Primary School Report Card Revision: An Overview

Joint Primary PTA Meeting:
Presentation of New Report Cards
October 27, 2010
Garden City Public Schools

Why the Change?

- The last report card revision was over 10 years ago.
- A gap existed between the instructional practices and what the school was reporting .
- An increase in the formalized home/school communication was needed.

Where did we begin?

- Collected samples of report cards from comparative districts
- Formed a committee consisting of parents, teachers and administrators from all schools
- Identified the constituent groups that needed to be informed of the progress
- Determined the venues to articulate the development of the document

How did the document evolve?

Initial steps:

- Discussed charge of committee
- Analyzed samples from comparative districts
- Identified positive attributes of samples

How did the document evolve?

Next steps:

- Examined NYS Standards

- Created framework

- Identified performance levels

- Determined frequency of distribution

- Thoroughly examined one content area at a time

How did the document evolve?

Further development:
- Created subcommittees for Special Area subjects
- Articulated feedback from constituent groups
- Refined language in content areas
- Recursive and open ended process

Comparisons

Current Report Card

Level of Performance

3   Proficient – Your child consistently demonstrates understanding of skills presented, at this time

2   Developing – Your child is developing an appropriate understanding of the skills introduced, at this time

1   Beginning – Your child requires frequent teacher assistance to apply skills, at this time

Proposed Report Card

- Performance Levels
  - 1 Below the Standards
  - 2 Approaching the Standards
  - 3 Meeting the Standards
  - 4 Exceeding the Standards
- Effort
  - I   Improvement Needed
  - G Good
  - E Excellent

Comparisons

Current Report Card

- Science and Social Studies were not reported on in Kindergarten

Proposed Report Card

- Science
  - Uses inquiry and observation skills to generate hypothesis
  - Applies skills: gathers, classifies, measure, records data
  - Interprets data and draws logical conclusions
  - Communicates ideas using scientific vocabulary
- Social Studies
  - Understands the concepts of self, community citizenship and cultures
  - Analyzes and interprets documents
  - Makes connections and transfers knowledge into themes
  - Communicates ideas using social studies vocabulary

Comparisons

Current Report Card

- Special Area Instruction

ART

Participates in lessons

LIBRARY

Participates in lessons

MUSIC

Participates in lessons

PHYSICAL EDUCATION

Participates in lessons

Proposed Report Card

- Art
  - Demonstrates understanding of grade level art concepts (including shapes, colors, lines, composition, aesthetics and judgment)
  - Uses art materials appropriately (scissors, pastels, crayons, paint, watercolors, glue and markers)

Comparisons

Current Report Card

- Personal Growth
  - Accepts new situations with ease

- Work Habits
  - Follows directions

Proposed Report Card

Social Emotional

- Behaviors that Promote Learning
  - Transitions between learning tasks
- Social and Emotional Development
  - Behaves appropriately outside classroom environment (e.g. specials, fire drills, lunch/recess)

Comparisons

Current Report Card

- Mathematics
  - Understands number relations
  - Uses mathematical operations
  - Expresses reasoning in problem solving
  - Demonstrates an understanding of measurement

Proposed Report Card

- Mathematics
  - Student understands numbers and multiple ways of representing these numbers
  - Understands number relationships
  - Determines sums and differences by various means
  - Understands algebraic patterns and geometric properties
  - Collects, organizes, displays and analyzes data
  - Determines what can be measured and how
  - Students will organize their thought process through various modes of communication (e.g. pictures, words, numbers or object)
  - Understands relationships and make connections to real life situations

Comparisons

Current Report Card

Areas Reported
- Reading
- Writing
- Speaking and Listening

Random skills assessed with no descriptors - for example:
- Comprehension Strategies
- Print Awareness
- Motivation to Read

Proposed Report Card

Areas Reported
- Reading
  - Text, Strategies, Comprehension
- Writing
- Listening
- Speaking

4 Level Rubric with descriptors at each level :
  Reading
      Emergent
      Early Beginner
      Advanced Beginner
      Early Independent

Look at Literacy as a Continuum, not a random set of skills

Proposed Report Card - Reading

	Emergent	Early Beginner	Advanced Beginner	Early Independent
Text	*Reads simple texts with one or two lines per page *Illustrations directly correspond to text *May "read" from memory	*Reads easy beginning readers, generally with several lines per page *Illustrations provide important information *Repetition of events or words	*Reads text with several lines per page with supporting illustrations *Contains many high frequency words *Some repetition of events *Simple theme and plot with natural language patterns	*Reads text with increased substance which may contain supporting illustrations *Literary language emerges *Clearly evident theme or plot *Can rely solely on print for meaning

	Emergent	Early Beginner	Advanced Beginner	Early Independent
Strategies	*Knows a few familiar words *Demonstrates awareness of letter sounds *Requires considerable assistance to read	*Contains many high frequency words *Simple theme and plot and natural language patterns emerge *Uses picture clues occasionally *Has expanded sight word vocabulary *Uses some letter-sound skills *Requires assistance to read	*Has substantial sight word vocabulary *Uses picture clues for support *Uses range of strategies, including short vowel sounds and regular spelling patterns *Begins to self correct	*Uses cueing systems (such as letter-sounds) to problem solve text difficulties with some independence *Reads fluently and with expression *Shows evidence of confidence and independence *Self correct regularly
Comprehension	*Relies mostly on pictures for meaning *Demonstrates basic understanding of text in discussion and/or drawings	*Relies more on print for meaning with some use of pictures *Identifies main idea/story plot and/or character and settings in retellings	*Infers character emotions and motivations *Relies mainly on print for meaning *Retells with some awareness of sequence and general sense of story *Makes connections from text to self	*Retells with awareness of sequence, details, and other story elements *Makes connections from text to: self, text, and world *Infers the message or theme of text *Recognizes author's intent *Self-monitors with meaning *Determines importance

How have we communicated the expectations of the Garden City instructional program to the parents?

- In the spring, the teachers reviewed their curriculum and summarized.
- During the summer, curriculum guides were developed.
- At Back To School Night, curriculum guides were distributed to all parents.

What's Next?

- October 2010 – PTA Meetings at Primary Schools
- Staff Development Meeting – October 27, 2010
- Joint Primary PTA Meeting – October 27, 2010
- First Distribution – December 10, 2010