

Elementary Report Cards

In 2012, the Pennsylvania Department of Education adopted the PA State Core Standards which outline the rigorous, high quality academic expectations in the subject areas of English, Language Arts and Mathematics that all students should master at the end of each grade level. School districts were given until 2014 to begin implementation and in an effort to align with the updated standards, the Council Rock School District established an Elementary Report Card Committee that worked with educators and administrators to develop a revised elementary report card as a means to communicate a student's educational progress. The revised report card was implemented for the 2014-2015 school year.

There were several key areas of change. In terms of accessibility, elementary report cards are no longer being sent home with each student. Parents can now log directly into the Home Access Center to view and print their child's report card. The appearance of the elementary report card was modified as the size was increased from one to four pages and each student's school photo was added to the first page. Additional subject areas including Art, Music and Physical Education were added in response to standards based individual evaluation and the revised report card also notes in which quarter the student had Library services, although individual performance is not measured in this area. Teachers providing special services (i.e., Humanities, IST, Learning Support, etc.) are not given direct access to input comments on a student's report card, however, they can provide homeroom teachers with information that would be added to the comments section. In the subject areas of English, Language Arts, Reading and Writing, performance indicators were revised from the previous 1, 2, 3, 4 system to M = Meets Expectation and I = Improvement Needed. In the subject areas of Math, Social Studies and Science, performance indicators were revised as indicated below:

2013 – 2014

A = Advanced
P = Proficient
B = Basic
BB = Below Basic

2014-2015

E = Exceeds Standard/Expectation
M = Meets Standard/Expectation
A = Approaching Standard/Expectation
I = Improvement Needed
N/A = Not Assessed this Quarter
A “√” indicates limited progress

Content changes were also made and can be found by visiting www.citizensforeducation.com
=>Supporting Documents=>Elementary Report Cards.

The District Elementary Report Card Committee was proactive to seek feedback from teachers as well as elementary parents. In the spring of 2015, a Report Card Survey was sent out and 352 responses were received, representing approximately 9% of the elementary families. 70% of the responders understood the indicators as well as the wording of the standards of the new report card but 77% of the responders indicated that the report card did not provide relevant information about their individual child's progress. Additionally, the respondents felt that the indicator “Meets the Standards” was too broad and did not sufficiently identify individual student growth.

In response to this feedback, the District Elementary Report Card Committee recently sent out a letter to all elementary parents identifying the following revisions which became effective with the 1st quarter report cards for the 2015-2016 school year:

1. In Grades 3-6, the range for “Meeting the Standard” was narrowed by the addition of the indicator level of M+ to show when a student strongly meets the standard/expectation. When percentage scoring is appropriate, the following guidelines will be used:

E Exceeds the Standard	95% - 100%
M+ Strongly Meeting the Standard	90% - 94%
M Meeting the Standard	80% - 89%
A Approaching the Standard	70 - 79%
I Needs Improvement	69% and below

2. For those areas not yet assessed, the teacher will assign an NA to that domain.
3. The report card will define more clearly how progress is measured towards the standard. For certain domains, students will meet the standard before the last marking period. In these cases, the indicator is carried through until the last marking period if there is no further assessment on that standard. For example, if a kindergarten student meets the expectation to count to 100 during the second marking period, the student will maintain the M (meets the standard) until the end of the year. If this student demonstrates that he/she can count to 200 in the third marking period, then the student's score will change to exceeding the standard. It is expected that students who receive an "A" or an "I" will have opportunities to revisit the concept and work towards meeting the standard.
4. Provide more information related to a student's work in special area classes and characteristics of a successful learner. Special area teachers will now have the additional indicator of "A" (approaching) when considering a student who hasn't yet met the expectation.
5. In regard to the Characteristics of a Successful Learner section, clarification is being made as to the use of "checks" when coupled with an indicator. Going forward, checks will only be used with the intermediate (Grades 3-6) report cards. A check will show an area of need where the overall score is an "A" or an "M."

Citizens for Education is very appreciative of the work performed by the District Elementary Report Card Committee and thanks the committee for the time and attention it has given to this important project. Return to www.citizensforeducation.com .