

Elementary Report Card and Homework Recommendation

June 16, 2015

Report Card Committee

- Rose Ahrens
- Greta Dever
- Angela Glassman
- Brett Geithman
- Traci Granberg
- Chris Moggia
- Joanne Schepis
- Renee Sokol
- Rhonda Steinberg
- Katherine Whittaker Stopp
- Sharon Witzansky



**Manhattan Beach
Unified School District**

Timeline

- March - Report Card Committee Meeting #1 & 2
 - Review of report cards from roughly 10 districts
- April - Report Card Committee Meeting #3
 - Discussion/recommendations
- April 21 - Grade Level Meeting
 - teacher review and input
- April 28 - Teacher Survey for input
- May
 - Special Education teacher/staff review and input
 - Principals/District Leadership review/input
 - Report Card Committee meeting #4
- June - tentatively present to board
- July/August - create benchmark assessments

Why change the report cards?

Manhattan Beach Unified School District
REPORT TO PARENTS - KINDERGARTEN
 Student: Christina Gales
 BirthDate: 01/29/2007
 Perm ID: 4242
 School: Washington Elementary
 Principal: Alex McQuaid
 Teacher: Allen, Sarah F
 Year: 2013-2014
 Grade: K

EXPLANATION OF MARKS

Effort:
 C Consistently shows effort
 U Usually shows effort
 S Sometimes shows effort
 R Rarely shows effort

Progress Toward Standard
 + Demonstrates strong performance
 A Demonstrates appropriate development
 N Needs practice and support
 I Insufficient progress / At risk for retention
 - Shaded box not evaluated at this time

Reporting Period	1	2	3
MATHEMATIC PROGRESS			
Number Sense			
1.1 Compares sets of objects and identifies which is equal to, greater, or less than the other	A	+	+
1.2 Counts, recognizes, represents, names, and orders objects (up to 30)			
2.1a Uses concrete objects to add two numbers less than 10			
2.1b Uses concrete objects to subtract two numbers less than 10			
Algebra and Functions			
1.1 Compares sets of objects and identifies which is $>$, $<$, or $=$ than the other	A	+	+
Measurement and Geometry			
1.2 Demonstrates an understanding of time concepts (today, yesterday, morning, etc.)			
1.3 Names the days of the week			
1.4 Identifies time to the nearest hour			
1.5a Identifies and describes common 2D geometric objects			
1.5b Identifies and describes common 3D geometric shapes			
Statistics and Probability			
1.2 Identifies, describes, and extends simple patterns			
Mathematical Reasoning			
1.0 Makes decisions about how to set up a problem			
2.0 Solves a problem in a reasonable way and justifies reasoning			
WRITING PROGRESS			
Organization and Focus			
1.1 Uses letters and phonetic spelling to write about people, objects, and events			
1.2 Writes consonant-vowel-consonant words			
1.3 Writes left to right, top to bottom			
1.4a Writes numbers, attending to form			
1.4b Writes upper and lower case letters, attending to form			
Conventions			
1.1 Uses complete, coherent sentences			
1.2 Spells independently by using phonetic sounds			
READING PROGRESS			
Concepts about Print			
1.6a Recognizes and names all upper case letters of the alphabet			
1.6b Recognizes and names all lower case letters of the alphabet			
Phonemic Awareness			
1.9 Blends vowel-consonant sounds orally to make words or syllables			
1.10 Identifies and produces rhyming words			
1.11 Segments one-syllable words into separate sounds (orally)			
1.12 Traces each word in a sentence and each syllable within a word			
Decoding and Word Recognition			
1.14 Matches all consonant and short-vowel sounds to appropriate letters			
1.15 Reads simple one-syllable and high frequency words (eight words)			
1.16 Understands that as letters change in a word, so do the sounds			
Comprehension			
2.2 Uses pictures and context cues to predict story events			
2.4 Retells and answers questions about familiar stories			
Literary Response			
3.3 Identifies characters, settings and important events			
LISTENING AND SPEAKING PROGRESS			
1.1 Understands and follows one and two step oral directions			
1.2 Speaks audibly in complete sentences			

Manhattan Beach Unified School District
REPORT TO PARENTS - FIRST GRADE
 Student: Ricki Bergseth
 Teacher: Blain, Barbara
 School: Washington Elementary
 Principal: Alex McQuaid
 Year: 2013-2014
 Grade: 1
 Perm ID: 4277
 BirthDate: 06/16/2005

EXPLANATION OF MARKS

Effort:
 C Consistently shows effort
 U Usually shows effort
 S Sometimes shows effort
 R Rarely shows effort

Progress Toward Standard

Area of Concern

Reporting Period	1	2	3
MATH			
Number Sense			
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2.1a Uses concrete objects to add two numbers less than 10			
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Algebra and Functions			
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2.0 Solves a problem in a reasonable way and justifies reasoning			
WRITING PROGRESS			
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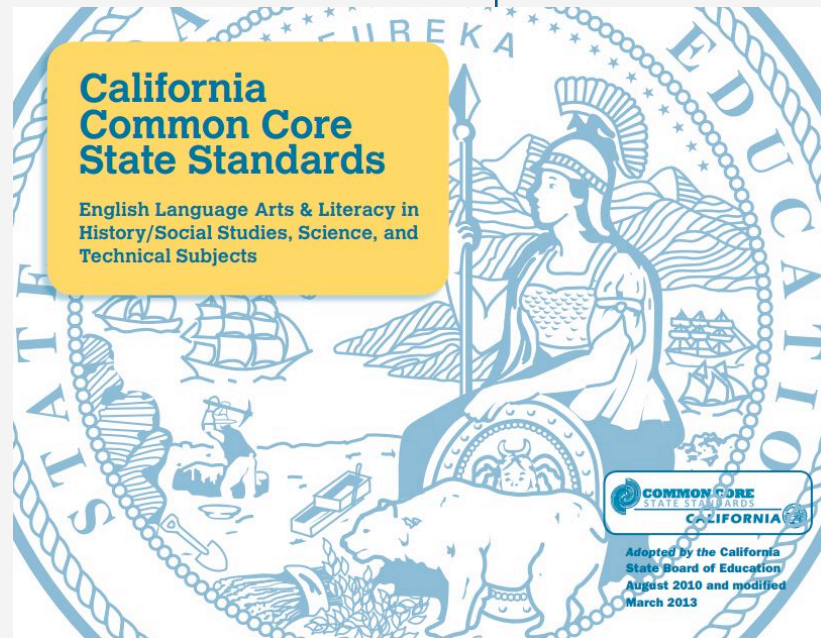
TEACHER COMMENTS

Maya is an amazing student. She understands and applies geographic terms knows the role of laws and rules in society LANGUAGE ARTS COMMENTS has not yet mastered spelling standards needs to use class time wisely enthusiastic learner with a positive attitude is an independent worker needs to focus during class time sets a model example of leadership enthusiastic learner with a positive attitude is an independent worker is reluctant to share needs supervision to stay on task monitor homework completion at home understands and applies geographic terms knows the role of laws and rules in society LANGUAGE ARTS COMMENTS has not yet mastered spelling standards needs to use class time wisely enthusiastic learner with a positive attitude is an independent worker needs to focus during class time sets a model example of

Reporting Period	1	2	3
ATTENDANCE			
Days Enrolled	90	70	1
Days Absent	0	0	0
Days Tardy	0	0	0

A Standards-based Report Card

Current Practice	Proposed Changes	Rationale
<p>California Content Standards Based (circa 1986/7)</p>	<p>Common Core State Standards (circa 2012/13)</p>	<p>Shift from CA Standards to California CCSS</p>



Guiding the Report Card Work

- Shift from CA Standards to CCSS language and expectations
- Consistent and objective grading within and across schools
- Objective communication of students knowledge and skills
- Parent friendly (understandable)
- Effective use of teacher time
- Communicating with parents earlier in year (Goal Setting Conference - October)
- Additional time for studying students and reporting progress

Recommended Changes to the Report Card

- Move from a trimester to a semester reporting period (96% agree/can live with)
- Move from an achievement-based to a standards based report card (95% agree/can live with)
- Move from an overall grade in a subject area to a grade in each standard (95% agree/can live with)

Recommended Changes to the Report Card

- Move from multiple effort grades in content areas, “Work and Study Habits” and “Personal/Social Growth” to a condensed “Student Expectations” area (97% agree/can live with)
- Move from multiple grading scales to one 3-point grading scale (98% agree/can live with one scale; and 70% agree/can live with a 3-point scale)
- Comments: Beginning and ending sentence (teacher discretion); 3-6 bulleted goals/next steps (high quality, CCSS, actionable, report card aligned)

Why a Homework Recommendation?

- Align practice with research
- Consideration of the whole child
- Early literacy is a significant predictor of achievement
- Create consistency across schools

Homework Recommendation

Grades K -2	20 minutes (15 minutes daily reading; 5 minutes at teacher discretion) <ul style="list-style-type: none">• Example: Read 15 minutes daily; one night count a collection at home and record what you counted (accumulation of 20 minutes from the wk)
Grade 3	30 minutes
Grade 4	40 minutes
Grade 5	50 minutes
Grades 3-5	Homework should include <i>20 minutes of daily reading</i> which is included in the total time, not in addition

Homework Recommendation

- Homework should be meaningful
- Homework should not count as part of academic grade
- Incomplete homework should not be punitive, rather teachers should communicate with student and parents
- Homework should be designed so that it can be completed independently
- Homework should be used as a means to develop work and study habits
- The emphasis is on reading

Elementary Report Card and Homework Recommendation

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