



**Launching
the
Common
Core Report
Cards
K-6**

Recommendations from the Report Card Committee



Presented to the Board of Trustees
May 5, 2014

Role of the Committee

- Represent their grade level/school
- Take information back to school site and gather input from other teachers
- Share results of teacher input at Committee meetings
- Make recommendations to the Board of Trustees



Committee Members

- El Portal – Carolyn Kane, Becky Smith, Kim Likert
- Jordan – Allison Fonti, Debbie Opfer, Susie Perez, Cheree Montgomery
- Macy – Debbie Needham, Julie Roth, Tara Ryan
- Meadow Green – Stefanie Miller, Liz Kaneshiro
- Olita – Margaret Palmer, Deborah Coleman, Dawn Goodwin, Krista VanHoogmoed
- District Office – Tiffany Rudek, Dr. Patricia Howell

Topics of Discussion

- Quarter vs. Trimester Grading Periods
- Progress Reports and Parent Conference Dates
- Design of Report Cards
 - Similarities and Differences by Grade Levels
- Drop-down Menu Items



Quarters vs. Trimesters

Quarters

Trimesters

Pros	Cons	Pros	Cons
<ul style="list-style-type: none"> •More feedback for parents •Familiar process •No risk – same as current practice •Less content covered 	<ul style="list-style-type: none"> •More report cards and progress reports •1st Quarter comes up quickly •Hard to assess at progress report time •Less content to grade •Spend more time assessing rather than on instruction •Parent conference timing is too late for 1st Quarter •Higher printing cost 	<ul style="list-style-type: none"> •Can schedule parent conferences at Progress Report time •More learning time to show proficiency •More time for students to acclimate prior to testing •More intervention time prior to grading •More instructional time •Less testing time •More time to observe student growth •More time to teach CCSS in depth •Lower printing cost •Fits better with SBAC interim testing 	<ul style="list-style-type: none"> •Need to revise current Pacing Guides, Report Cards, and Retention Policy •Parents may want more notices of student progress



Recommendation

**Unanimous
Recommendation
to Implement
Trimester Grading
Periods Beginning
in 2014/15**

Progress Reports and Parent Conference Dates

- All agreed that a common Progress Report from Illuminate should be used throughout the District
- Discussion as when it would be best to schedule Progress Reports and Parent Conferences during each trimester. Committee Members to poll the teachers at their respective school site. Results to be shared at the next Committee meeting.

Progress Reports and Parent Conference Dates



- Options for consideration:
 - Option #1 – Parent Conferences with at-risk students ONLY during week 7 and hold Parent Conferences with ALL parents at the end of the 1st Trimester.
 - Option #2 – Parent Conferences with ALL parents during week 7 and hold Parent Conferences with ONLY at-risk parents at the end of the 1st Trimester



Recommendation

Overwhelming Choice: Option #1

(Parent Conferences
for at-risk students
week 7 and ALL
students at the end
of the 1st Trimester)

Implementing Option #1

- **1st Trimester:**
 - September 19, 2014 – Progress Report Date
 - September 22 and 29, 2014 – Parent Conference Mondays, At-risk Students Only (protected Mondays)
 - October 31, 2014 – End of 1st Trimester
 - November 3 and 17, 2014 – Parent Conference Monday (protected Monday)
 - November 7 and November 12-14, 2014 – Parent Conference Days (Minimum Days)

Implementing Option #1 (continued)

- **2nd Trimester**

- December 19, 2014 – Progress Report Date
- February 13, 2015 – End of 2nd Trimester
- February 19 and 20, 2015 – Parent Conference Days, At-risk Students Only (minimum Days)
- February 23, 2015 – Parent Conference Monday, At-risk Students Only (protected Monday)

- **3rd Trimester**

- April 10, 2015 – Progress Report Date
- May 29, 2015 – Last Day of School

Design of Report Cards



- Common explanation of marks
- Common definition of Progress Indicators on all report cards
- Vertical, not landscape, design
- Kindergarten – 3 grade report cards will include details under each Strand
- Grades 4 – 6 will list the Strands
- All teachers will be required to use the Progress Report and Report Card in *Illuminate*

Design of Report Cards (continued)

- Effort grading only for ELD Standards
- Effort grading only for Physical Education
- Letter grading for Science and Social Studies
- Try to limit all report cards to no more than two pages, including teacher comment sections
- Include “Habits of Success” section for effort grading only
- Attendance Key to be included
- Parent Notification Section to be added
- Indication of “Next Year’s Placement”

Explanation of Marks

Common Core Standards

- **4** = Excels/extends within the standard
- **3** = Consistent achievement within the standard
- **2** = Below level but working toward mastery of standard
- **1** = Below level and not making expected progress toward standard

Effort

- **O** = Outstanding
- **G** = Good
- **S** = Satisfactory
- **N** = Needs Improvement
- **U** = Unsatisfactory



Definition of Progress Indicators

Progress indicators reflect your child's achievement of the skills, strategies, and concepts taught during each grading period. Third trimester marks show the student's overall mastery of the grade level standard.



Kindergarten Example

	Trimester	1	2	3
Reading Standards : Foundational Skills				
Understands concepts of print (left to right, spacing, top to bottom, and book elements)				
Names upper and lower case letters (T1-18, T2-26)				
Identifies letter sounds - <i>consonant and short vowel</i> (T1-15, T2-26)				
Identifies long vowel sounds				
Recognizes (T2) and produces (T3) rhyming words				
Counts Syllables				
Blends and segments sounds				
Decodes simple consonant-vowel-consonant (CVC) words				
Reads sight words (T1 -20, T2 – 40, T3 - 60)				
Reads emergent-reader texts with purpose and understanding				

Grades 1-3 Example

English/Language Arts (2nd grade)

	Trimester	1	2	3
Literature: Key Ideas and Details				
<ul style="list-style-type: none"> • Asks and answers questions (<i>who, what, where, when, why, and how</i>) to demonstrate an understanding of key details in a text. • Recounts stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Describes how characters in a story respond to major events and challenges. 				
Literature: Craft and Structure				
<ul style="list-style-type: none"> • Describes how words and phrases supply rhythm and meaning in a story, poem, or song. • Describes the overall structure of a story. • Identify the differences in the points of view of characters. 				

Grades 4 – 6 Example

English/Language Arts				
	Trimester	1	2	3
Literature				
Key Ideas and Details (story, drama, or poem, cite text, summary)				
Craft and Structure (vocabulary, text elements, compare/contrast, interpret text)				
Integration of Knowledge and Ideas (connect and compare texts)				
Informational Text				
Key Ideas and Details (infer main idea/detail, summarize, cite text)				
Craft and Structure (vocabulary, text structure, compare/contrast, interpret text)				
Integration of Knowledge and Ideas (connect, explain, and compare texts)				

ELD Standards

Effort Grade Only Trimester	1	2	3
English Language Development (English Learners Only)			
Listening and Speaking			
Reading			
Writing			



Science, Social Studies, and Physical Education

	Trimester	1	2	3
Science (letter grade only)				
Social Studies (letter grade only)				
Physical Education (effort grade only)				



Other Sections

Attendance Key

Excused Absence – Illness, Doctor’s appointment, funeral

Unexcused Absence – Family vacation, overslept, non-school related activities

Late Arrival – Any time after the official beginning of the school day

Left Early – Any time prior to the official end of the school day

Attendance for Each Trimester	1	2	3
Days Enrolled			
Excused Absence			
Unexcused Absence			
Late Arrival			
Left Early			
Parent Notification	1	2	3
At risk of retention			
Parent conference needed			
Next Year’s Placement:			

Drop-down Comments

- Comments will vary by grade level
- Kindergarten report card will not include drop-down comments
- Examples (positive and needs improvement):
 - Makes good choices
 - Needs to make good choices
 - Works to potential
 - Needs to work to potential
 - Pays attention during instruction
 - Excessive talking/distracts others from learning



Habits of Success

Effort Grading Only – Habits of Success				
	Trimester	1	2	3
Works independently				
Works, shares, plays with others respectfully and cooperatively				
Exercises self-control and follows school rules and directions				
Organizes self and materials				
Actively participates in learning				
Completes homework				
Uses technology ethically and effectively				



Recommendation

**Approve Design
of Report Cards
and Drop-Down
Menu Items**

In Closing

- All teachers and principals had the opportunity for input into the recommendations
- All grade level teachers worked together on this project and are to be congratulated for all their efforts
- The Superintendent suggests approval of all of the recommendations from the Report Card Committee





Board Member Questions