



# ANNVILLE-CLEONA SCHOOL DISTRICT

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*Collaborating Today for a Successful Tomorrow*

# Report Card Revision Process

*Presentation for K-2 parents*

*October 2018*

# Committee Work

- Reviewed research
- Looked at samples of standards based report cards from other districts
- Developed a reporting system that addresses the most significant standards
- Began development of marking period rubrics to determine if students' met the standard

# The Purpose of Grading

- The purpose of this report card is to communicate with families and students about the achievement of specific learning standards. It is intended to inform parents/families about learning successes and to guide improvements when needed.

# Standards Based Classrooms

- Focus on three critical questions
  - What are the expectations of the standards?
  - How will the teachers know the student has met those expectations?
  - How will the teacher remediate or accelerate a student's learning to meet his/her needs?

# Process to Build the Report Card

1. Examined standards based report cards from other districts
2. Came to a consensus on a basic format of the report card
3. Identified the proficiency categories
4. Identified key standards for each reporting area

# Academic Achievement Levels

- **Adv**
  - Exceeds the grade level standards
- **P**
  - Proficiency at the grade level standards
- **B**
  - Steady progress toward the grade level standard
- **BB**
  - Limited Progress toward the grade level standard

# Characteristics of Responsible Learners

## Work and/or Study Habits

- **Adv**
  - Consistently displays appropriate learner skill and behavior without reminders
- **P**
  - Frequently displays appropriate learner skill and behavior without reminders
- **B**
  - Occasionally displays appropriate learner skill and behavior without reminders
- **BB**
  - Rarely displays appropriate learner skill and behavior without reminders

Responsible Learner Rubric								
	Q1	Q2	Q3	Q4	ADV	P	B	BB
Cooperation	Adv				Consistently participates, cooperates with others	Frequently participates, cooperates with others	Occasionally participates, cooperates with others	Rarely participates, cooperates with others
Rules and Responsibility	P				Consistently follows rules and accepts responsibility for actions	Frequently follows rules and accepts responsibility for actions	Occasionally follows rules and accepts responsibility for actions	Rarely follows rules and accepts responsibility for actions
Follows Directions	Adv				Consistently follows directions without reminders	Frequently follows directions with few reminders	Occasionally follows directions after multiple reminders	Rarely follows directions
Uses Time Wisely/Works Independently	P				Consistently completes required work in the time given	Frequently completes required work in the time given with few reminders	Occasionally completes required work in the time given after multiple reminders	Rarely completes required work in the time given
Attentiveness	P				Consistently shows age appropriate attention span	Frequently shows age appropriate attention span and stays on task with few reminders	Occasionally shows age appropriate attention span and stays on task after multiple reminders	Rarely shows age appropriate attention span
Quality of Work	P				Consistently puts forth effort to do his/her best work	Frequently puts forth effort to do his/her best work	Occasionally puts forth effort to do his/her best work	Rarely puts forth effort to do his/her best work
Organizational Skills	B				Consistently follows routines and organizes personal belongings	Frequently follows routines and organizes personal belongings	Occasionally follows routines and organizes personal belongings	Rarely follows routines and organizes personal belongings

The purpose of this report is to clearly and accurately communicate each student's level of achievement relative to standards-aligned district curriculum and his/her application of grade-level skills.

## Annville-Cleona School District

Kindergarten 2018-2019

Student: Sample Student

Teacher:

Learning Outcome	Attendance	Q1	Q2	Q3	Q4
Adv Consistently exceeds grade level standards	Days Absent	1	0	0	0
P Proficiency at the grade level standards	Days Tardy	0	0	0	0
B Steadily progress toward the grade level standards					
BB Limited progress toward the grade level standards					

Kindergarten Reading	Q1	Q2	Q3	Q4
<b>Foundational Skills</b>				
Identifies rhymes	P			
Recognizes and names capital and lowercase letters	Adv			
Produces letter sounds	P			
Isolates and pronounces beginning sounds	B			
Understands basic features of print	P			
Reads high frequency words	B			
Utilizes comprehension strategies effectively	BB			
<b>Fluency</b>				
Produces rhymes				
Isolates and pronounces ending sounds				
Segments sounds in words				
Blends sounds together				
Reads on-level text	P			
Decodes words				

Kindergarten Spelling	Q1	Q2	Q3	Q4
Correctly spells grade-level words				
<b>Kindergarten Writing</b>				
Prints own name correctly	P			
Capitalizes names, pronoun "I," and first word in a sentence	P			
Writing includes beginning sounds of words	P			
Writing includes ending sounds of words				
Separates words with spaces				
Writing includes medial vowel sounds of words				
Uses punctuation				

Kindergarten Mathematics	Q1	Q2	Q3	Q4
<b>Number Sense</b>				
Compares groups of objects to 10 and numbers 1-10	P			
Writes number 0-20				
<b>Operations and Algebraic Thinking</b>				
Counts and records numbers of objects to 20				
Counts to 100 by ones				
Solves addition problems to 10				
Solves subtraction problems within 10				
Counts to 100 by tens				
Fluently adds to sums of 5				
Fluently subtracts from numbers up to 5				
Composes and decomposes numbers 11-19 into tens and ones				
<b>Geometry</b>				
Identifies/describes two dimensional figures				
<b>Data Analysis</b>				
Classifies, sorts and counts objects in a given category				

Kindergarten Social Studies/Science	Q1	Q2	Q3	Q4
Grasps/applies concepts of grade level content				

Marking Period 1 Comments:

Teacher Conference

Marking Period 2 Comments:

Marking Period 3 Comments:

Marking Period 4 Comments:

# Kindergarten Sample Report Card



Responsible Learner Rubric								
	Q1	Q2	Q3	Q4	ADV	P	B	BB
<b>Cooperation</b>	P				Consistently participates, cooperates with others	Frequently participates, cooperates with others	Occasionally participates, cooperates with others	Rarely participates, cooperates with others
<b>Rules and Responsibility</b>	P				Consistently follows rules and accepts responsibility for actions	Frequently follows rules and accepts responsibility for actions	Occasionally follows rules and accepts responsibility for actions	Rarely follows rules and accepts responsibility for actions
<b>Follows Directions</b>	P				Consistently follows directions without reminders	Frequently follows directions with few reminders	Occasionally follows directions after multiple reminders	Rarely follows directions
<b>Uses Time Wisely/Works Independently</b>	P				Consistently completes required work in the time given	Frequently completes required work in the time given with few reminders	Occasionally completes required work in the time given after multiple reminders	Rarely completes required work in the time given
<b>Attentiveness</b>	P				Consistently shows age appropriate attention span	Frequently shows age appropriate attention span and stays on task with few reminders	Occasionally shows age appropriate attention span	Rarely shows age appropriate attention span
<b>Quality of Work</b>	P				Consistently puts forth effort to do his/her best work	Frequently puts forth effort to do his/her best work	Occasionally puts forth effort to do his/her best work	Rarely puts forth effort to do his/her best work
<b>Organizational Skills</b>	P				Consistently follows routines and organizes personal belongings	Frequently follows routines and organizes personal belongings	Occasionally follows routines and organizes personal belongings	Rarely follows routines and organizes personal belongings

The purpose of this report is to clearly and accurately communicate each student's level of achievement relative to standards-aligned district curriculum and his/her application of grade level skills.

## Annnville-Cleona School District

First Grade 2018-2019

Student: Sample Student

Teacher:

Learning Outcomes	Attendance	Q1	Q2	Q3	Q4
Adv: Consistently exceeds grade level standards	Days Absent	0	0	0	0
P: Proficiency at the grade level standards	Days Tardy	0	0	0	0
B: Steady progress toward the grade level standards					
BB: Limited progress toward the grade level standards					

Grade 1 Reading	Q1	Q2	Q3	Q4
<b>Foundational Skills</b>				
Uses word attack skills to blend sounds	Adv			
Applies strategies to read unknown words	Adv			
<b>Vocabulary</b>				
Reads high frequency words	P			
Applies phonics skills and sight vocabulary words in text	Adv			
<b>Fluency</b>				
Reads on-level text	Adv			
Uses appropriate rate when reading				
<b>Comprehension Skills</b>				
Comprehends grade level text	P			
Describes characters, setting, problem, events, and solution in fiction text				
Identifies main ideas and supporting details in non-fiction text				

Grade 1 Spelling	Q1	Q2	Q3	Q4
Correctly spells grade-level words	B			
Spells correctly in written work	BB			
<b>Grade 1 Writing</b>				
Content: Uses supporting detail	Adv			
Organization: Uses clear structure in writing	B			
Phonics: Applies phonics skills in writing	BB			
Conventions: Applies/Demonstrates an understanding punctuation, capitalization, complete sentences	BB			

Grade 1 Mathematics	Q1	Q2	Q3	Q4
<b>Operations</b>				
Fluently adds	P			
Fluently subtracts				
Applies strategies to add and subtract through 9	B			
Applies strategies to add and subtract through 20				
Uses place value understanding to add and subtract through 100				
<b>Number Sense</b>				
Understands place value of tens and ones				
Compares and orders numbers to 100				
<b>Data Analysis</b>				
Uses graphs to understand data				
<b>Geometry</b>				
Understands geometric concepts				
Understands equal parts				
<b>Measurement</b>				
Measures and compares objects by length				
Tells time to the hour and half-hour				

Grade 1 Social Studies/Science	Q1	Q2	Q3	Q4
Grasps/applies concepts of grade level content	P			

Grade 1 Art	Q1	Q2	Q3	Q4
Demonstrates/applies expected art skills and concepts	P			
<b>Grade 1 General/Vocal Music</b>				
Demonstrates/applies expected elements and principles of music	P			
<b>Grade 1 Physical Education</b>				
Demonstrates/applies expected movement and manipulative skills	P			
<b>Grade 1 STEAM Lab</b>				
Demonstrates/applies expected concepts of STEAM problem-solving skills	P			

Marking Period 1 Comments:

Teacher Conference

Marking Period 2 Comments:

Marking Period 3 Comments:

Marking Period 4 Comments:

# 1<sup>st</sup> Grade Sample Report Card

**Responsible Learner Rubric**

	Q1	Q2	Q3	Q4	ADV	P	B	BB
<b>Cooperation</b>	Adv				Frequently participates, cooperates with others	Frequently participates, cooperates with others	Occasionally participates, cooperates with others	Rarely participates, cooperates with others
<b>Rules and Responsibility</b>	P				Consistently follows rules and accepts responsibility for actions	Frequently follows rules and accepts responsibility for actions	Occasionally follows rules and accepts responsibility for actions	Rarely follows rules and accepts responsibility for actions
<b>Follows Directions</b>	Adv				Consistently follows directions without reminders	Frequently follows directions with few reminders	Occasionally follows directions after multiple reminders	Rarely follows directions
<b>Uses Time Wisely/Works Independently</b>	Adv				Consistently completes required work in the time given	Frequently completes required work in the time given with few reminders	Occasionally completes required work in the time given after multiple reminders	Rarely completes required work in the time given
<b>Attentiveness</b>	P				Consistently shows age appropriate attention span	Frequently shows age appropriate attention span and stays on task with few reminders	Occasionally shows age appropriate attention span	Rarely shows age appropriate attention span
<b>Quality of Work</b>	Adv				Consistently puts forth effort to do his/her best work	Frequently puts forth effort to do his/her best work	Occasionally puts forth effort to do his/her best work	Rarely puts forth effort to do his/her best work
<b>Organizational Skills</b>	B				Consistently follows routines and organizes personal belongings	Frequently follows routines and organizes personal belongings	Occasionally follows routines and organizes personal belongings	Rarely follows routines and organizes personal belongings

The purpose of this report is to clearly and accurately communicate each student's level of achievement relative to standards-aligned district curriculum and teacher application of grade level skills.

**Annville-Cleona School District**

Second Grade 2018-2019

Student: Sample Student

Teacher:

Learning Outcomes	Attendance	Q1	Q2	Q3	Q4
Adv: Consistently exceeds grade level standards	Days Absent	2	0	0	0
P: Proficiency at the grade level standards	Days Tardy	0	0	0	0
B: Steady progress toward the grade level standards					
BB: Limited progress toward the grade level standards					

Grade 2 Reading	Q1	Q2	Q3	Q4
<b>Foundational Skills</b>				
Uses word attack skills to decode words	Adv			
Applies strategies to read unknown words	P			
<b>Vocabulary</b>				
Reads high frequency words	Adv			
Learns and uses new/multiple meaning words	P			
<b>Fluency</b>				
Reads on-level text	B			
Uses appropriate rate when reading	BB			
<b>Strategies/Skills for Fiction</b>				
Applies understanding of characters, setting, problem, events/situation, and point of view				
Determines cause and effect				
Determines the central message or lesson (theme)				
Compares/contrasts two story elements				
<b>Strategies/Skills for Non-fiction</b>				
Identifies main idea and key details				
Uses text features to understand text				
Describes reasons that support author's purpose				
Compares/contrasts important points in two texts on the same topic				

Grade 2 Spelling	Q1	Q2	Q3	Q4
Correctly spells grade-level words	P			
Spells correctly in written work	Adv			
<b>Grade 2 Writing</b>				
Focus: Identifies a clear topic	P			
Content: Uses supporting detail	B			
Organization: Uses clear structure in writing	BB			
Conventions: Applies/Demonstrates an understanding punctuation, capitalization, complete sentences	P			

Grade 2 Mathematics	Q1	Q2	Q3	Q4
<b>Operations</b>				
Fluently adds	Adv			
Fluently subtracts	Adv			
Applies addition strategies within 20	P			
Applies subtraction strategies within 20	P			
Applies strategies to add within 100				
Applies strategies to subtract within 100				
Applies strategies to add within 1,000				
Applies strategies to subtract within 1,000				
<b>Number Sense</b>				
Works with equal groups	P			
Understands place value to 100				
Understands place value to 1,000				
<b>Geometry</b>				
Understands geometric concepts				
<b>Measurement</b>				
Identifies and counts amounts of money				
Solves problems involving money				
Analyzes time, graphs, and data				
Measures and compares objects by length				

Grade 2 Social Studies/Science	Q1	Q2	Q3	Q4
Grasps/applies concepts of grade level content	P			

Grade 2 Art	Q1	Q2	Q3	Q4
Demonstrates/applies expected art skills and concepts	P			
<b>Grade 2 General/Vocal Music</b>				
Demonstrates/applies expected elements and principles of music	P			
<b>Grade 2 Physical Education</b>				
Demonstrates/applies expected movement and manipulative skills	P			
<b>Grade 2 STEAM Lab</b>				
Demonstrates/applies expected concepts of STEAM problem-solving skills	P			

**Marking Period 1 Comments:**  
Teacher Conference

**Marking Period 2 Comments:**

**Marking Period 3 Comments:**

**Marking Period 4 Comments:**

# 2<sup>nd</sup> Grade Sample Report Card

# How to Receive Weekly Grade Notifications

1. You will need to have your letter from PowerSchool that contains the “access code” to link/add the student once a parent account is created.
2. Once a parent account is created, sign in to the Parent Portal with your username and password.
3. Click “Email Notifications” on the left-hand side.
4. Select the options that you would like (ex. under Frequency – choose Weekly).
5. The following link will show you how to create an account and link students:  
**[https://www.youtube.com/watch?v=YMrY2iA3vIE&disable\\_polymer=true](https://www.youtube.com/watch?v=YMrY2iA3vIE&disable_polymer=true)**

# Questions?

- We are collaborative 21<sup>st</sup> century learners developing the diverse talents, abilities and values of our students to prepare for successful lives as contributing, responsible citizens.