



LEON COUNTY SCHOOLS

**PUPIL PROGRESS REPORT CARD
TEACHER HANDBOOK**

2010 – 2011

KINDERGARTEN – FIRST GRADE

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Preface

During the 1990's Florida adopted Sunshine State Standards to provide "expected achievements by all students." Subsequently, Leon County Schools designed a Pupil Progress Report Card, which would establish a clear relationship between the Sunshine State Standards and the way student progress is reported. Additional goals of the Report Card are (1) to increase consistency in reporting student progress, (2) to increase emphasis on reporting of skills and expectations that prepare students for the workplace.

During the 2004-2005 school year, Leon County Schools initiated an electronic Report Card (within the Genesis system) at the elementary school level. The directions in this handbook introduce teachers to the use of the Report Card within this system.

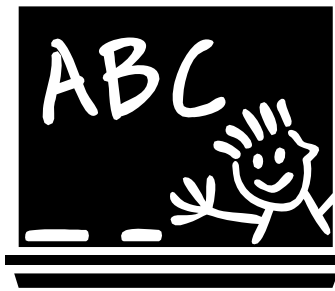
Components of the Report Card process:

- A. While the evaluation of student progress is continuous, it is reported each nine-week period.
 - A parent-teacher conference will be held during the first nine-week reporting period. The reporting process should reflect the importance of parent-teacher conferences. Conferences will provide an opportunity for both parents and teachers to ask questions and receive immediate answers and to look at a child's work while discussing strengths and weaknesses.
 - Written progress reports are sent home for the second, third, and fourth nine-week reporting periods. The 1st nine-week period section for reporting student achievement is shaded to indicate grades are not assigned for that period; however, the areas of "Behavior" and "Work/Study Skills" are to be marked the first nine week period.
- B. The parent's copy is sent home in a printed envelope. The parent will keep the report, sign and return the envelope. If the parent desires a conference, he/she should mark the conference box on the envelope.
- C. Criteria for evaluating student performance and assigning grades will be used throughout the district.
- D. The Achievement Code will indicate a student's progress in acquiring and applying skills/concepts/processes outlined by the grade level benchmarks and his/her performance of daily activities within a nine-week period.
- E. Space is provided in the Pupil Progress Report Card for teacher comments. These comments are very important in communicating with parents especially if the student is working below grade level.
- F. Progress Alerts (see page 24 and 25) are to be sent home as needed.
- G. Student attendance, date of entry, and parent/teacher conferences are recorded.

This handbook should be reviewed at the beginning of each school term by the faculty to assure that the above objectives continue to be met.

Checklist for Preparing a Primary Progress Report Card

1. The Report Card should display the child's progress as accurately as possible.
2. Comments should be consistent with the indicators displayed for the Behaviors, Work/Study Skills and domain areas.
3. Entry/withdrawal/attendance/test score data is calculated and entered by the Genesis system.
4. Teachers, administrators enter comments via the Genesis system.
5. Spelling, punctuation, capitalization, and grammar should be double-checked for correctness.
6. A copy will be kept for the cumulative folder. A copy will be given to the parent/guardian at the first nine week conference. The parent/guardian will receive subsequent copies for the 2nd, 3rd, and 4th nine week Report Card.



FILLING OUT THE PUPIL PROGRESS REPORT CARD Identification Heading

PUPIL PROGRESS REPORT CARD K - 1st Grades LEON COUNTY SCHOOLS SCHOOL YEAR _____ - _____

Name: _____ Grade: _____
 School: _____ Student Number _____
 Teacher: _____

1. Record school year.
2. Record student name and grade.
3. Record school, student number and teacher.

Attendance

Attendance	1	2	3	4
# Days Present				
# Days Absent - Excused				
# Days Absent - Unexcused				
# Days Tardy/Leaving Early- Excused				
# Days Tardy/Leaving Early - Unexcused				
Date Entered				
Date Withdrawn				

Each nine weeks attendance is entered by the Genesis system.

Days Present: actual number of days during the nine-week period the student has attended class.

Days Absent-Excused: excused absences may include things such as an illness or a doctor's appointment.

Days Absent-Unexcused: unexcused absences may include things such as skipping school, staying home because a sibling is sick, absent without any reason being given.

Days Tardy/Leaving Early-Excused: excused tardies may include tardiness due to doctor's appointments, illness, and car trouble. Leaving early excused may include leaving for a doctor/dentist appointment.

Days Tardy/Leaving Early-Unexcused: unexcused tardies may include oversleeping, "running behind schedule", "I don't know why I'm late." Leaving early unexcused may include the parent picking up the child early for convenience.

Important note:

- If a student is late due to being on a late bus, he/she is not counted as being tardy.

Date Entered – This is the date the student starts the current school year at the present school.

Date Withdrawn – This is the date the student is officially withdrawn from the present school. (This would be the 1st school day the student is not enrolled at the present school).

Behavior and Work/Study Skills (Left Column)

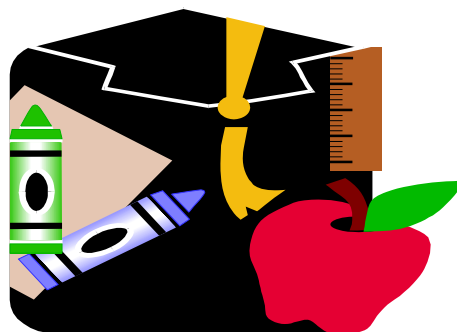
Teachers, administrators, parents, and business leaders are in agreement that we need to help students prepare for the workplace of tomorrow, beyond academic knowledge, by identifying the necessary skills and expectations. The new Report Card emphasizes these workplace expectations displayed in the areas of "Behavior" and "Work/Study Skills". These behaviors are informally observed and assessed by teachers; conferences and/or teachers comments should elaborate on the items that do not receive a check.

Students receive a grade of "E", "S", or "N" in the overall areas of "Behavior" and "Work/Study Skills". The "check" for each behavior or skill indicates "consistent demonstration" of that individual behavior or skill. This will indicate that the student is satisfactorily demonstrating and applying the behavior. The first nine-week period has been left unshaded so that this section can be completed and then shared with parents at a conference. The codes for reporting the student's demonstration in the overall areas of "Behavior" and "Work/Study Skills" are:

E	Student is <u>very consistent</u> in demonstrating ALL characteristics under Behavior and Work/Study Skills. (All items under the area must receive a check before an E can be given for the area.)
S	Student demonstrates characteristics listed under Behavior and Work/Study Skills most of the time.
N	Student is inconsistent in demonstrating characteristics listed under Behavior and Work/Study Skills.
✓	Student consistently demonstrates this individual behavior/skill.

Some teachers have inquired as to the number of checks within an area a student must receive before an “S” should be awarded. Extensive discussion has led to the determination that there is no set number. The extent of a student’s inability to demonstrate individual characteristics as well as the specific characteristics for which he/she does not receive a check needs to be considered in making the decision for each individual student. (For instance, a student who does not receive a ✓ for “Share materials and equipment” and “Shows interest in a variety of activities” may receive an “S”, while one who does not receive ✓ for “Works well as a group member” and “Works independently” may be so weak in those areas the teacher does not feel an “S” is the appropriate overall code.)

It has also been determined that it is possible for a student to receive checks for all of the individual behaviors/skills in an area of “Behavior” and/or “Work/Study Skills” and still receive an “S” for the overall area. A student may receive a check each on individual behavior/skill without reaching the threshold of being “very consistent” in demonstrating all characteristics.



Example of reporting Behavior and Work/Study Skills

Performance Codes: E = Very consistent demonstration				
S = Demonstrates characteristics				
N = Inconsistent demonstration				
✓ = Consistently demonstrates individual behavior/skill				
	Conf.	2	3	4
Behavior	E			
Follows rules	✓			
Demonstrates self-control	✓			
Handles conflicts and problems appropriately	✓			
Respects adults and peers	✓			
Demonstrates concern for feelings of others	✓			
Work/Study Skills	S			
Works well as a group member	✓			
Works independently	✓			
Completes tasks in a reasonable length of time	✓			
Responds appropriately to directions	✓			
Demonstrates good listening skills	✓			
Shows interest in a variety of activities	✓			
Shares materials and equipment	✓			

Descriptors for Behavior and Work/Study Skills

A student receives a ✓ when the behavior, quality, or skill is being consistently demonstrated. The following examples illustrate the types of behaviors one might expect to see for a ✓ to be marked on the Report Card. **NOTE:** There may be some “overlap” in the Behaviors and Work/Study Skills, i.e., the same student activities may be used to observe the student’s behavior for more than one of the following.

Behavior

Follows rules – Student adheres to rules for all areas of the school that may include classroom, playground, lunchroom, special area, bus.

Demonstrates self-control – Student is able to keep behaviors such as talking during inappropriate times, aggression towards others, voice level, language, and impulsive behaviors, within acceptable classroom limits.

Handles conflicts and problems appropriately – Student resolves problems in a positive way without the use of violence or negative language. This may include following the Conflict Resolution Model adopted by the school.

Respects adults and peers – The student demonstrates behaviors that may include the following: obeys, with a positive attitude, authority figures; interacts with peers in a positive way; listens respectfully to differing opinions; and accepts the rights of individuals to have belief systems different from one’s own.

Demonstrates concern for feelings of others – The student is sensitive to the needs of others. This may be demonstrated through behaviors such as helping a peer who is hurt or upset, giving encouragement to others, complimenting someone, offering to lend materials or assistance, and reacting positively to the special needs and unique qualities of individuals.

Work/Study Skills

Works well as a group member – The student actively participates in group activities without being too overbearing or too compliant. The student carries his/her fair share of the responsibility in a positive manner in group assignments/activities.

Works independently – Once the student understands the directions, he/she completes assignments without undue assistance from peers, aides, teachers, or other adults. Student can move smoothly from one activity to the next without undue adult reinforcement.

Completes tasks in a reasonable length of time – Student independently completes work of acceptable quality within the time frame designated by the teacher.

Responds appropriately to directions - This area covers two different types of directions – those related to behavior and those related to completing assignments.

- Behavior – When asked to perform a task (lining up, putting materials away, etc.) or to make a change in behavior (use a quiet voice, keep hands to oneself, etc.) the student responds promptly and with a positive attitude. Positive behavior changes are then maintained without undue reminders.
- Completing assignments, daily work, homework, and special projects meet the guidelines outlined by the teacher.

Demonstrates good listening skills- Student maintains eye contact with the speaker, this could be the teacher, a classroom guest, or a peer. The student can also answer questions relative to the speaker's topic.

Shows interest in a variety of activities – The student actively participates in the wide spectrum of teacher-initiated activities. During free time, the student engages in a variety of self-chosen activities throughout the marking period.

Shares materials and equipment – The student is able to share school materials and equipment with others in a positive manner. The student may also offer to share personal materials with classmates.

Test Scores (Left Column)

The Genesis system will generate appropriate grade level test results for ITBS scores. Test data displayed will be for the current school year. Therefore results will be displayed on the Fourth Nine Weeks Pupil Progress Report Card. A brief explanation of the test scores displayed is printed on the back of the Report Card. (See example on next page.)

ITBS- Iowa Test of Basic Skills

ITBS NRT scores for Kindergarten and Grade 1 show the (NPR) National Percentile Rank. This test compares Reading, Language, and Mathematics achievement of students to that of a nationally representative group. ITBS–NRT scores are reported as national percentile rankings where 50 is the national average.

IOWA Test of Basic Skills	Reading	Language	Math
	NPR	NPR	NPR
NRT Scores	88	78	90

Academic Grading (Center Column)

The focus of academic grades on the Report Card is the student achievement of the Sunshine State Standards benchmarks for the assigned grade level. Because effort and participation play such an important role in a student’s academic progress, this is reported separately on the Report Card. Further, because students may put forth different amounts (or quality) of effort depending on the domain, it was decided to give an effort/participation grade for each domain.

On-Grade-Level Work: The Report Card uses the codes “E, S, and N” for students working on grade level. Please note that student achievement codes are not based on a student’s work on his/her own instructional level, but instead reflect the student’s performance as “outlined by the Grade Level Benchmarks”. For the student who is on grade level, achievement of the benchmarks is a direct indicator of student progress. K-1 students working on grade level will receive the following codes:

E - Extends/ Applies Many Ways	Student consistently demonstrates a high level of understanding of the skills/concepts/processes outlined by the Grade Level Benchmarks. He/she “extends and applies” what is learned in “many ways.”
S - Satisfactory Progress	Student is progressing satisfactorily on the skills/concepts/processes outlined by the Grade Level Benchmarks.
N – Not Meeting Expectations	Student is “not meeting expectations” on the skills/concepts/processes outlined by the Grade Level Benchmarks.

Examples of Achievement Code Assignments for On-Grade-Level Work

E – This code is reserved for those students who go “above and beyond” the expected performance. It is not for those students who simply demonstrate a high level of understanding.

Example: Student A received a performance grade of **E** for the domain of Reading. Throughout the nine-week period, this student consistently demonstrated a thorough understanding of all of the skills/concepts/processes outlined by the Grade Level Benchmarks that were covered through high quality written work and active class participation. **In addition**

this student “extended and applied” what was learned in “many ways” by doing a variety of additional activities such as:

- actively participated in the Accelerated Reader at a level above expected class participation,
- created artwork, puppets, and plays during free time in class or at home that were extensions of stories read in class,
- brought in resources from home related to skills/concepts/processes covered in class,
- wrote story adaptations related to stories read in class for pleasure.

NOTE: A student who is successfully doing what is expected (but no more) on the Grade Level Benchmarks does NOT receive an “E”.

S – This code is reserved for those students who consistently meet expected levels of performance on the skills/concepts/processes outlined by the Grade Level Benchmarks covered during the nine weeks.

Example: Student B received an **S** for the domain of Reading. Throughout the nine-week period, this student successfully completed the majority of benchmark-related assignments. Work was completed independently, in a timely fashion and was of satisfactory quality. Participation in oral class activities demonstrated a thorough understanding of skills/concepts/processes outlined by the Grade Level Benchmarks.

N - This code is reserved for those students who have not yet achieved an understanding of the skills/concepts/processes outlined by the Grade Level Benchmarks covered during the nine weeks.

Example: Student C received an **N** for the domain of Reading. This student’s performance on the majority of the skills/concepts/processes outlined by the Grade Level Benchmarks was of poor quality and/or inconsistent throughout the reporting period. Participation in oral class activities demonstrated a lack of understanding of many of the skills/concepts/processes outlined by the Grade Level Benchmarks covered within the nine weeks.

Below-Grade-Level Work: As previously stated, the codes “E, S, and N” will be used to designate achievement of the On-Grade-Level Benchmarks. Different codes will represent below-grade-level progress. This decision was made because parents are sometimes confused when they hear that their child is working below grade level, and yet see the same (on-grade-level) codes used on the Report Card. Hopefully, there is less confusion if a different set of codes is used to delineate progress made on below-grade-level work. Therefore, the codes “GP, SP, and NP” are used to represent this level of student work.

Below-Grade-Level Codes		
These codes indicate student achievement on benchmarks at a grade level below the grade to which a student is assigned.		
GP	SP	NP
Student is demonstrating good progress but is still working below grade level.	Student is demonstrating some progress and is working below grade level.	Student is not demonstrating progress and continues to work below grade level.

Below-grade-level codes are assigned when:

- a student is working on grade level benchmarks for a grade below the current grade placement and his/her performance is equivalent to students at that (lower grade) level;
- a student's pace of achievement is not on track for achievement of on-grade-level benchmarks by the end of the academic year;
- a student, by the end of the school year, is receiving instruction and being graded on benchmarks as would be appropriate for the beginning of that year.

Examples of Achievement Code Assignments for Below-Grade-Level Work

- A “**GP**” (Good Progress) code means the student is showing significant growth toward on-grade-level status but is still working below-grade level. Daily work performance is consistent.
- An “**SP**” (Some Progress) code means the student is making moderate or slow growth toward on-grade-level status but is still working below-grade level. Daily work performance may be inconsistent.
- An “**NP**” (No Progress) code means the student is making no progress toward on-grade-level status. Daily work is of poor quality and/or does not reflect understanding of the skills/concepts/processes outlined by the below-grade-level benchmarks taught during the nine-week period. The “**NP**” code should not be used for students who are working on grade level but are not making progress.

Example: Student A entered the first grade knowing all of the upper-case alphabet letters; few of the lower case letters; no letter sounds and had no sight word vocabulary. For the first semester, this student was instructed using the on-grade-level benchmarks and performed satisfactorily as was discussed in the parent/teacher conference. However, the student began to experience more difficulties during the 2nd nine weeks and received an “**N**” in Reading. At the beginning of the third nine weeks, this student still lacked some alphabet knowledge, knew only a few of the beginning consonant sounds, and had developed a very small sight vocabulary. At this current pace, it was evident that this student would not achieve all of the on-grade-level benchmarks in reading by the end of the year. A below-grade-level code of **GP** at this point alerts the parent that although the student is making progress in the area of Reading, it is not significant enough to indicate achievement of the skills/concepts/processes outlined by the Grade Level Benchmarks by the end of the year. By the end of the year, this student was still lacking a thorough understanding of the skills/concepts/processes outlined by the Grade Level Benchmarks. Some progress had been made during the 4th nine weeks, but the performance continued to be equivalent to that of students in the previous grade or with that of students in the current grade but at a much earlier period in the school year. Therefore, this student would receive a code of **SP**. If no growth had been observed from one reporting period to the next, this student would be assigned a performance code of **NP**.

Reporting Achievement (Center Column)

The codes described above are used to report performance by **Domain** except for Language Arts, Health and Physical Education, and the Arts. For those areas, the same codes are used, but they report by certain **Strand Combinations**, and not the Domain.

Example of reporting By **Domain**

Social Studies		N		
Effort/Participation				
Science		GP		
Effort/Participation				

Effort/Participation codes will be explained on page 16.

Language Arts Descriptors

School administrators and teachers have agreed that giving one grade that covered Reading, Language, Writing, and Literature, would not provide enough specific information to parents. A decision was made to combine the strands “Reading” and “Literature” together and report achievement on these benchmarks under the category “Reading.” A student’s achievement on the “Writing” and “Language” benchmarks should be reported under the category “Writing.” Each of these categories should receive the appropriate on-grade-level (E, S, or N) or below-grade-level (GP, SP, or NP) code.

Example of reporting the **Language Arts Domain**

	Conf.	2	3	4
Language Arts				
Reading		SP		
Writing		S		
Effort/Participation				

Reporting Special Area Domains

Art, music, and physical education teachers are responsible for reporting pupil progress in the areas they teach.

Considerations/Examples for Physical Education

Physical Education is an integral part of the educational process. It contributes to the development of the whole child: physically, cognitively, emotionally, and socially. A quality physical education program will provide benefits to improve the overall physical and mental health of the students. Through quality physical education, we can help children learn movement skills and knowledge, and develop a positive attitude toward physical activity throughout life.

Physical education is an instructional period, not recess, or free play. The content of this program is comprehensive, well balanced, and shows progression from Pre-K through grade five. All children should be challenged at their level of cognitive, physical, and emotional development. Children should be provided the opportunity to develop to their fullest potential.

Historically, grading in physical education has been calculated in different ways. For this Report Card, “skills, concepts, and processes outlined by the Grade Level Benchmarks” is interpreted in the following manner for grading purposes.

1. “Skills and processes” measurement is based on a combination of actual mechanics and on performance outcomes.
 - a) Examples of grading mechanics are:
 - 1) throwing - step with opposite foot, rotate shoulder, release at proper level
 - 2) forward roll - hands placed shoulder width apart, weight transferred to arms
 - b) Examples of grading based on performance outcomes are:
 - 1) throwing - hitting the target 5 out of 6 times
 - 2) forward roll - completing the roll in a curled position
2. “Concepts” measurement is based on cognitive evaluation.
 - a) An example of grading concepts is:
 - 1) proper sequence for a dance

The Report Card states that students’ grades be based on their understanding and demonstration of the skills, concepts, and processes as outlined by the Grade Level Benchmarks taught during the nine weeks. The following is an example of the on-grade-level codes as may be applied in physical education.

Kicking

“E” (Extends/Applies Many Ways) – Student uses proper kicking patterns and applies this skill in a variety of ways through a soccer lead-up game.

“S” (Satisfactory Progress) – Student frequently demonstrates proper kicking patterns and may apply the appropriate kicking patterns to a soccer lead-up game.

“N” (Needs More Time and Experiences) – Student has not demonstrated proper kicking patterns and is not able to apply skill to a soccer lead-up game.

A teacher’s judgment of the student’s proficiency of the skills/concepts and processes, as outlined by the Grade Level Benchmarks, would determine which grade the student would receive for the nine week period.

The physical education teacher may observe that an individual student is not capable of performing/achieving the on-grade-level benchmarks. Upon this determination this student would receive instruction on the below-grade-level benchmarks. This student should receive below-grade-level codes on the Report Card. These codes are GP (Good Progress), SP (Some Progress), and NP (No Progress), indicating the progress the students are making on the below-grade-level benchmarks. (See page 10 for further explanation.)

Considerations/Examples for Art Education

Art education is an integral part of the educational process. It contributes to the development of the whole child through Discipline-Based Art Education:

- production
- art criticism
- art history
- aesthetics

The visual arts help children express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

Art education is an instructional period with content that:

- uses a variety of media and processes
- develops perceptual awareness about the elements of art
- connects art history and its relationships to other disciplines and cultures
- introduces students to analyzing works of art
- values art as an important realm of human experience

For this Report Card, the “skills/concepts and processes outlined by the Grade Level Benchmarks” is interpreted in the following manner for grading purposes.

1. “Skills and processes” measurement is based on a combination of techniques, proper use of materials, and product outcomes.
 - a) Examples of grading based on techniques are:
 - 1) Properly holding a crayon, the student will draw the five basic shapes.
 - 2) Using a red and yellow crayon, the student will blend them to make orange.
 - b) Examples of grading based on product outcomes are:
 - 1) The student will create a pattern using line qualities.
 - 2) The student will mix secondary colors from primary colors,
2. “Concepts” measurement is based on cognitive evaluation.
 - a) Examples of grading concepts are:
 - 1) The student will be able to name three geometric shapes.
 - 2) The student will distinguish between geometric and freeform shapes.

The Report Card states that students will be graded based on their understanding and demonstration of the “skills, concepts, processes as outlined by the Grade Level Benchmarks” taught during the nine weeks. The following is an example of the on-grade-level codes as may be applied in art education.

Painting

“E” (Extends/Applies Many Ways) – Student consistently creates secondary colors from primary colors and applies secondary colors to a work of art.

“S” (Satisfactory Progress) – A majority of the time, the student creates secondary colors from primary colors.

“N” (Needs More Time and Experience) – Student has not created secondary colors from primary colors.

A teacher’s judgment of the student’s proficiency of the skills/concepts and processes, as outlined by the Grade Level Benchmarks, would determine which grade the student would receive for the nine week period.

The art education teacher may observe that an individual student is not capable of performing/achieving the on-grade-level benchmarks. Upon this determination this student would receive instruction on the below-grade-level benchmarks. This student should receive below-grade-level codes on the Report Card. These codes are GP (Good Progress), SP (Some Progress), and NP (No Progress); indicating the progress the students are making on the below-grade-level benchmarks. (See page 10 for further explanation.)

Considerations/Examples for Music Education

Music is the intentional creation, recreation, and manipulation of sound. The existence of music has been experienced since the days of our earliest ancestors. It involves the total being, promoting internal unity and the unity of the individual with society. Music cannot be separated from the experience of being human. Many societies which have not had reading or math have had music, and that musical culture was taught to successive generations.

Music education, therefore, is an essential and elemental part of a child’s emotional, mental, cultural, physical (and some say spiritual) education. The child’s music education should be systematic, consistent, aesthetic, and developmentally appropriate. It should be presented by appropriately trained, certified educators who can meet and challenge students at their individual levels and who can foster their fullest potentials.

Historically, grading in music education has been calculated in many different ways. For this Report Card, “skill, concepts, and processes outlined by Grade Level Benchmarks” is interpreted in the following manner:

A skill (I do) is a *psychomotor demonstration*, such as pitch matching or demonstrating a steady beat.

A concept (I know) is a *cognitive understanding*, such as defining ABA form, or identifying members of the woodwind family.

A process (I use) is an *application of skills*, such as singing a melody with appropriate style, or improvising rhythmic patterns. “Application” has higher and lower levels: the teacher supplies lower application; the student creates higher-level application.

The Report Card states that students will be graded on their understanding and demonstration of the “skills, concepts, and processes as outlined by the Grade Level Benchmarks” taught during the nine-week grading period. Due to the nature of the subject matter (music), one may expect that some single lessons may not include all three evaluation areas (skills, concepts and processes). Over the course of a complete grading period, it is expected that all three evaluation areas will be covered.

Following is an example of how the evaluation areas could be used for grading the first grade skill “maintains a steady beat alone and with others”:

“E” (Extends/Applies Many Ways) – Student independently demonstrates steady beat in various situations.

“S” (Satisfactory Progress) – Student generally demonstrates steady beat alone and with others.

“N” (Needs More Time and Experience) – Student does not consistently demonstrate a steady beat alone or with others.

A teacher’s judgment of the student’s proficiency of the skills/concepts and processes, as outlined by the Grade Level Benchmarks, would decide which grade the student would receive for the nine week period.

The music educator may observe that an individual student is not capable of performing/achieving the on-grade-level benchmarks. Upon this determination, this student would receive instruction on the below-grade-level benchmarks. This student should receive below-grade-level codes on the Report Card. These codes are GP (Good Progress), SP (Some Progress), and NP (No Progress), indicating the progress the students are making on the below-grade-level benchmarks. (See page 10 for further explanation.)

Effort/Participation Codes

Each domain has a space for reporting the student’s effort and participation in that area. Because different teachers often assign grades for the Arts, Health, and P.E., there are separate spaces for effort and participation codes for these strand combinations.

The codes for Effort/Participation are:

3	Indicating consistent effort/participation in that Domain or Strand Combination
2	Indicating inconsistent effort/participation in that Domain or Strand Combination
1	Indicating minimal effort/participation in that Domain or Strand Combination

- The “3” code is assigned to a student who consistently participates fully on assignments and consistently puts forth a quality effort.
- The “2” code, which is “inconsistent effort/participation”, is to be assigned to a student who may participate fully on some days or on some assignments, while on other days or on other assignments, the student does not put forth a consistent, quality effort.

- The “1” code is used to indicate the effort/participation of a student who rarely puts forth effort, or whose participation is very minimal.

The effort/participation code provides additional information that helps a parent understand more about the student’s progress. If a student is making an “S” in Visual Arts, for example, with a “2” in effort and participation, the parent will more clearly understand that the student is making satisfactory progress, but is not consistently putting forth quality effort.

Example of reporting Effort/Participation

The Arts				
Visual Arts	E			
Effort/Participation	3			
Performing Arts (Music)	S			
Effort/Participation	2			

End-of -Year Status

End-of-Year Status	
Student performs on grade level:	
Reading: Yes___ No___ Writing: Yes___ No___ Math: Yes___ No___	
Social Studies: Yes___ No___ Science: Yes___ No___	
Student’s behavior is acceptable: Yes ___ No ___	
Student’s attendance is acceptable: Yes ___ No ___	
Student met minimum expectations in this area	
Reading ___ Math ___ Writing ___ Social Studies ___ Science ___	
Grade Placement- (11-12)	Promoted to _____ Promoted with Interventions _____ Retained in _____

Legislation mandates that Pupil Progress Report Cards contain end-of-year status statements indicating whether a student’s attendance and behavior was acceptable or unacceptable, as well as whether a student has performed on grade level. Such statements have been added to the elementary school Report Card and the following criteria for each of these statements have been developed and adopted by the district.

On-Grade-Level Status Statement Criteria

The determination of a student’s on-grade-level status is limited to his/her performance in the areas of Reading, Writing, Mathematics, Social Studies, and Science. If a student receives any “below-grade-level” code in any of these areas for the last nine week grading period OR is retained, then that student will have “No” marked on appropriate area(s) “Reading”, “Writing”, “Math” and/or Science of the “Student performs on-grade-level” end-of-year status statement. NOTE: If a student receives any “on grade level” code (including “N”) and is promoted, a “Yes” would be entered in the appropriate area.

Behavior End-of-Year Status Statement Criteria

If a student receives an “N” code as their overall grade for “Behavior” for more than one grading period, then that student shall have “No” on their end-of-year status statement for behavior (“Student’s behavior is acceptable”).

Attendance End-of-Year Status Statement Criteria

LCS Administrative Procedure D-21b.3 (Unexcused Absences/Tardies) states: “...upon accumulation of five unexcused absences/tardies in a grading period or ten in a 90-calendar-day period... “No” shall be marked on the Report Card statement that the student’s attendance is acceptable.” Therefore, check “No” for any student that has five unexcused absences/tardies for any nine-week period, or ten unexcused absences/tardies for either semester.

Grade Placement

Grade Placement (promoted, promoted with intervention, or retained) for the following school year is recorded on the appropriate line.

Conference Record (Center Column)

Conference	1	2	3	4
Date Requested				
Date Held				
Intervention/Retention Discussed				

First Nine Weeks: Parent conferences will be completed between weeks 7 and 11 of the academic year. Classroom teachers are responsible for involving the special area teachers if there are special concerns or comments regarding a student’s progress in one of the special areas. Complete the date the conference was first requested and the date it was held. The area of the Report Card entitled “Behaviors” and “Work/Study Skills” will be completed. Copies of the Report Card should be distributed to parents according to the schedule below.

Report Card Distribution Schedule

Parent Teacher Conference

Distribution

Took place by the end of 9 weeks

“Unofficial” Report Card may be distributed at the end of the conference. Official Report Card should be distributed at the end of the 9 weeks.

Takes place following the 9 weeks (i.e., weeks 10/11)

Official Report Card distributed at the end of the conference.

Parent Teacher conference does not take place by the end of week 11.

Official Report card distributed at the end of week 11.

Second, Third and Fourth Nine Weeks: Parent will receive a copy of the Report Card.

Possible retention should be discussed with a child’s parents or guardian during the second and third nine weeks. The date retention is first discussed is entered in the appropriate space. For those parents who are unable to attend a conference, or for whom phone contact has been impossible, written documentation of attempts MUST be on file at the school. (School Board Policy)

Teacher Comments (Right Column)

Teacher comments will be entered each nine-week period. Teacher comments should be positive and constructive. The most effective and appreciated comments are those which include information which is unique to the child and illustrate the teacher’s specific knowledge of an individual child’s special interests, talents, strengths, or needs. The Genesis system, however, does provide a limited number of “drop down” comments. Educators and parents realize that the most important part of the progress report is the information related in the Comments Section.

The Comments Section of the Report Card is a place to communicate the child’s accomplishments, successes, and strengths. It also provides an opportunity to communicate areas in need of improvement. Concerns such as retention, behavior problems, academic problems, and developmental growth should be reflected in the Comments Section of the Report Card. This is especially true if the student is working below grade level.

Each nine weeks, the teacher should check the appropriate box(es) if a student is working below grade level in the areas of Reading, Writing, Mathematics, Science, or Social Studies. When appropriate, this should be pointed out to the parents.

Teacher comments on the Report Card also provide the opportunity for teacher-to-teacher communication, since the original copy is placed in the student cumulative folder at the end of the year or upon a student’s transfer to another school. When writing comments close attention should be given to correct spelling and grammar. Time should be allowed for proofreading comments.

Teacher Comments Section (Right Column)

<u>TEACHER COMMENTS</u>
1st 9 Weeks Working Below Grade Level: <input type="checkbox"/>Reading <input type="checkbox"/>Writing <input type="checkbox"/>Math <input type="checkbox"/>Social Studies <input type="checkbox"/>Science
Parent Signature _____
<small>Your child is expected to demonstrate the minimum expectations in Reading, Mathematics, Writing and Science.</small>

Examples of Teacher Comments

1. First nine weeks – Comment should be a brief statement reflecting conference information to be shared with the parent on the child’s progress.

Example: As we discussed in our conference, John has made a smooth transition into first grade. He is learning the daily routine, is becoming an independent worker and is establishing friendships with his classmates. He would benefit from extra help at home learning the names of all of the lower case alphabet letters and the numerals from 8-20.

2. Second nine weeks – Positive and constructive comments should be written.

Example: Mary is making steady progress in the areas of reading and math. She grasps new concepts and skills quickly and applies them to her daily work. In the area of writing, Mary needs frequent encouragement to stay on task, to move beyond the planning stage and to complete the story within a reasonable amount of time.

3. Third nine weeks – If a student is having academic or behavior problems, this should be reflected in the comments at this time, if not done so in prior comments.

Example: Mark just shines on the athletic field – whether at P.E. or during developmental play. He is very good at organizing the students into games, establishing the rules and is skillful at the games themselves. Academically, Mark is progressing quite slowly at this point. He puts forth little effort on difficult tasks and is quick to give up. In reading, Mark’s sight vocabulary is still quite small, he has difficulty unlocking new words, and his reading comprehension skills are not as strong as they should be at this point in the year. As we discussed in our conference, Mark may need additional time to learn and be able to apply the Grade Level Benchmarks.

4. Fourth nine weeks – Comments should summarize student progress and may include recommendations for summer reinforcement of benchmarks.

Example: During the last few weeks, Courtney has shown significant improvement in her reading fluency and comprehension. To maintain this skill level over the summer, please continue to read with her daily and to discuss the story content. She would also benefit from frequent review of her addition and subtraction facts to 20.

IMPORTANT NOTE: It is vital that the information displayed on the “End-of-Year Status”, the “Academic Grading” and the “Teacher Comments” sections of the Pupil Progress Report Card be consistent in the representation of a student’s performance.

Withdrawal/Transfer Procedures

These procedures have been updated to reflect the capabilities of the new district-wide electronic elementary report card system. They outline steps to be followed by teachers in preparing and electronically transferring elementary report card records. They define the “Official” and “Unofficial” sources of report card information for a given grading period using a 30-day rule. They distinguish between previously “published” and current “unpublished” 9-week information. They establish a maximum of five (5) working days for current grading period information to be upgraded and electronically forwarded to the new teacher. They allow the sending and receiving teacher’s appropriate access to both current and previously published grading information.

For students WITHDRAWING from your class, the sending Teacher has five (5) working days, (or to the date of distribution for the current grading period – which ever is less) to complete the following tasks and forward this information to the new teacher:

During the current grading period, if the student has been:

- 1) In your school or class for thirty (30) or more days.
 - a) Update all Behavior, Work/Study Skills, and Subject Areas.
 - b) Record conferences, dates requested and held, and if retention was discussed.
 - c) Record comments (appropriate for the report card) that may also be helpful for the new teacher if transferring schools.
 - d) Confirm that the automated attendance record is current and correct.
 - e) Electronically transfer this information to the new teacher. (Note: This will be done automatically after five (5) days).

Note: If leaving the school, the withdrawal date will be the official ERW date recorded by the sending school’s Registrar. If the student is leaving the district, a copy of the report card should be placed in the Cumulative folder.

This is considered the OFFICIAL Pupil Progress Report for this grading period. When printed at the receiving school at the end of the 9-weeks, the names of the sending teacher and school will be printed at the top of the appropriate nine-week comment area. The names of the current teacher and school will be printed in the upper left-hand corner.

- 2) In your school less than thirty (30) days.
 - a) Complete those areas of the electronic report card that reflect student's progress at this point in the grading period.
 - b) Confirm that the automated attendance record is current and correct.
 - c) Electronically transfer this information to the new teacher. (Note: This will be one automatically after five (5) days.)

Note: If leaving the school, the Withdrawal Date will be the ERW Date recorded by the sending school's Registrar.

This is considered an UNOFFICIAL Pupil Progress Report Card. This information will be included in the records transferred to the new school and teacher. The names of the sending teacher and school will not be printed in the comment area of the current 9-weeks.

For students TRANSFERRING within the district or school into your class

Any previously published "Official" nine-week report card data will appear automatically when the student is enrolled in the new teacher's class. These data are locked from update. The receiving teacher should be aware that the sending teacher has five (5) working days (from the date of withdrawal) to update and transfer the current grading period information (if any).

During the current 9-week grading period, if the student has been:

- 1) In your school or class for thirty (30) or more days
 - a) Combine your grades with the grades from the previous teacher's electronic transfer of Unofficial Report Card information – if any.
 - b) Confirm that the automated attendance record is current and correct.
 - c) Write comments.

Note: If entering a new school, the Entry Date is the date of school enrollment recorded by the school's Registrar.

- 2) In your class less than thirty (30) days
 - a) Publish the Official Report Card with grades and comments from transferring teacher.
 - b) Confirm that the automated attendance record is current and correct.
 - c) Write comments welcoming student to your room.

Note: If entering a new school, the Entry Date printed is the ERW Date recorded by the school's Registrar.

For students NEW to the school district

For the current grading period, if the student has been:

- 1) In your school or class thirty (30) or more days
 - a) Complete Report Card.
 - b) Confirm that the automated attendance record is current and correct.

- 2) In your school or class less than thirty (30) days
 - a) Confirm that the automated attendance record is current and correct.
 - b) Write comments.

Conference Checklist – Grades K-1

The official parent/teacher conference for reporting student progress for the first nine weeks should be scheduled between weeks 7 and 11 of the academic year.

Prior to the conference, write the comments on the Report Card for the first nine weeks and complete the **Behavior** and **Work/Study Skills** sections. (Some principals may want to review comments prior to the conference.) Before conducting the conference, carefully review the Teacher Handbook for Grades K-1 Pupil Progress Report. This is an excellent resource for definitions of the various codes, characteristics, grading procedures, etc. A thorough understanding by the teacher of the Report Card and how grades are determined is essential for a successful conference.

During the conference:

- 1 Make introductions.
 - When possible, sit side by side to create a feeling of partnership rather than across from each other.
 - Share child's adjustment, positive experiences, concerns, any health problems, etc.
 - Invite parent(s) to share any concerns, questions, information they would like you to know regarding the child, etc.
 - Review, when appropriate, the student's ESE and/or ESOL status.
- 2 Review Report Card and program.
 - Explain time line for the Report Card (first nine weeks – required parent/teacher conference; second, third and fourth nine weeks – entire report completed and sent home with the child.
 - Emphasize that parent/teacher conferences can be called at any time by either parent or teacher if either feels it necessary.
 - Share the rationale for the Report Card and the criteria for evaluating student progress. (Back of the Report Card)
 - Carefully explain the criteria for assigning grades for Behavior and Work/Study Skills. Emphasize that in order to receive an **E** the student must receive a ✓ in **every area under the main heading**. (Refer to your Teacher Handbook for completing the K-1 Pupil Progress Report.)
 - Explain indicator used for reporting progress in Behavior and Work/Study Skills. (✓ means demonstrates consistently.)
 - Discuss the grades you have assigned the student in the areas of Behavior and Work/Study Skills, giving examples when necessary for clarity of definition and/or student progress.

- Explain the various codes used in the academic section of the Report Card. (On-Grade-Level Codes, Below-Grade-Level Codes, Effort/Participation Codes) Give definitions and examples to help clarify. Help parents understand that an E is reserved for those students who **extend and apply** the skills/concepts/processes being taught. Many parents think that if a child simply completes everything the teacher asks the child to do, that an E should be awarded. Examples of how a student demonstrates extending and applying skills may be helpful in clarifying the difference between the E and S.
- Go over each program area outlining the benchmarks that were/will be addressed for the period. A handout outlining all of the benchmarks for the year may be given if not already distributed earlier in the year. Help parents understand the importance of their role in helping their child work toward and/or maintain on-grade-level status.
- Discuss the child's academic progress thus far for each academic area. Inform parent of which teacher(s) assigns grades for each area. Ex. – Health Education may be a collaborative grade between the homeroom teacher, the P.E. teacher, and the guidance counselor; an ESE student may receive his/her Reading grade from the ESE teacher, etc.
- Explain the Test Scores section of the Report Card. If parents are unfamiliar with any of the assessments, a brief explanation should be provided.
- At the conclusion of the conference, have the parent sign a copy of the Report Card.
- Record the date of the conference in both the Comments box and the Conference Record box.
- Give the parent a copy of their child's Report Card. (The original will be placed in the student's cumulative record at the end of the year.)
- Thank the parent for coming and encourage close communication throughout the year.

Academic/Behavior Notification

Conferences are an essential form of communication between the home and the school and should be held whenever needed.

A **PROGRESS ALERT** form may be used to communicate social, academic, and/or developmental concerns. The use of this form may be particularly helpful in documenting requests for conferences of those students performing below grade level.

If a student is in danger of receiving an “N” or below-grade-level code at the end of the fifth week of the marking period, a Progress Alert must be sent home no later than the last day of the sixth week. However, if a student is passing at that time and appears to be in danger of receiving an N later, the parents should be notified as soon as possible. A student who was progressing successfully at the end of the fifth week and subsequently falls below an acceptable level may receive an “N” or below-grade-level code even if the parent was not contacted.

A conference held as a result of a **PROGRESS ALERT** notification does not take the place of the first nine week conference. The purpose of the alert is to inform the parents of their child’s immediate needs (for example, behavior problems, academic problems, etc.)

The school is responsible for maintaining documentation of parent notification. However, the failure to advise the parent of the student’s academic progress shall not be grounds for modifying a student’s grade(s). (School Board Policy)



**Leon County Elementary Schools
Tallahassee, Florida**

PROGRESS ALERT

DATE: _____

Dear Parent:

I would like to schedule a conference with you as soon as possible to discuss the following:

Your child's: Behavior _____
Work/Study Skills _____
Academic Progress _____
Other _____

Below I have suggested a date and time to meet. Please sign this form and return it to me tomorrow. Thank you for your cooperation.

Teacher Signature

Date: _____ Time: _____

_____ Yes, I will be able to come.
_____ No, I cannot come at the suggested time but could come:

Date: _____ Time: _____

PLEASE SIGN AND RETURN

Parent Signature

Parent Comments: _____

