



Standards-based Report Cards Southgate Community Schools PowerSchool High School – Michigan 2008

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www.southgateschools.com > Technology Services > Conference Resources

Disclaimer: We are not PowerSchool experts, the advice offered herein is our experience, based on our setup. Please don't hold PowerSchool responsible for any mistakes we may make!

Introduction

Diane Kell and Wendy Nowak of Southgate Community Schools will share Southgate's experience and processes in creating and updating standards-based report cards. Southgate has worked with PowerSchool for seven years and has had standards-based report cards for six of those. Three main areas will be covered:

- Tips to organizing and finalizing report card content, thus saving the PS Admin time in rework of object reports
- Creation of the object reports (i.e., experience using PowerSchool and third party tools like Object and Designer)
- How to manage revisions/updates and managing the standards table after your first set of report cards

Elementary Background

Grades K - 2

- No letter grades
- Enter standards and comments in PowerTeacher
- OR enter scores and comments in Powergrade
- OR a combination of above

Grades 3 - 5

- Letter grades are entered in PowerGrade
- Standards and comments entered in PowerTeacher
- OR standards and comments entered in Powergrade. Within Powergrade you can tie a standard to an assignment and let it use the conversion scale to calculate. Comments are also easier in Powergrade to enter en masse and also to clear.

Tips for Pre-work

- Ask to be included in the report card committee meetings.
- Ask for a final copy approved by the group or administrator.
 - Make them aware that changes will delay the schedule and increase workload.
- Ask for design privileges so that you can manipulate the objects easier and to your advantage for future changes.
 - Mock up your final design for proofreading & approval from the administrators/teachers.

Standards

Manage your standards in Excel.

Export the Standards table to Excel (we'll share ours) and enter all of your standards here to be imported back in. This helps with spell-check and error checking.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	
Alignme	Allowassignme	Calculat	Conversion	scale	Courses	Descr	Id	Identifier	Include	comme	Level	Listparent	Name	Sortorder	Subjectarea	Type
	FALSE		2277				2145	1G	TRUE		1		First Grade	2	First Grade	4
	FALSE		2277				2146	1G.ART	FALSE		2	1G	Art	12	Art	4
	TRUE		2277	01ART			2147	1G.ART.DK	FALSE		3	1G.ART	Demonstrates knowledge/use of ap	1	Art	4
	TRUE		2273				2148	KG.RC.PP	FALSE		3	KG.RC	WdPurple	19	Color	4
	TRUE		2277	01ART			2149	1G.ART.AC	FALSE		3	1G.ART	Exhibits appropriate conduct and co	2	Art	4
	TRUE		2277				2150	KG.MU.SI	FALSE		3	KG.MU	Singing	3	Music	4
	TRUE		1321	01WR,K1CORE,12CORE				B1G.WR.AC	FALSE		3	1G.WR	Accommodations	1	Writing	4
	TRUE		1321	01RE,K1CORE,12CORE			2224	1G.RR.CL	FALSE		3	1G.RR	Currently in lessons	1	Reading Rec	4
	TRUE		2282	01WR,K1CORE,12CORE				B1G.WR.AA	FALSE		3	1G.WR	Above, At, Below Grade Level	2	Writing	4
	TRUE		2277	01WR,K1CORE,12CORE			2243	1G.WR.CI	FALSE		3	1G.WR	Content and ideas	3	Writing	4
	TRUE		2282	01MA,K1CORE,12CORE				B1G.MA.AA	FALSE		3	1G.MA	Above, At, Below Grade Level	1	Math	4
	TRUE		1321	01MA,K1CORE,12CORE				B1G.MA.AC	FALSE		3	1G.MA	Accommodations	2	Math	4
	TRUE		2277				2157	1G.SC.SV	FALSE		3	1G.SC	Demonstrates an understanding of	6	Science	4

Conversion Scales

District > Standards > Conversion Scales

Standard Conversion Scales

New

Name	Edit Scale	Description
1st Grade Numbers 1-54 and Reading Recovery	Edit Scale	Numbers from 1 -54 for phonics, identification of letters and letter sounds and for use for Reading Recovery levels.
1st Grade Writing & Reading	Edit Scale	pre-emergent, emergent, developing, transitional, bridging, expanding, independent
1st through 5th Grades	Edit Scale	4,3,2,1 new 2006 scale
Above, At, Below	Edit Scale	Above, At, Below Grade Level
Kindergarten	Edit Scale	3,2,1 - new 2006 scale
Kindergarten increments of 5	Edit Scale	5, 10, 15, ----100+
Status for Next Year	Edit Scale	Grade level student will be promoted, placed, or retained in.
X or blank	Edit Scale	Accommodations - old 1st Grade X's for the continuums, Reading Recovery
Z Old 1, 2, 2/3, 3/4, K-2 Enrich	Edit Scale	3, 2, 1, / symbols used in standards
Z Old 3, 4, 4/5, 5	Edit Scale	*, +, -, / symbols used for standards
Z Old Kindergarten	Edit Scale	+, -, / symbols used in standards
Z Old Kindergarten Penny Nickel Dime	Edit Scale	Option for entering penny, nickel, and dime combinations
yes or no	Edit Scale	Yes or No option for 3 K math standards
z old Reading Level 12-60	Edit Scale	Numbers from 12-60
z old Reading Recovery Status	Edit Scale	Status of reading recovery students: RR, Literacy, or Both

Note: These Standards Conversion Scales apply to all schools on this server.

New

Description	PowerGrade % earned*	Translates to
pre-emergent	90	pre-emergent
emergent	80	emergent
developing	70	developing
transitional	60	transitional
bridging	50	bridging
expanding	40	expanding
independent	30	independent

*Similar to a gradebook grade scale, entries in the "% earned" column cover percentages from the level specified up until the next highest % entry.

Creation of the Object Reports

You have several choices to create an object report.

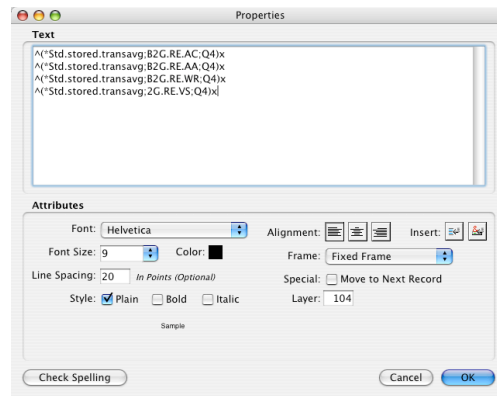
1. Borrow one from the User Group and revise to fit your needs.
2. Create one from scratch in Powerschool (not recommended).
3. Create one in a third party program like Designer or Object.

We create a background image of all lines and shading. You can place these images on your server. The text and codes can then sit on these images. This saves time in placing lines, boxes and shading within objects.

We use Designer to type all labels and place codes for each report card. This creates the .pst file.

Tips

- If you are using images, remember to use appropriate and consistent names in labeling the jpgs so you can easily identify them (i.e., 1pg1pict.jpg, 1pg2pict.jpg)
- When placing codes, put a character after it, so you can confirm the correct placement. Use a different character for each quarter.



Tips (cont.)

- Place text and codes from right to left, there are many codes on a page and you'll lose track of where you are on the page.

Mathematics	1	2	3	4	Reading/Literacy
Accommodations				■	Std.stored.transavg;2G.MA.AA;Q4
Uses addition and subtraction facts readily				(Std.stored.transavg;2G.MA.AA;Q4
Uses problem solving				(Std.stored.transavg;2G.MA.UG;Q4
Understands graphs				(Std.stored.transavg;2G.MA.PY;Q4
Understands place value				(Std.stored.transavg;2G.MA.GE;Q4
Understands measurement				(Std.stored.transavg;2G.MA.MO;Q4
Understands geometry				(Std.stored.transavg;2G.MA.FR;Q4
Understands time					Std.stored.transavg;2G.MA.UM;Q4
Understands money					
Understands fractions					
Understands multiplication facts to 9's					

- Use the group tool with copy and paste functions, this will be a big time saver.
- PowerSchool labels objects alphabetically within layers and only allows for 20 layers. Designer automatically adds a layer for each object. You should adjust these accordingly and name the objects in such a manner that they will be grouped alphabetically by layer. For example, all attendance objects are layer 9 and labeled ATT, all Social Behavior objects are layer 10 and labeled SB.

Quarterly Changes

There are two ways to handle different quarters on the report card.

1. Have four copies of each report card, one for each term.
2. Have one copy and change it after/before each term.

We change ours and use a check sheet to minimize the time it takes to make changes to the report cards each quarter.

Line numbers to change comments for elementary report cards.

**00607
Q4**

Kindergarten	1st	2nd	3rd	4th	4/5	5th
Comments	Comments	Comments	Comments	Comments	Comments	Comments
AR 288	MA 69	MA 111	MA 113	MA 74	MA 80	MA 80
MU 289	RE 145	RE 112	RE 114	RE 75	RE 81	RE 81
TH 290	WR 190	WR 113	WR 115	SP 76	SB 151	SB 152
AM 291	AR 343	AR 234	AR 267	SB 146	SC 152	SC 153
Abs Lines	MU 344	MU 235	MU 268	SC 147	WR 153	WR 154
Q1 179	PE 345	PE 236	PE 269	WR 148	AR 270	AR 259
Q2 180	SB 346	SB 237	SB 270	AR 267	MU 271	MU 260
Q3 181	SC 347	SC 238	SC 271	MU 268	PE 272	PE 261
Q4 182	SS 348	SS 239	SP 272	PE 269	SS 273	SS 262
	TH 349	TH 240	SS 273	SS 270	TH 274	TH 263
			TH 274	TH 271		
Tardies						
AMQ1 183	Abs Lines	Abs Lines				
PMQ1 184	Q1 195	Q1 114	Abs Lines	Abs Lines	Abs Lines	Abs Lines
	Q2 197	Q2 115	Q1 116	Q1 255	Q1 258	Q1 264
AMQ2 185	Q3 196	Q3 116	Q2 117	Q2 256	Q2 269	Q2 265
PMQ2 186	Q4 198	Q4 117	Q3 118	Q3 257	Q3 260	Q3 266
			Q4 119	Q4 258	Q4 261	Q4 267
AMQ3 187	Tardies	Tardies				
PMQ3 188	AMQ1 199	AMQ1 118	Tardies	Tardies	Tardies	Tardies
	PMQ1 200	PMQ1 119	AMQ1 120	AMQ1 259	AMQ1 262	AMQ1 268
AMQ4 189	AMQ2 201	AMQ2 120	PMQ1 121	PMQ1 260	PMQ1 263	PMQ1 269
PMQ4 190	PMQ2 202	PMQ2 121	AMQ2 122	AMQ2 261	AMQ2 264	AMQ2 270
			PMQ2 123	PMQ2 262	PMQ2 265	PMQ2 271
	AMQ3 203	AMQ3 122	AMQ3 124	AMQ3 263	AMQ3 266	AMQ3 272
	PMQ3 204	PMQ3 123	PMQ3 125	PMQ3 264	PMQ3 267	PMQ3 273
	AMQ4 205	AMQ4 124	AMQ4 126	AMQ4 265	AMQ4 268	AMQ4 274
	PMQ4 206	PMQ4 125	PMQ4 127	PMQ4 266	PMQ4 269	PMQ4 275

Created by Diane Kell 3-13-07

Tip

- Use white text to hide unwanted text, i.e., cover future attendance.

Web Assignments

WEB ASSIGNMENTS - initial setup

Web Assignments in PowerSchool

Explanation

Web assignments creates assignments in teachers powergrade gradebooks for ease in mass population of grades and avoids massive amounts of "clicks" when entering grades

The initial set up is/was very extensive but maintenance and future imports are relatively easy. This information are directions for initial setup.

Allow quick import

PowerSchool40>system>server>Resources>web_root>Admin>importexport>quickimport>quickimport1.html

Getting the standards file ready

System > system settings > server stats > standards (53) select all > export records

Fields to export

Category - name - possible pts - weight - due date - description - standard (identifier)

**To create/find Category ID number

Make one "fake" web course assignment populating with information below then go to DDA to see what Category ID is and then go back and delete this one assignment using DDA

Fix this excel file

add these columns/info

Category (made at district level) **

Possible pts = 100

Category ID = make one then go back to dda and see what the category id is

Distcourseenum example KGAM

Due date - pick one day within term (this will determine the order in which the teachers will see the assignments in their grade book

description - name of the standard

ptposs - 100

abbrev - teacher will see 6 letters only in PowerGrade

standard identifier - KG.WB.FR

weight - 1

Section ID - Leave Blank

Transferred - false

Take out any classes not included in WebAssign i.e. art, music, technology, and gym

Take out Placed, Promoted, Retained when doing Q1, Q2 and Q3

Separate files by grade level

01, 02, 12core, 23, K1core, KGam, KGpm

File information - format "txt" with column headings

Created by Diane Kell 03-13-07

Web Assignments in PowerSchool

Explanation

Web assignments creates assignments in teachers powergrade gradebooks for ease in mass population of grades and avoids massive amounts of “clicks” when entering grades

The initial set up is/was very extensive but maintenance and future imports are relatively easy. This information is directions for maintenance only. Refer to the book for initial set up.

Notes - how (maintenance for future imports):

Getting the files ready

Open file WebAssignBeg0506 or the Most Current Web Assign file in folder (DATA-save)

Make a new folder for the new school year and use these files

Open each semester and change dates to reflect the current school year terms (If any standards have been changed (usually not) they must be reflected here)

Importing them into Powerschool

Clear WebAsmt table (DDA)

district > webasmt > category ID = 2107 > modify > delete

turn import into WebAsmt “on” (very dangerous to not turn back off)

district > district setup > district > miscellaneous > allow importing in district office mode > check on

Import files for each correct quarter

district > spec func > import/export > quick import > web asmt > import

Send to teachers

District > district setup > district > course assignments > create assignments > check box > submit

change function to not allow any further importing at district level

district > district setup > district > miscellaneous > allow importing in district office mode > check off

Notes – when:

Beginning of the year and after each report card printing for the new semesters

File information - format “txt” with column headings

Created by Diane Kell 03-13-07

Storing Grades, Generating & Printing

We have been through several variations of this process.

We use both processes, Permanently Store Grades and Store Standards Grades to capture all data.

We have found that the generation of report cards is very slow with six buildings and approximately 120 teachers. They may have to wait up to six hours before being able to preview their reports.

For this reason, we staggered the dates over a three-day period to help ease the load. This helped some. Our biggest offense is teachers sending multiple report cards to the server errantly.

This fall we are using a customization from Power Data Solutions to verify grades. We will store standards for all six buildings on a Wednesday evening and then give the teachers two days to complete the verification process (i.e., verify letter grades and comments as well as make corrections to the standards in PowerSchool Teacher).

Then we will permanently store all information. All report cards will be generated on the weekend from a centralized login (thus only one report card per teacher). We will send those report cards to the teacher's printer on Monday morning.

If all goes well, there will be minimized slowness on the server, increased verification on the teachers' part, and more accurate report cards going home.

Tips to Managing Revisions & Updates

- Make sure you are invited to all report card meetings! Your experience will help them if they have technical questions and again, you'll be able to understand their intent of the report card.
- The standards table stays "live". This means you can't delete old or unused standards if you still want to keep a record of them. If something is reworded or revised now, it will change the past record as well. Be careful and understand how your administration wants standards to be kept and stored before deleting anything!
- For our new standards, we used the same naming convention but added a "B" in front of the identifier. This allows us to know that this was the second set of revisions to our standards hierarchy.

▼ School
▶ KG - Kindergarten
▶ 1G - First Grade
▼ 2G - Second Grade
2G.NYS.PR - Promoted to (Next Year's Status)
2G.NYS.PL - Placed in (Next Year's Status)
2G.NYS.RE - Retained in (Next Year's Status)
2G.RR.ST - Reading Recovery Status
2G.RR.LV - Reading Recovery Level
▼ 2G.RE - Reading/Literacy
B2G.RE.AC - Accommodations
B2G.RE.AA - Above, At, Below Grade Level
B2G.RE.WR - Understands what is read
2G.RE.VS - Uses various strategies to read
2G.RE.UJ - Expresses understanding of text
2G.RE.IS - Identifies story elements (character, setting, problem, solution)
2G.RE.RE - Reads with expression
2G.RE.MP - Makes predictions/self corrects (re-reads/reads on)
2G.HW - Handwriting
▼ 2G.EW - Expressive Writing/Speaking/Listening
B2G.EW.AC - Accommodations
2G.EW.UO - Uses organization: beginning, middle, end
2G.EW.UC - Uses capitalization and end punctuation appropriately
2G.EW.SC - Speaks clearly and accurately to relay and respond to information
2G.EW.CI - Creates interest through effective word choice
2G.EW.LU - Listens with understanding
2G.HW.WN - Writes neatly: printing/cursive

- It takes a very organized, uninterrupted person to arrange the new Excel standards file for a new import. As always, back up your table first!

Example Report Cards

Kindergarten Report Card



Achievement Report 2006 - 2007

Jane Story

Allen Elementary
Timothy Flint, Principal
Grade Level Kindergarten

To the Parents: This is a description of Jane's development in several areas of growth. It is important to remember that children grow at their own rate and cannot be hurried in this growth, so it is not expected that every child will have fully developed in all areas listed here by the end of this year. The best incentives for growth are feeling successful and receiving encouragement.

Homeroom Teacher: Mrs Kimberley Gervasi

Literary Skills					Mathematics					Social Science				
	1	2	3	4		1	2	3	4		1	2	3	4
I write my name correctly.	2	1			I recognize basic shapes.	1	3			I recognize 10 basic colors.	3	3		
I respond to a story orally.	3	3			I draw basic shapes.	2	2			I recognize color words.				
I write using pictures.		2			I can compare sizes.	3	3			I know the days of the week.	3	2		
I write using letters.		2			I identify sets of more, less and the same.	3	3			I know the months of the year.	3	2		
I write using words.		2			I can read a pattern.	2	3			I participate during calendar discussion.	2	3		
I recognize my name in print.	3	3			I can make a pattern.	2	3			I participate in science activities.				
I exhibit directional movement (left to right, top to bottom).	2	2			I can sort and classify.		3							
I distinguish between a letter and a word.	2	2			I can count to:		35							
I recognize high frequency words.					I can count objects with one to one correspondence to:	Y	Y							
						10	15	20	30					
					I can recognize numbers up to:	N	N							
						10	15	20	30					
					I can write numbers up to:	N	N							
						10	15	20	30					
					I can count to 30 by:	Y								
						10	5	2						
					I know time on the hour.									
					I can solve simple addition problems.									
					I can solve simple subtraction problems.									
					I can read a graph.		2							
					I can make a graph.									
					I measure using non-standard units of measure.									

Standards KEY

3 = Meets Expectations
2 = Developing Skills
1 = Area of concern
☐ = Not assessed

Next Year's Assignment

Promoted to: _____
Placed in: _____
Retained in: _____

Regular and prompt attendance is important to Jane's progress and preparation for the next grade level.

Marking Period	1	2	3	4
Days Absent	0.0	0.5	0.0	
	AM PM	AM PM	AM PM	AM PM
Days Tardy	1	0	1	0
	0	0	0	0

Teacher's Signature _____
Principal's Signature _____
(if placed or retained)



Achievement Report 2006 - 2007

Jane Story

Allen Elementary
Timothy Flint, Principal
Grade Level Kindergarten


Homeroom Teacher: Mrs Kimberley Gervasi

Capital Letters					Lower Case Letters					Letter Sounds				
	1	2	3	4		1	2	3	4		1	2	3	4
A					a					Ā				
B	2	3			b	2	1			B	2	1		
C					c					C				
D	2	1			d	2	3			D	2	3		
E					e					E				
F	3				f	3				F	3			
G	1				g	1				G	1			
H	2	1			h	2	1			H	2	1		
I					i					I				
J					j					J				
K	1				k	1				K	1			
L	3				l	1				L	3			
M	3	1			m	2	3			M	2	3		
N	2	1			n	2	1			N	2	1		
O					o					O				
P	2	1			p	2	3			P	2	3		
Q					q					Q				
R	1				r	3				R	1			
S	3				s	3				S	3			
T	2	1			t	2	1			T	2	1		
U					u					U				
V	1				v	1				V	1			
W	2	3			w	2	1			W	2	1		
X					x					X				
Y	3				y	3				Y	3			
Z	3				z	3				Z	3			

Teacher Comments

Art					
	Gregory Luna	1	2	3	4
Demonstrates knowledge and use of appropriate grade level skills of art standards.		3			
Exhibits appropriate conduct and cooperative attitude.		3			
Music					
	Mr Anthony Eichensdollar	1	2	3	4
Demonstrates knowledge and use of appropriate grade level skills of music standards.		4			
Exhibits appropriate conduct and cooperative attitude.		4			
Physical Education					
	Mr Robert McAllister	1	2	3	4
Exhibits appropriate levels of strength, endurance and flexibility.					
Demonstrates proper body mechanics and coordination.					
Participates and shows enthusiasm.		4			
Demonstrates appropriate conduct and cooperative attitude.		4			
Exhibits good listening skills.		4			
Technology					
	Patricia Somers	1	2	3	4
Demonstrates appropriate conduct and respectful, cooperative attitude.		3			
Demonstrates knowledge and use of appropriate grade level skills of technology standards.		3			
Knows the keyboard.		3			

First Grade Report Card



Achievement Report 2006 - 2007

Ann Smith

Allen Elementary
Timothy Flint, Principal
Grade Level 1

To the Parents: This is a description of Ann's development in several areas of growth. It is important to remember that children grow at their own rate and cannot be hurried in this growth, so it is not expected that every child will have fully developed in all areas listed here by the end of this year. The best incentives for growth are feeling successful and receiving encouragement.

Page 1 of 4

Homeroom Teacher: Mrs Lynn Rucarean


Mathematics				
	1	2	3	4
Above (Ab), At (At), Below (Be), Grade Level	At	At		
Accommodations				
Numbers and Operations				
Counts to 110 by 1's, 2's, 5's, and 10's	2	3		
Counts to 500 by 100's	2	3		
Reads, writes, and orders numbers to 110		3		
Uses a number line to add and subtract	2	3		
Counts backwards by 1's and 10's from 100		2		
Identifies place value to tens place		2		
Adds fluently up to 10 + 10				
Adds 3 one-digit numbers				
Subtracts fluently through the teen numbers				
Estimates sums and differences		2		
Geometry				
Creates and describes 2-D and 3-D shapes		2		
Describes position of objects (above/below, etc.)	3	3		
Describes, creates, distinguishes and predicts patterns	3	3		

	1	2	3	4
Measurement				
Measures length using non-standard units				
Compares objects (shorter/shortest, etc.)	3	3		
Solves problems with addition and subtraction of length				
Data and Probability				
Collects, organizes, reads, interprets and makes pictographs		3		
Time				
Tells time to the hour and half hour				
Solves problems with addition and subtraction of time				
Money				
Identifies different and equal denominations of coins and bills				
Tells amount of money up to \$1.00 using \$ and ¢ symbols				
Adds and subtracts money				
Solves problems with addition and subtraction of money				

Teacher Comments:

Standards KEY

4 = Exceeds Expectations
 3 = Meets Expectations
 2 = Progressing Towards Expectations
 1 = Area of concern
 = Not assessed



Achievement Report 2006 - 2007

Ann Smith

Allen Elementary
Timothy Flint, Principal
Grade Level 1

To the Parents: This is a description of Ann's development in several areas of growth. It is important to remember that children grow at their own rate and cannot be hurried in this growth, so it is not expected that every child will have fully developed in all areas listed here by the end of this year. The best incentives for growth are feeling successful and receiving encouragement.

Page 2 of 4

Homeroom Teacher: Mrs Lynn Rucarean

Language Arts				
	1	2	3	4
Accommodations				
Above (Ab), At (At), Below (Be), Grade Level	At	At		
Uses strategies to decode words	2	2		
Uses strategies to determine the meaning of words		2		
Knows grade level sight words	2	2		
Knows meaning of grade level words		2		
Self-corrects when reading aloud		2		
Reads and understands a variety of text (fiction, non-fiction, poetry)		2		
Reads aloud with expression and fluency	2	2		
Retells and identifies story elements		1		
Compares and contrasts across texts		1		
Stage of Reading				
Quarter 1	developing			
Quarter 2	developing			
Quarter 3				
Quarter 4				


Phonics				
	1	2	3	4
Identifies letters (upper and lower case)	54	54		
Identifies letter sounds	21	26		
Identifies digraphs (th, ch, sh)	26	26	26	26
Identifies rhyming words	2	2		
Identifies word families and word chunks	2	2		
Listening/Speaking				
Above (Ab), At (At), Below (Be), Grade Level	At	At		
Follows two-step oral directions	2	3		
Shares and takes part in oral class activities	3	3		
Speaks clearly in complete, coherent sentences	3	3		
Asks appropriate questions during a presentation or report	3	3		

Continuum of Reading Development (early stages)

<p>Pre-Emergent</p> <ul style="list-style-type: none"> * May know some letter sounds * Relies on others to read or share books * May make up a story from pictures after repeated listening experiences <p>Emergent</p> <ul style="list-style-type: none"> * Knows most letter sounds * Uses beginning sounds along with picture cues and context to decipher unfamiliar words * Associates print and sounds with meaning * Understands concepts of print * Retells familiar stories in sequence <p>Developing</p> <ul style="list-style-type: none"> * Uses initial and final consonants and consonant clusters and word families to decipher unfamiliar words * Begins to integrate meaning language structure and phonics cueing systems * Relies less on memorizing a text * Begins to develop fluency with familiar texts * Reads new patterned stories with help * Begins to monitor and self-correct errors that interfere with meaning * Begins to summarize stories * Reads own writing <p>Transitional</p> <ul style="list-style-type: none"> * Uses some long and short vowel sounds to decipher unfamiliar words * May read new text word by word, but shows some evidence of phrasing * Self-corrects errors that interfere with meaning * Demonstrates understanding through discussion or retelling * Recalls important details and formulates a main idea statement * Independently makes connections between personal experience and story or between stories * Compares/contrasts two stories * Uses information to form opinions * Recognizes different genre (poetry, fiction, information) * Able to read alone for ten minutes or more 	<p>Bridging</p> <ul style="list-style-type: none"> * Independently uses a variety of reading strategies (meaning, language structure and phonics) * Reads fluently, with expression, most of the time * Self-corrects most errors * Makes reasonable predictions based on prior knowledge and the text * Independently makes judgements about characters, plot, main idea * Retellings include some of the following: details, characters, setting, sequence of events, generalization, main idea, personal reaction, evaluation * Begins to read chapter books * Remembers plot of a long story read over several days * Able to read alone for fifteen minutes or more <p>Expanding</p> <ul style="list-style-type: none"> * Retelling includes some of the following: recognition of character development; influence of setting on plot; comparison/contrast with other books; inferences * Informational reading strategies include: highlighting; use of headings and captions; pre-reading questions and tasks; taking notes * Able to use multiple reference materials for a report * Reads longer, more complex books * Able to read alone for twenty minutes or more <p>Independent</p> <ul style="list-style-type: none"> * Retellings are effective and complete * Independently makes generalizations and/or inferences about patterns, character, plot, setting, genre, style and purpose (entertainment, information, persuasion) * Identifies author's topics, both explicit and implicit * Identifies point of view of antagonist and protagonist * Reads and comprehends text that is abstract and removed from personal experience * Accepts challenges as a reader * Spends quality time reading
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Teacher Comments:

First Grade Report Card (cont.)



Achievoment Report 2006 - 2007

Ann Smith

Allen Elementary
Timothy Flint, Principal
Grade Level 1

Page 3 of 4 Homeroom Teacher: Mrs Lynn Rucarean

Writing/Spelling	1	2	3	4
Accommodations				
Above (Ab), At (At), Below (Be), Grade Level	Be	At		
Qualities of Writing:				
Content and ideas	1	2		
Organization		2		
Voice				
Conventions:				
Uses capitals and punctuation	1	1		
Sound/letter correspondence	1	2		
Spells correctly common one-syllable words	1	2		
Writes three or more connected sentences		2		
Writes using a variety of genres (personal narrative, poetry, report)				
Stage of Writing				
Quarter 1	emergent			
Quarter 2	developing			
Quarter 3				
Quarter 4				

Teacher Comments:


Continuum of Writing Development (early stages)

<p>Pre-Emergent</p> <ul style="list-style-type: none"> * Relies on picture to convey meaning * Writes random, recognizable letters * Tells about own writing <p style="text-align: center;"><i>NEAHO</i></p> <p>Emergent</p> <ul style="list-style-type: none"> * Expresses ideas on paper * Uses beginning / ending consonants to represent whole words * Copies words * Understands concepts of print * Reads own writing * Begins to use spacing <p style="text-align: center;"><i>I HRS</i></p> <p>Developing</p> <ul style="list-style-type: none"> * Writes complete, understandable thoughts * Uses some temporary and some conventional spelling * Writes from top to bottom and left to right <p style="text-align: center;"><i>I hv dog</i></p> <p>Transitional</p> <ul style="list-style-type: none"> * Writes two or more sequential thoughts * Spells many common words conventionally * Begins to edit * Writes pieces that others can read * Experiments with capitals and end punctuation * Begins to collaborate on writing projects <p style="text-align: center;">I have a dog. He is big!</p>	<p>Bridging</p> <ul style="list-style-type: none"> * Can compose a story with a beginning, middle and end * Uses punctuation and capitals for "I", names and to begin sentences * Begins to evaluate writing * Helps others edit * Begins to revise by adding description/detail <p>Expanding</p> <ul style="list-style-type: none"> * Begins to develop paragraphs * Writes with detail and organization * Uses strategies to spell (sound patterns, graphic patterns, meaning) * Writes for various purposes * Begins to revise by deletion * Begins to use 5-step writing process: prewriting, organizing, writing, revising, editing <p>Independent</p> <ul style="list-style-type: none"> * Write summary * Organize information into a report * Organize paragraphs logically * Selects form to suit audience and purpose (narrative, poetry, biography, criticism, persuasion, report) * Uses a variety of sentence structures * Develops editing and proofreading skills * Demonstrates accurate use of punctuation, grammar, spelling * Revises by reorganizing or adding literary devices * Uses 5-step process independently
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<p>Regular and prompt attendance is important to Ann's progress and preparation for the next grade level.</p> <table style="margin: auto;"> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Days Absent</td> <td style="text-align: center;">0.0</td> <td style="text-align: center;">2.0</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">.</td> </tr> <tr> <td>Days Tardy</td> <td style="text-align: center;">AM PM</td> <td style="text-align: center;">AM PM</td> <td style="text-align: center;">AM PM</td> <td style="text-align: center;">AM PM</td> </tr> <tr> <td></td> <td style="text-align: center;">1 0</td> <td style="text-align: center;">2 0</td> <td style="text-align: center;">0 0</td> <td style="text-align: center;">. .</td> </tr> </table>		1	2	3	4	Days Absent	0.0	2.0	1.0	.	Days Tardy	AM PM	AM PM	AM PM	AM PM		1 0	2 0	0 0	. .	<p>Next Year's Assignment</p> <p>Promoted to: _____</p> <p>Placed in: _____</p> <p>Retained in: _____</p>
	1	2	3	4																	
Days Absent	0.0	2.0	1.0	.																	
Days Tardy	AM PM	AM PM	AM PM	AM PM																	
	1 0	2 0	0 0	. .																	

Teacher's Signature _____

Principal's Signature (if placed or retained) _____



Achievoment Report 2006 - 2007

Ann Smith

Allen Elementary
Timothy Flint, Principal
Grade Level 1

Page 4 of 4 Homeroom Teacher: Mrs Lynn Rucarean

Science	1	2	3	4
Accommodations				
Demonstrates an understanding of concepts		2		
Participates in activities/discussions	2	3		

Social Behaviors/Life Skills	1	2	3	4
Listens and follows directions	2	3		
Respects rights and property of others	1	3		
Walks slowly and speaks softly	2	3		
Waits to be recognized before speaking	2	3		
Keeps hands, feet, and other objects to oneself	3	3		
Demonstrates organizational skills	1	2		
Completes class assignments	1	2		
Completes and returns homework	2	3		
Stays on task	1	2		
Accepts responsibility for actions	2	3		
Works well in groups	2	3		
Works well independently	1	2		
Produces quality work/personal best	2	2		

Social Studies	1	2	3	4
Accommodations				
Demonstrates an understanding of concepts	1	2		
Participates in activities/discussions	1	3		

Art	1	2	3	4
Gregory Luna				
Demonstrates knowledge and use of appropriate grade level skills of art standards.		3		
Exhibits appropriate conduct and cooperative attitude.		2		

Music	1	2	3	4
Mr Anthony Richendollar				
Demonstrates knowledge and use of appropriate grade level skills of music standards.		4		
Exhibits appropriate conduct and cooperative attitude.		4		

Physical Education	1	2	3	4
Mr Robert McAllister				
Exhibits appropriate levels of strength, endurance and flexibility.		3		
Demonstrates proper body mechanics and coordination.		3		
Participates and shows enthusiasm.		4		
Demonstrates appropriate conduct and cooperative attitude.		4		
Exhibits good listening skills.		4		

Technology	1	2	3	4
Patricia Sumera				
Demonstrates appropriate conduct and respectful, cooperative attitude.		3		
Demonstrates knowledge and use of appropriate grade level skills of technology standards.		3		
Knows the keyboard.		2		

Fifth Grade Report Card (with letter grades)

Southgate Community Schools Achievement Report 2006 - 2007
 Mary Wilson
 Allen Elementary
 Timothy Flint, Principal
 Grade Level 5

To the Parents: This is a description of Mary's development in several areas of growth. It is important to remember that children grow at their own rate and cannot be hurried in this growth, so it is not expected that every child will have fully developed in all areas listed here by the end of this year. The best incentives for growth are being successful and receiving encouragement.

Homeroom Teacher: Mr. Todd Kovach

Mathematics				
Mr. Todd Kovach	1	2	3	4
Grade	B+	A-	A	A+
Uses appropriate strategies when solving written problems	3	3		
Computes accurately $1/1$	4	3		
Understands and uses:				
Decimals	3			
Measurement	4			
Ordering/probability				
Fractions				
Geometry				
Percents				
Solves problems algebraically	4	4		
Completes assignments	4	4		

Reading				
Mrs. Denise Ballantyne	1	2	3	4
Grade	B+	A-	A	A+
Comprehends and interprets narrative text	4	4		
Comprehends and interprets informational text	3			
Reads fluently	3	3		
Reads independently	4	4		
Applies strategies to identify unknown words and construct meaning	3	4		
Completes assignments	4	4		

Spelling				
Mr. Todd Kovach	1	2	3	4
Grade	A	A-	A	A+
Completes assignments	4	4		

Grading KEY

A = Exceeding Expectations
 B = Consistently Meeting Expectations
 C = Meeting Expectations
 D = Nearly Meeting Expectations
 E = Falling to Meet Expectations
 F = Incomplete

Standards KEY

4 = Exceeds Expectations
 3 = Meets Expectations
 2 = Progressing Towards Expectations
 1 = Area of concern
 Blank boxes = Not assessed

Grading Scale

100% A+
 99-94% A
 93-90% A-
 89-87% B+
 86-84% B
 83-80% B-
 79-77% C+
 76-74% C
 73-70% C-
 69-67% D+
 66-64% D
 63-60% D-
 59% E

Southgate Community Schools Achievement Report 2006 - 2007
 Mary Wilson
 Allen Elementary
 Timothy Flint, Principal
 Grade Level 5

Science				
Mr. Todd Kovach	1	2	3	4
Grade	A	A-	A	A+
Supports scientific conclusions with evidence	4	4		
Applies scientific knowledge	4	4		
Collects, organizes and interprets data collected by self and others	4	4		
Uses team skills	4	4		
Completes assignments	4	4		

Writing/English				
Mr. Todd Kovach	1	2	3	4
Grade	A-	A	A	A+
Uses the writing process:				
Organization	4	4		
Supporting details	3	4		
Sentence fluency	4	4		
Writing mechanics/grammar	4	4		
Style and voice	3	3		
Writes legibly	4	4		
Completes assignments	4	4		

Social Behaviors/Life Skills				
Mr. Todd Kovach	1	2	3	4
Grade				
Respects authority and observes school rules	4	4		
Interacts appropriately with peers	3	3		
Accepts responsibility for actions	3	4		
Follows directions and stays on task	3	3		
Organizes time and materials	4	4		

Teacher's Signature _____
 Principal's Signature (if placed or retained) _____

Next Year's Assignment

Promoted to: _____
 Placed in: _____
 Retained in: _____

Southgate Community Schools Achievement Report 2006 - 2007
 Mary Wilson
 Allen Elementary
 Timothy Flint, Principal
 Grade Level 5

Social Studies				
Mrs. Denise Ballantyne	1	2	3	4
Grade	A	A-	A	A+
Uses historical events to understand and/or analyze the past	4	4		
Knows and can use the five themes of geography	4	4		
Identifies and uses the core democratic values and/or constitutional principles				
Understands and can apply concepts of economics				
Understands the organization and purpose of government	4			
Develops a position statement pertaining to a public policy issue				
Completes assignments	4	4		

Art				
Gregory Lewis	1	2	3	4
Grade	A	A-	A	A+
Demonstrates knowledge and use of appropriate grade level skills of art standards	3			
Exhibits appropriate conduct and cooperative attitude	4			

Music				
Mr. Anthony Hochstetler	1	2	3	4
Grade	A	A-	A	A+
Demonstrates knowledge and use of appropriate grade level skills of music standards	4			
Exhibits appropriate conduct and cooperative attitude	4			

Physical Education				
Mr. Robert McAllister	1	2	3	4
Grade	A	A-	A	A+
Exhibits appropriate levels of strength, endurance and flexibility	4			
Demonstrates proper body mechanics and coordination	4			
Participates and shows enthusiasm	4			
Demonstrates appropriate conduct and cooperative attitude	4			
Exhibits good listening skills	4			

Technology				
Patrice Sorren	1	2	3	4
Grade	A-	A	A	A+
Demonstrates appropriate conduct and respectful, cooperative attitude	3			
Demonstrates knowledge and use of appropriate grade level skills of technology standards	3			
Knows the keyboard	4			

Regular and prompt attendance is important to Mary's progress and preparation for the next grade level.

Marking Period				
1	2	3	4	
Days Absent	1 0	0 0	0 0	
	AM PM	AM PM	AM PM	AM PM
Days Tardy	1 0	0 0	1 0	
	AM PM	AM PM	AM PM	AM PM