------------------|-------------|------------------------|------------|-------------|-------------|-----|
| 49<br>Nov 29, 2015 | 30<br>Day:2 | Today 9:40 am<br>Day:3 | 2<br>Day:4 | 3<br>Day:5  | 4<br>Day:6  | 5   |
| 50<br>6            | 7<br>Day:1  | 8<br>Day:2             | 9<br>Day:3 | 10<br>Day:4 | 11<br>Day:5 | 12  |
| 51<br>13           | 14          | 15                     | 16         | 17          | 18          | 19  |


Columbus Elementary School

**STEP 4**

Click the “Standards-Based Report Card” Menu on the top left of your screen.



You will then see your child’s report card. It will look like this:

|   |       |   |   |   |       |       |       |
|---|-------|---|---|---|-------|-------|-------|
| <b>Columbus Elementary School</b><br>School Year: 2015 - 2016<br>Student: [Redacted]<br>Grade: 5  |       |  | <b>Attendance/Marking Period</b><br>Days Absent: 1 0 0 1<br>Days Tardy: 0 0 0 0 |   |       |       |       |
| <b>Performance Indicators for NYS and District Grade-Level Standards</b>  |       |   |   |   |       |       |       |
| E = Exceeding (The student’s understanding and application of learning/behavior is beyond what is expected for the grade-level standard)          |       |   |   |   |       |       |       |
| M = Meeting (The student consistently demonstrates understanding and application of learning/behavior at the grade-level standard)                |       |   |   |   |       |       |       |
| A = Approaching (The student demonstrates partial understanding and application of learning/behavior at the grade-level standard)                 |       |   |   |   |       |       |       |
| N = Not Yet Approaching (The student demonstrates limited understanding and application of learning/behavior at the grade-level standard)         |       |   |   |   |       |       |       |
| * = Not Assessed at this Time (The standard has not been assessed during this trimester)  |       |   |   |   |       |       |       |
| <b>Behaviors that Promote Learning (Bates/Galbo)</b>  | Tri 1 | Tri 2   | Tri 3   | <b>English Language Arts (Bates)</b>  | Tri 1 | Tri 2 | Tri 3 |
| -Respects the rights, feelings, and property of others  | --    | --  | --  | <b>Foundational Skills</b>  |       |       |       |
| -Accepts responsibility for actions   | --    | --  | --  | -Draws inferences by referring to details and examples from the text  | --    | --    | --    |
| -Exercises self-control   | --    | --  | --  | -Compares and contrasts two or more characters, settings, themes, or events drawing on specific details from the text | --    | --    | --    |
| -Organizes self and materials   | --    | --  | --  | -Describes how a narrator’s or speaker’s point of view influences how events are described                            | --    | --    | --    |
| -Follows directions   | --    | --  | --  | -Determines a theme or central idea referring to details and examples from the text                                   | --    | --    | --    |
| -Uses time efficiently to complete tasks  | --    | --  | --  | -Knows and applies grade-level phonics in decoding words  | --    | --    | --    |
| -Completes class work accurately and independently  | --    | --  | --  | -Reads with sufficient accuracy and fluency to support comprehension  | --    | --    | --    |
| -Works cooperatively  | --    | --  | --  | -Independently reads texts with purpose and understanding   | --    | --    | --    |
| -Manages transitions  | --    | --  | --  | <b>Reading Informational Text</b>   |       |       |       |
| -Completes homework   | --    | --  | --  | -Determines one or more main ideas of a text supported with key details; summarize the text                           | --    | --    | --    |
| <b>Mathematics (Rutledge)</b>   | Tri 1 | Tri 2   | Tri 3   | -Explains the relationships between individuals, events, ideas, or concepts in texts                                  | --    | --    | --    |
| <b>Mathematical Practices</b>   |       |   |   | -Determines and then compares and contrasts the overall structure of a text   | --    | --    | --    |
| -Interprets a multi-step problem and perseveres until the problem is solved   | --    | --  | --  | -Uses information from several texts in order to write or speak about a topic   | --    | --    | --    |
| -Uses mental math and estimation to check that answers are reasonable   | --    | --  | --  | <b>Responding to Reading</b>  |       |       |       |
| -Communicates and explains mathematical thinking and conclusions to others  | --    | --  | --  | -Responds to reading by interpreting, making connections, and developing ideas in the text                            | --    | --    | --    |
| <b>Operations and Algebraic Thinking</b>  |       |   |   | <b>Writing</b>  |       |       |       |
| -Writes and interprets numerical expressions  | --    | --  | --  | -Summarizes and paraphrases information   | --    | --    | --    |
| <b>Number and Operations in Base 10</b>   |       |   |   | -Structures writing within and across paragraphs to convey ideas and information                                      | --    | --    | --    |
| -Understands the relationships between base ten units and extends those relationships from whole numbers to decimal numbers                       | --    | --  | --  | -Provides logically ordered reasons that are supported and elaborated with facts and details (evidence)               | --    | --    | --    |
| -Adds and subtracts multi-digit whole number and decimal fractions using standard algorithm with accuracy and efficiency                          | --    | --  | --  | -Uses a variety of techniques to introduce a topic  | --    | --    | --    |
| -Uses multiple strategies including the standard algorithm to multiply multi-digit whole numbers and decimal numbers with accuracy and efficiency | --    | --  | --  |   |       |       |       |

**NOTE:** Standards Based Report Cards in our system are meant to be viewed on the Parent Portal. This report is not printer-friendly.