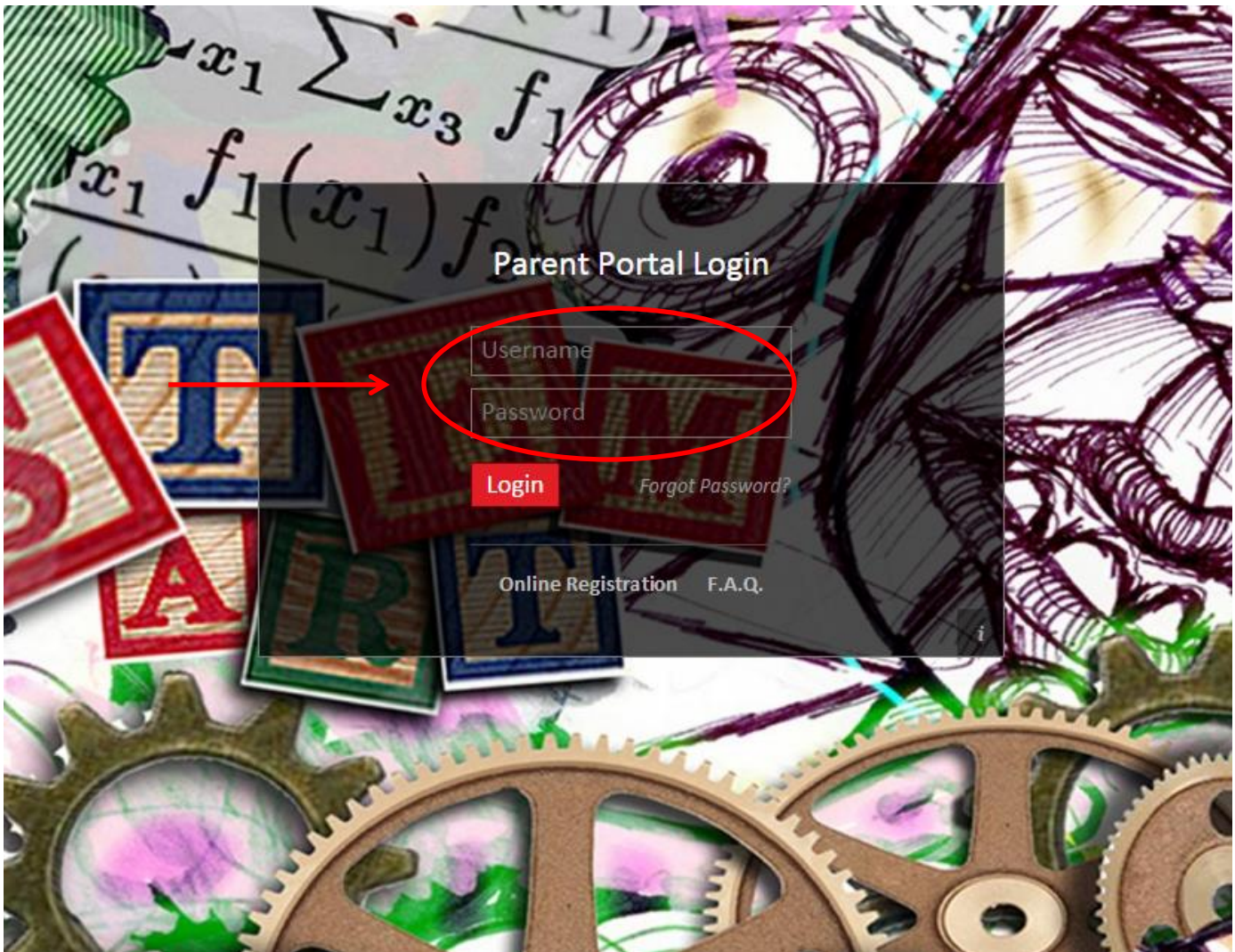


MOUNT PLEASANT CENTRAL SCHOOL DISTRICT How to View SBRCs in the Parent Portal

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

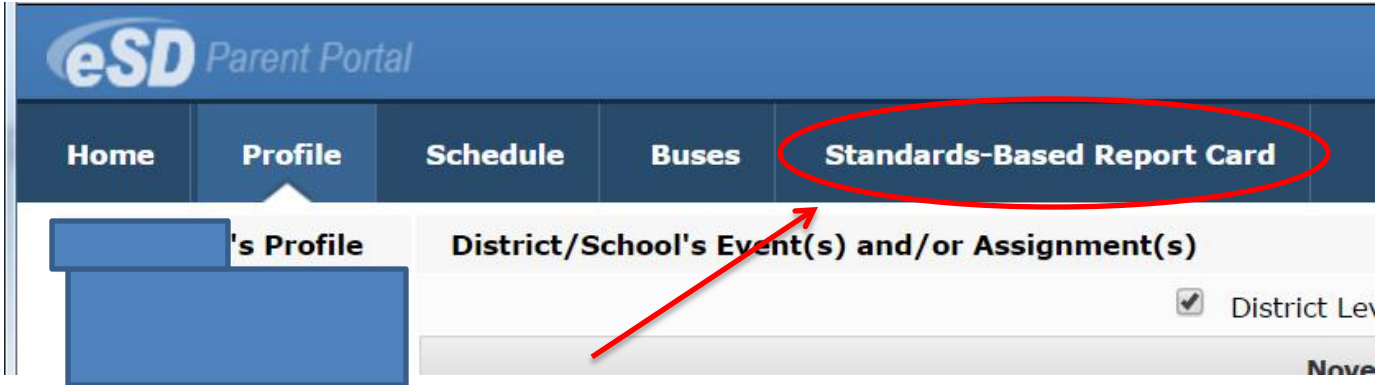
District/School's Event(s) and/or Assignment(s)

November 29, 2015 - January 2, 2016


Sun	Mon	Tue	Wed	Thu	Fri	Sat
Nov 29, 2015	Day:2	Today 9:40 am Day:3	Day:4	Day:5	Day:6	
	Day:1	Day:2	Day:3	Day:4	Day:5	

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:

Columbus Elementary School School Year: 2015 - 2016 Student: [Redacted] Grade: 5				Attendance/Marking Period Days Absent: 1 0 0 1 Days Tardy: 0 0 0 0	
Performance Indicators for NYS and District Grade-Level Standards					
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)					
Behaviors that Promote Learning (Bates/Galbo)			Tri 1	Tri 2	Tri 3
-Respects the rights, feelings, and property of others			--	--	--
-Accepts responsibility for actions			--	--	--
-Exercises self-control			--	--	--
-Organizes self and materials			--	--	--
-Follows directions			--	--	--
-Uses time efficiently to complete tasks			--	--	--
-Completes class work accurately and independently			--	--	--
-Works cooperatively			--	--	--
-Manages transitions			--	--	--
-Completes homework			--	--	--
Mathematics (Rutledge)			Tri 1	Tri 2	Tri 3
Mathematical Practices					
-Interprets a multi-step problem and perseveres until the problem is solved			--	--	--
-Uses mental math and estimation to check that answers are reasonable			--	--	--
-Communicates and explains mathematical thinking and conclusions to others			--	--	--
Operations and Algebraic Thinking					
-Writes and interprets numerical expressions			--	--	--
Number and Operations in Base 10					
-Understands the relationships between base ten units and extends those relationships from whole numbers to decimal numbers			--	--	--
-Adds and subtracts multi-digit whole number and decimal fractions using standard algorithm with accuracy and efficiency			--	--	--
-Uses multiple strategies including the standard algorithm to multiply multi-digit whole numbers and decimal numbers with accuracy and efficiency			--	--	--
English Language Arts (Bates)			Tri 1	Tri 2	Tri 3
Foundational Skills					
-Draws inferences by referring to details and examples from the text			--	--	--
-Compares and contrasts two or more characters, settings, themes, or events drawing on specific details from the text			--	--	--
-Describes how a narrator’s or speaker’s point of view influences how events are described			--	--	--
-Determines a theme or central idea referring to details and examples from the text			--	--	--
-Knows and applies grade-level phonics in decoding words			--	--	--
-Reads with sufficient accuracy and fluency to support comprehension			--	--	--
-Independently reads texts with purpose and understanding			--	--	--
Reading Informational Text					
-Determines one or more main ideas of a text supported with key details; summarize the text			--	--	--
-Explains the relationships between individuals, events, ideas, or concepts in texts			--	--	--
-Determines and then compares and contrasts the overall structure of a text			--	--	--
-Uses information from several texts in order to write or speak about a topic			--	--	--
Responding to Reading					
-Responds to reading by interpreting, making connections, and developing ideas in the text			--	--	--
Writing					
-Summarizes and paraphrases information			--	--	--
-Structures writing within and across paragraphs to convey ideas and information			--	--	--
-Provides logically ordered reasons that are supported and elaborated with facts and details (evidence)			--	--	--
-Uses a variety of techniques to introduce a topic			--	--	--

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