

ELEMENTARY REPORT CARD MANUAL

GRADES 3-5



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REPORT CARD MANUAL

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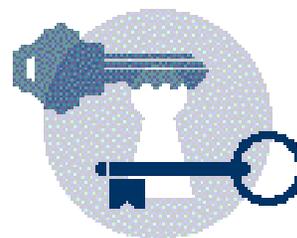
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Loudoun County Elementary Report Card



INTRODUCTION AND PHILOSOPHY

When it comes to report cards, communication is the key.

The chief purpose of report cards is to clearly communicate student progress to parents and students. A standards-aligned report card (SARC) was implemented in grades K-5 beginning in the 2009-10 school year. It is designed to provide parents with a clearer understanding of what students are expected to know and be able to do.

The Commonwealth of Virginia, and every state in the nation, has clearly defined standards for learning. In Loudoun County, we have incorporated the *Virginia Standards of Learning* (SOL) into the LCPS curriculum and pacing guides for each subject area. These guides provide the foundation upon which classroom instruction is planned, assessments are designed, and report card language is built.

The SARC is designed to be an easy-to-understand student progress reporting tool that merges a traditional format with standards-aligned measures. Standards are statements about learning expectations for students and a standards-aligned report card should send an unmistakable message about what children know, what they are able to do, and what they need to learn in relation to the Virginia *SOLs* and the LCPS curriculum.

Students are evaluated on standards listed in each content area and progress is reported quarterly relative to expected levels of performance at that point in time. Additionally, students are evaluated on success-related behaviors we call “Characteristics that Affect Learning.” Feedback in these areas is an important component of the communication between school and home.

Curriculum, instruction, and assessment that are aligned with adopted standards should not be a “secret” that parents and students struggle to discern for themselves. Our reporting system should communicate expectations so as to empower students and allow them to take more ownership of their learning. It should also enable parents to see where their child is doing well and where improvement is needed.

The report cards more clearly define state learning goals and standards for students. Just as Loudoun County’s curriculum is designed to guide students toward meeting the state and local standards, the report cards now meaningfully convey student progress towards those goals. Students in grades K-2 are given marks based on their performance in relation to specific state standards. In grades 3-5, students receive more traditional letter grades in addition to marks based on performance tied to each standard.

The SARC improves alignment across the district, as the expectations and goals are the same with every teacher at every grade level at every school. In addition, this reporting system encourages teachers to collect evidence as to how their students are doing in relation to the standards and adjust their teaching accordingly. This will help teachers make even more thoughtful educational decisions for their students.

One of the most informative and appealing aspects of previous elementary report cards was the use of personalized teacher comments designed to provide parents with specific explanations of student progress. We have retained that expectation in this format and will not be using banks of “pre-slugged” statements sometimes referred to as “pick and click.”

The report card was designed by a committee of parents, teachers, principals and instructional supervisors during the 2007-08 and 2008-09 school years. Their dedicated service to this monumental undertaking cannot be overstated and we owe a collective debt of gratitude to each member of the committee.

W. Michael Martin, Ed.D.
Director of Elementary Education

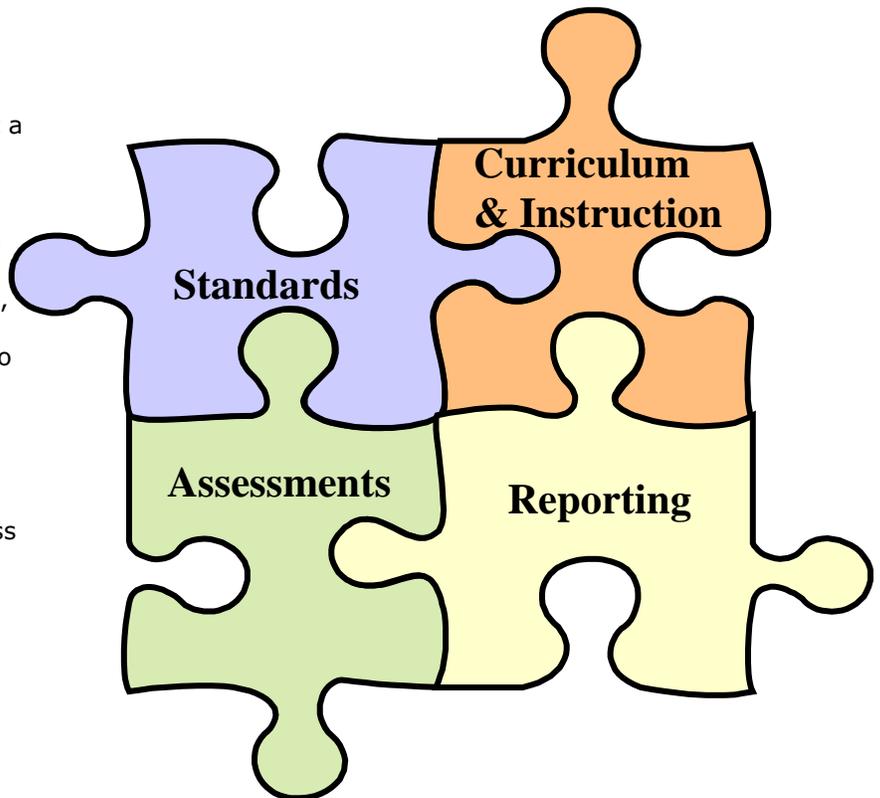
The Four Pieces of the SARC Puzzle

There are four essential components of a standards-aligned system:

1. The standards (Virginia SOLs) describe what a student should know and be able to do at a given grade level,
2. The standards-aligned curriculum provides a roadmap for teachers to ensure that their instruction addresses appropriate standards,
3. Assessments are administered by teachers to measure the extent to which a student has met the essential skills, knowledge, and understanding of a standard, and finally,
4. The reporting tool allows a teacher to communicate accurately a student's progress towards meeting standards at critical junctures throughout the school year.

The Standards-Aligned Report Card (SARC) completes our standards-aligned system.

(San Diego Unified School District, Standards-Based Report Card, Kindergarten Teacher Guide, p.6)



Common Vocabulary - Assessment

Assessment – planned (formal) or serendipitous (informal) activities that provide information about students' understanding [of] and skill in a specific measurement topic (p.35)

Formative Assessment – assessments occurring while knowledge is being learned (p.8)

Summative Assessment – assessments occurring at the end of a learning episode (p.8)

Test – a type of assessment that takes place at a specific time and most commonly uses a pencil-and-paper format (p.35)

Evaluation – the process of making judgments about the levels of students' understanding or skill based on an assessment (p.35)

Measurement – assigning scores to an assessment based on an explicit set of rules (p.35)

Score/Mark/Grade - the number or letter assigned to an assessment via the process of measurement (p.35)

(Classroom Assessment and Grading that Work, Marzano, 2006.)

Topic Statements – knowledge or skill areas listed under content headings on the report card

Progress Indicators – the number or letter assigned to a topic statement to communicate a student's achievement relative to a standard or a set of standards

Rubric - A systematic scoring guideline to evaluate students' performance through the use of a detailed description of performance standards.

Assumptions and Beliefs about Learning and Reporting Progress

Each child is a unique individual with varied background experiences and with varying rates of development.

Each child is growing, changing, and learning at his or her own rate.

Children's self concept and academic success go hand-in-hand. Therefore, every effort is made to encourage children to feel good about what they *can do*.

Learning occurs in a variety of settings and through cooperative interaction with teachers, peers, and other individuals in the child's environment.

Assessment and evaluation of the child's progress combine both formal and informal measures, which are conducted over time and in different settings. The K-5 report cards should reflect the sum of these measures. Multiple assessment measures may include but are not limited to:

- oral questioning/interviewing,
- teacher-made tests,
- textbook tests,
- student self-assessment,
- observing the student's performance (i.e., shared reading activities, mathematics problem-solving, scientific investigations, etc.), and
- student work samples (i.e., journals, writing samples, projects).

The grade should reflect the student's pattern of performance.

Grades should reflect the learning that has occurred after the student has had sufficient opportunity to practice. It is not necessary to grade the performance of the student on every task.

Look for trends in the student's performance instead of averaging numerical scores to determine a grade.

Reporting systems for children should establish a two-way communication link between home and school. Research indicates that a direct correlation exists between academic success and home/school involvement.

Reporting systems should be designed to benefit children rather than threaten them. An effective reporting system provides information to move instruction forward.

The K-5 report card should be shared and discussed with children at home and at school.

General Guidelines:

K-5 report cards are issued quarterly based on the schedule published by the Office of Elementary Education.

The following information will automatically populate to the appropriate spaces on the report card pages indicated:

Page 1: Student name, teacher, school, school year (actual grade level is printed on page 1 of respective report cards)

Page 2: Student name, teacher

Page 3 (Comments): Student name, teacher, school, grade level

Attendance and tardy information will be entered automatically by the student information system. Teachers have the option of indicating to parents that their child's learning may have been affected by either absences or tardies or both. Marking this area is optional, however, if it is used on the report card, the problem should have been communicated to parents earlier that quarter and it should be included on the comment sheet.

ATTENDANCE					
Virginia Law and the Loudoun County School Board Code of Student Conduct state that all students are expected to arrive at school on time and attend all classes every day.					
QUARTER	1	2	3	4	TOTAL
Days Present					
Days Absent					
An "X" indicates learning may have been affected by absences					
Days Tardy					
An "X" indicates learning may have been affected by tardies					

Figure 1

A set of "Topic Statements" is listed beneath each content area heading on the report card. Teachers should ensure that they keep documentation to support all report card marks, grades, and comments.

When a topic statement is not assessed during a quarter, leave it blank and a "•" will be entered into the corresponding cell for that quarter.

The "Grade Next Year:" indicator will only be visible on the 4th quarter report card and will default to the subsequent year. Only if a student is retained, will this field need to be modified to reflect the current grade level.

All report cards (including comments section) are to be reviewed by the building administrator(s) before distribution. All comments should be checked for grammar and spelling errors. Educational jargon should be avoided; comments should be "parent friendly."

K-5 teachers will enter in their Phoenix gradebook a "Year Grade" under "Required Assessment" for each content area: Reading (not on K report card), Language Arts, Mathematics, Social Science, Science, and Health.

Grades 1-5 (Reading Level): The reading level selected for the 4th quarter will automatically populate to the scholastic record card when fully automated. No additional input is necessary.

Art, Music, and Physical Education teachers should enter in their Phoenix gradebook a “Year Grade” under “Required Assessment” for their specific content areas.

A copy of the final report card must be placed in the student’s Scholastic Record folder.

Interim Progress Report (Appendix A) - Interim progress reports may be distributed by teachers at any time during the reporting period. Comments on the interim reports may be used to communicate exceptional progress, notable improvement or an area in which a child is experiencing difficulty.

Most of the student attributes listed under “Characteristics That Affect Learning” (Figure 2) are considered critical work skills or “life skills” that will have a direct impact on future success. If a child is to receive an “N” (or “Needs Improvement”) for any characteristic listed, the problem or issue should have been communicated to parents earlier that quarter via the **Interim Progress Report** (Appendix A) under “Other” and it should be included on the comment sheet. As the title suggests, learning is affected by the characteristics listed, however, under no circumstances should the marks given in this section contribute to any academic grade calculation.

CHARACTERISTICS THAT AFFECT LEARNING				
KEY O = Outstanding, S = Satisfactory, N = Needs Improvement				
Your child:	1	2	3	4
Works independently				
Listens attentively				
Participates in class				
Seeks help when needed				
Completes assigned tasks				
Completes homework				
Follows school and classroom rules				
Follows oral directions				
Follows written directions				
Demonstrates organizational skills				
Manages time wisely				
Writes legibly in manuscript and cursive				
Demonstrates self-control				
Works productively in a group				
Shows respect for others and their property				
Uses technology to support learning				

Figure 2

Effort – Students in grades 1-5 will receive a mark of O (Outstanding), S (Satisfactory), or N (Needs Improvement) under “Effort” in each of the core content areas: Reading, Language Arts, Math, Science and Social Science. An “Effort” grade represents a student's motivation to learn a particular subject, as demonstrated by his/her attitude toward the content, participation in class and completion of classwork (when used as practice and not as an assessment). By providing an “Effort” grade in specific content areas, the teacher can better communicate a student’s contribution to the learning process.

Health – Classroom teachers are responsible for covering the majority of the Health curriculum and for providing the Health grade. Certain Health objectives will be covered by Physical Education teachers (grades 1-5) and Guidance Counselors. Objectives covered in Physical Education will be reflected in the PE grade whereas objectives covered by Guidance Counselors will not be formally assessed or graded. A minimum of four assessments are expected in Health each quarter.

REPORT CARD GUIDELINES THIRD, FOURTH AND FIFTH GRADES

The **Third Grade, Fourth Grade** and **Fifth Grade Report Cards** are records of a child's growth and progress in school measured against consistent expectations about what a student should know and be able to do at each grade level. Assessment of student progress is based on the premise that students have diverse capabilities and individual patterns of growth and learning. Teachers are responsible for developing instructional plans based on frequent and varied assessments of the students' needs, abilities and progress.

Guidelines for Assessment

Before a teacher begins to assess a student's growth and development, he/she should be familiar with the **LCPS Curriculum and Pacing Guide**, the **Teaching Expectations, Grades 1-3** or **Grades 4-5**, and various assessment instruments (see Assessments below).

Teachers are responsible for providing sufficient documentation of each child's skills and progress. Information about a child's achievement and development may be gathered in a number of ways. Teachers are encouraged to use a variety of techniques. Some suggestions follow:

Observations - Observe the student as he/she works alone, in pairs, with others in a small group, or in a large group. Document these observations, noting the frequency and quality of the student's participation in academic and other group situations.

Discussions or conferences - Conduct discussions or conferences with the student and keep anecdotal records which demonstrate evidence of the student's attempts and progress in learning.

Work samples - Save representative samples of the student's work, not just the best work.

Verbal and nonverbal participation - Keep anecdotal records that demonstrate the student is actively engaged.

Assessments - Retain results of teacher-developed checklists, teacher-created and/or commercially-prepared tests, student projects, portfolios, running records, and DRA (Developmental Reading Assessment), if used.

Completing the Grade 3-5 Report Cards

Student progress should be marked in the content areas of Reading, Language Arts, Mathematics, Social Science and Science using the following Grading Key and Progress Indicators (Figure 3):

Grading Key	Progress Indicators
A = Outstanding	4 = Exceeds Standard
B = Very Good	3 = Meets Standard
C = Satisfactory	2 = Progressing Towards Standard
D = Needs Improvement	1 = Below Standard
F = Not Performing	• = Denotes knowledge or skill not assessed at this time

Figure 3

Beginning with an understanding of the knowledge and skills a student should possess to receive a mark of “3” (Meets Standard), teachers should objectively determine the appropriate progress indicator for each topic statement assessed each quarter.

For example, one of the topic statements under Reading on the **Third Grade Report Card** is “Applies word analysis skills.” Referring to the **Curriculum and Pacing Guide for Third Grade**, the following subskills are listed under this topic statement: “[The student will] Use knowledge of all vowel patterns; Use knowledge of homophones; Decode regular multisyllabic words.” Effective assessment of these subskills requires the teacher to understand and be able to communicate qualitative differences between the four performance levels as shown in Figure 4 below.

Topic Statement	1: Below Standard	2: Progressing Towards Standard	3: Meets Standard	4: Exceeds Standard
Applies Word Analysis Skills	<p><u>Student seldom:</u></p> <ul style="list-style-type: none"> ○ Uses knowledge of all vowel patterns and homophones ○ Uses chunks to read multisyllabic words 	<p><u>Student inconsistently:</u></p> <ul style="list-style-type: none"> ○ Uses knowledge of all vowel patterns and homophones ○ Uses chunks to read multisyllabic words 	<p><u>Student consistently:</u></p> <ul style="list-style-type: none"> ○ Uses knowledge of all vowel patterns and homophones ○ Uses chunks to read multisyllabic words 	<p><u>Student consistently:</u></p> <ul style="list-style-type: none"> ○ Uses knowledge of all vowel patterns and homophones ○ Uses chunks to read multisyllabic words <p>AND</p> <ul style="list-style-type: none"> ○ Uses context clues to understand unfamiliar words

Figure 4

A third grade student who is able to **consistently** use knowledge of all vowel patterns, homophones and “chunk” multisyllabic words when reading will **MEET** the standard. Examples of vowel patterns include vowel-consonant-e patterns (*like, grade, rope*), r-controlled vowel patterns (*hurt, fear, girl*), vowel teams (*ai, ay, ee,ea, oa, igh*), abstract vowel patterns (*boot, chew, coin*) and vowel-consonant-consonant patterns (*wild, cold*). Examples of homophones - *words that sound alike but have different meanings and spellings* – include *son, sun; knew, new; knot, not; rose, rows; bear, bare*. Examples of using “chunks” to read multisyllabic words – *breaking down a word into smaller units* – include *re-mem-ber, be-hind, be-fore, yes-ter-day*.

A student who **EXCEEDS** the standard is able to **consistently** use knowledge of all vowel patterns, homophones and “chunk” multisyllabic words when reading **AND** use context clues to understand unfamiliar words. For example, using context clues - *clues that the author gives to define a difficult or unfamiliar word* - in the following sentence will verify the meaning of “sleuth;” “A sleuth can be helpful in solving crimes.” Using context clues also applies to identifying and understanding appropriate homophones when reading. For example, “Once I saw a black *bear* in the woods.” “I don’t like to have a *bare* head in the winter.”

It is necessary to evaluate the student’s overall performance in assigning the quarterly grade. The *Phoenix* reporting software has the capability of calculating a summative, quarterly grade from numerous, related skill assessments.

Determining Instructional Reading Level

Teachers in grades 1-5 will communicate to parents each child’s instructional reading level using the indicators: ABOVE, ON or BELOW. The **instructional reading level** appears on the report card as the last item in the Reading section (Figure 5).

Reading level:	Q1:	Q2:	Q3:	Q4:
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Figure 5

Reading levels and standards are measured for each quarter using, but not limited to, the following assessments: **conferring records, DRA2, PALS, running records, and student work.**

Note that the DRA2 is administered during the testing window. It is possible that after several weeks of instruction, a student will be achieving at a higher level than that which was measured by the DRA2. Also, the DRA2 measures the **independent level** of reading, not the instructional level. Usually the instructional reading level may be assumed to be one level above the independent level.

Teachers refer to the reading level that corresponds to where the student **is being instructed** at the end of the quarter. Use the benchmarks found in the Pathways Vision Course and found at this link <https://vision.lcps.org/mod/folder/view.php?id=769929> to **guide** your determination if a student is ABOVE, ON or BELOW the reading standard.

Adjusted Curriculum

The term “adjusted curriculum” is one of the multiple report card comments that teachers may select to communicate with students and parents at quarterly grade report times. Teacher comments appear only on the report card and do not appear on a student’s transcript. Teachers are expected to conference with the parent and other school professionals as appropriate to make the determination of adjusted curriculum prior to implementation.

1. The “adjusted curriculum” comment is available to all teachers, both general and special education. Teachers are not required to use the comment. In the case of students with disabilities, an individualized education program (IEP) team determines what modifications and accommodations are necessary for a student, but the IEP team does not decide the impact of those modifications and accommodations on course and credit completion. Teachers may not utilize the “adjusted curriculum” comment based solely upon any broad classification based on disability.

2. Grades provide a measure of the student’s mastery of a particular subject area. The criteria for subject area grading are established by the teacher and should be communicated to students and parents at the beginning of the course. Typically grades reflect the relative quality of the work, readiness for future instruction, level of skill mastery, and completion of assigned tasks.

3. A decision to use the “adjusted curriculum” comment should be based on the teacher’s determination that substantive modifications in course work, course content, or grading standards have occurred during that grading period, and the grade reflects student progress but not performance as reflected by the teacher’s grading criteria established for the class. Where a teacher is uncertain regarding whether an accommodation or modification would result in a substantive modification in source work, course content, or grading standards, the teacher may consult with the department chairman or instructional supervisor. Examples of such substantial modifications are as follows:

- a. A student is enrolled in an Algebra course, but the student is working on math skills at a much lower level, and is not addressing course concepts.
- b. A student is enrolled in an English course and has a reading/writing level substantially below the respective grade placement such that he/she requires and receives alternative assignments and reading selections during the course.
- c. The student has been unable to demonstrate appropriate progress toward mastery of the objectives of the course even with appropriate modifications or accommodations.
- d. The student is not required to complete course requirements.
- e. The student is working on individualized objectives that parallel the regular curriculum and the student cannot demonstrate mastery at the same level expected of other students at that grade level.
- f. A student has markedly different performance standards that effectively change the expected course objectives/outcomes.

4. Many modifications or accommodations do not affect the student’s ability to master the objectives of the course. Examples of such accommodations which would not be described as “adjusted curriculum” are as follows:

- a. A student needs books on tape or to take tests orally but acquires sufficient knowledge of the course content to demonstrate mastery of the objectives of the course.
- b. A student receives extra time for tests or alternative test formats that do not eliminate the expectation that the student meets all course requirements.
- c. A student is allowed to demonstrate mastery in a course such as science, rather than on a written test, when writing is not a course objective.
- d. A student can demonstrate understanding through written dialog with the teacher rather than through classroom discussion, when oral presentations are not a course objective.

Transfer Students

Within-County: When a student transfers within Loudoun County, the sending teacher will run the report card for the partial quarter and forward it to the receiving school. The receiving teacher will incorporate those marks in determining report card grades for the nine-week period in which the student transferred.

This procedure seems to work best when the student transfers within the first 4.5 to 5 weeks of the quarter. However, the later a student transfers during the quarter, the more difficult it becomes for the receiving teacher to feel comfortable "signing off" on quarterly grades. When this situation occurs, it is recommended that the receiving teacher add a comment on the report card to inform parents that the grades predominantly reflect the sending school's appraisal of their child's progress.

Out-of-County: When a student transfers outside of Loudoun County, the sending teacher will run the report card for the partial quarter and place it in the Scholastic Record folder. When the records are requested from the receiving school district, the contents of the Scholastic Record will be copied and sent.

Parent-Teacher Conferences

Third, fourth and fifth grade teachers will hold a conference with the parent/guardian of every student during the first grading period. The first two pages of the report card are to be completed and used as a guideline for discussion at the conference. The comment sheet is to be used as a summary of what was discussed at the conference and is to be sent home with the first two pages at the designated report card distribution time.

A face-to-face conference is the most effective means for a teacher and parent to become acquainted, build mutual respect and trust, and learn what each is doing to encourage the development of the child. In addition, the conference allows teachers and parents to discuss specific progress, examine various school programs, and address questions and concerns. A conference is successful when the parent and teacher leave the conference with a positive attitude about the child's educational program and a willingness to work **together** on the child's behalf.

In order to maximize their effectiveness, schedule conferences:

- as often as needed
- a minimum of once per school year
- at a time convenient to both the parent and the teacher
- to include any other staff members working with the student, if necessary
- whenever a change in student placement is necessary.

Teacher requests for an end-of-quarter conference should be noted on the **Comment Sheet** of the report card. Conference requests at other times should be sent home separately in order to address issues in a timely manner. Teachers are reminded to review the parent "tear off" portion of the Comment Sheet in order to accommodate a request for a parent-teacher conference. Documentation of the conference must be maintained by the teacher.

Comment Sheet

The purpose of summative comments on the report card is to provide important information not already recorded and to clarify information elsewhere. When writing comments on report cards, make your remarks constructive and specific. Through your comments, try to help parents realize the student's strengths and weaknesses as well as his/her growth in relation to the school's objectives.

For all possible retentions, a comment must be made on the **Comment Sheet** at the end of the 2nd grading period and restated at the end of the 3rd grading period. It is mandatory to hold a parent-teacher conference to inform parents about the likelihood of retention and proposed interventions prior to the written communication (See *LCPS Promotion-Retention Guidelines* found in Appendix D). If a decision is made to retain a child, it must be noted on the 4th quarter **Comment Sheet**.

The “Grade Next Year:” indicator will only be visible on the 4th quarter report card and will default to the subsequent year. Only if a student is retained, will this field need to be modified to reflect the current grade level.

At the end of the third marking period the recommendation for summer school (if appropriate) should be communicated **in writing**.

Special Education, Title I and ESL progress reports should accompany the report card, when appropriate. These reports will be provided by those specialists.

Student Name:

SOCIAL SCIENCE	QUARTER				Y
	1	2	3	4	
Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)					
Adjusted Curriculum (/ = in use)					
Demonstrates understanding of key concepts related to:					
History					
Geography / Map, Globe, and Chart Skills					
Economics					
Communities / Civics and Government					
Countries / Cultures					
SCIENCE	1	2	3	4	Y
Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)					
Adjusted Curriculum (/ = in use)					
Demonstrates the use of experimental design during scientific inquiry					
Demonstrates understanding of key concepts related to:					
Life Science					
Physical Science					
Earth Science					
HEALTH	1	2	3	4	
Demonstrates an understanding of health concepts presented					
ART					
Demonstrates art skills and content: studio production, history, criticism, and aesthetics (beauty)					
MUSIC					
Demonstrates skills and content taught					
PHYSICAL EDUCATION					
Demonstrates skills and content taught					
Demonstrates responsible behaviors					

Teacher

CHARACTERISTICS THAT AFFECT LEARNING				
KEY	O = Outstanding, S = Satisfactory, N = Needs Improvement			
Your child:	1	2	3	4
Works independently				
Listens attentively				
Participates in class				
Seeks help when needed				
Completes assigned tasks				
Completes homework				
Follows school and classroom rules				
Follows oral directions				
Follows written directions				
Demonstrates organizational skills				
Manages time wisely				
Writes legibly in manuscript and cursive				
Demonstrates self-control				
Works productively in a group				
Shows respect for others and their property				
Uses technology to support learning				

ATTENDANCE

Virginia Law and the Loudoun County School Board Code of Student Conduct state that all students are expected to arrive at school on time and attend all classes every day.

QUARTER	1	2	3	4	TOTAL
Days Present					
Days Absent					
An "X" indicates learning may have been affected by absences					
Days Tardy					
An "X" indicates learning may have been affected by tardies					



**LOUDOUN COUNTY PUBLIC SCHOOLS
GRADE 4 REPORT CARD**

Student Name:
Teacher:
School:
Year: **Grade Next Year:**

QUARTER
READING **1 2 3 4 Y**

Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)
Adjusted Curriculum (/ = in use)

- Comprehends fiction
- Comprehends non-fiction
- Reads orally with fluency
- Develops and expands vocabulary in reading
- Comprehends information in printed and electronic resources to research a topic

Reading level: **Q1:** **Q2:** **Q3:** **Q4:**

LANGUAGE ARTS **1 2 3 4 Y**

Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)
Adjusted Curriculum (/ = in use)

- Uses effective oral communication in a variety of settings
- Learns assigned spelling patterns
- Plans effectively for writing
- Expresses written ideas coherently and clearly
- Revises writing for style and content
- Edits writing for capitalization, punctuation, spelling, grammar and sentence structure

Dear Parents,

Loudoun County Public Schools recognizes the need for parents to be informed of what their children are expected to learn and how they are progressing. This report is designed to communicate your child's pattern of achievement throughout the reporting period. Teachers evaluate their students based on grade level skills and concepts identified in the *Virginia Standards of Learning*. I encourage you to examine the report carefully and to consider your child's growth and progress in school relative to his or her individual abilities and previous accomplishments.

Any system for reporting student progress should establish a two-way communication link between home and school. Please contact the school for more information about this report or about ways we can work together to increase your child's success.

Eric Williams, Ed.D.
Superintendent

Grading Key	Progress Indicators
A = Outstanding	4 = Exceeds Standard
B = Very Good	3 = Meets Standard
C = Satisfactory	2 = Progressing Towards Standard
D = Needs Improvement	1 = Below Standard
F = Not Performing	● = Denotes knowledge or skill not assessed at this time

MATHEMATICS **1 2 3 4 Y**

Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)
Adjusted Curriculum (/ = in use)

Demonstrates an understanding of:

-
- Number and number sense
(place value, rounding, comparing)
 - Computation and estimation
 - Whole number operations
(add, subtract, multiply, divide)
 - Addition and subtraction of fractions and decimals
 - Measurement
(weight/mass, volume, length, temperature, elapsed time)
 - Geometry
 - Probability and statistics
(organizes, displays and interprets data)
 - Patterns and algebraic thinking
 - Reasoning and problem-solving
 - Mathematical communication (vocabulary)

Student Name:

SOCIAL SCIENCE	QUARTER				Y
	1	2	3	4	
Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)					
Adjusted Curriculum (/ = in use)					
Demonstrates understanding of key concepts related to:					
History (Virginia)					
Geography / Map, Globe and Chart Skills					
Economics					
Civics / Government					
Countries / Cultures					
SCIENCE	1	2	3	4	Y
Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)					
Adjusted Curriculum (/ = in use)					
Demonstrates the use of experimental design during scientific inquiry					
Demonstrates understanding of key concepts related to:					
Life Science					
Physical Science					
Earth Science					
HEALTH	1	2	3	4	
Demonstrates an understanding of health concepts presented					
ART					
Demonstrates art skills and content: studio production, history, criticism, and aesthetics (beauty)					
MUSIC					
Demonstrates skills and content taught					
PHYSICAL EDUCATION					
Demonstrates skills and content taught					
Demonstrates responsible behaviors					

Teacher

CHARACTERISTICS THAT AFFECT LEARNING					
KEY O = Outstanding, S = Satisfactory, N = Needs Improvement					
Your child:	1	2	3	4	
Works independently					
Listens attentively					
Participates in class					
Seeks help when needed					
Completes assigned tasks					
Completes homework					
Follows school and classroom rules					
Follows oral directions					
Follows written directions					
Demonstrates organizational skills					
Manages time wisely					
Writes legibly in manuscript and cursive					
Demonstrates self-control					
Works productively in a group					
Shows respect for others and their property					
Uses technology to support learning					

ATTENDANCE					
<i>Virginia Law and the Loudoun County School Board Code of Student Conduct state that all students are expected to arrive at school on time and attend all classes every day.</i>					
QUARTER	1	2	3	4	TOTAL
Days Present					
Days Absent					
An "X" indicates learning may have been affected by absences					
Days Tardy					
An "X" indicates learning may have been affected by tardies					



**LOUDOUN COUNTY PUBLIC SCHOOLS
GRADE 5 REPORT CARD**

Student Name:
Teacher:
School:
Year: **Grade Next Year:**

READING

	QUARTER				
	1	2	3	4	Y

Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)
Adjusted Curriculum (/ = in use)

- Comprehends fiction
- Comprehends non-fiction
- Develops and expands vocabulary in reading
- Reads orally with fluency
- Researches using appropriate print and electronic resources

Reading level:	Q1:	Q2:	Q3:	Q4:	
	1	2	3	4	Y

LANGUAGE ARTS

Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)
Adjusted Curriculum (/ = in use)

- Uses effective oral communication in a variety of settings
- Learns assigned spelling patterns
- Plans effectively for writing
- Expresses written ideas coherently and clearly
- Revises writing for style and content
- Edits writing for capitalization, punctuation, spelling, grammar and sentence structure

Dear Parents,
Loudoun County Public Schools recognizes the need for parents to be informed of what their children are expected to learn and how they are progressing. This report is designed to communicate your child’s pattern of achievement throughout the reporting period. Teachers evaluate their students based on grade level skills and concepts identified in the *Virginia Standards of Learning*. I encourage you to examine the report carefully and to consider your child’s growth and progress in school relative to his or her individual abilities and previous accomplishments.

Any system for reporting student progress should establish a two-way communication link between home and school. Please contact the school for more information about this report or about ways we can work together to increase your child’s success.

Eric Williams, Ed.D.
Superintendent

Grading Key	Progress Indicators
<ul style="list-style-type: none"> A = Outstanding B = Very Good C = Satisfactory D = Needs Improvement F = Not Performing 	<ul style="list-style-type: none"> 4 = Exceeds Standard 3 = Meets Standard 2 = Progressing Towards Standard 1 = Below Standard ● = Denotes knowledge or skill not assessed at this time

MATHEMATICS

Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)
Adjusted Curriculum (/ = in use)

Demonstrates an understanding of:

-
- Number and number sense
(rounding decimals and prime/composite numbers)
 - Computation and estimation
 - Whole number and decimal operations
(add, subtract, multiply, divide)
 - Addition and subtraction of fractions
 - Measurement
(weight/mass, volume, length, temperature, elapsed time)
 - Geometry
 - Probability and statistics
(organizes, displays and interprets data)
 - Patterns and algebraic thinking
 - Reasoning and problem-solving
 - Mathematical communication (vocabulary)

Student Name:

SOCIAL SCIENCE	QUARTER				Y
	1	2	3	4	
Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)					
Adjusted Curriculum (/ = in use)					
Demonstrates understanding of key concepts related to:					
History					
Geography Concepts					
Geography Skills (Maps, Globes and Charts)					
Economics					
Communities and Culture					
SCIENCE	1	2	3	4	Y
Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)					
Adjusted Curriculum (/ = in use)					
Demonstrates the use of experimental design during scientific inquiry					
Demonstrates understanding of key concepts related to:					
Life Science					
Physical Science					
Earth Science					
HEALTH	1	2	3	4	
Demonstrates an understanding of health concepts presented					
ART					
Demonstrates art skills and content: studio production, history, criticism, and aesthetics (beauty)					
MUSIC					
Demonstrates skills and content taught					
PHYSICAL EDUCATION					
Demonstrates skills and content taught					
Demonstrates responsible behaviors					

Teacher

CHARACTERISTICS THAT AFFECT LEARNING

KEY O = Outstanding, S = Satisfactory, N = Needs Improvement

Your child:	1	2	3	4
Works independently				
Listens attentively				
Participates in class				
Seeks help when needed				
Completes assigned tasks				
Completes homework				
Follows school and classroom rules				
Follows oral directions				
Follows written directions				
Demonstrates organizational skills				
Manages time wisely				
Writes legibly in manuscript and cursive				
Demonstrates self-control				
Works productively in a group				
Shows respect for others and their property				
Uses technology to support learning				

ATTENDANCE

Virginia Law and the Loudoun County School Board Code of Student Conduct state that all students are expected to arrive at school on time and attend all classes every day.

QUARTER	1	2	3	4	TOTAL
Days Present					
Days Absent					
An "X" indicates learning may have been affected by absences					
Days Tardy					
An "X" indicates learning may have been affected by tardies					



APPENDIX C

LOUDOUN COUNTY PUBLIC SCHOOLS ELEMENTARY REPORT CARD TEACHER-PARENT COMMENT SHEET

Student Name _____ Teacher _____ School _____ Grade _____

Quarter 1:	Quarter 2:
Quarter 3:	Quarter 4:

.....
Student Name _____

Parent(s) Please comment, sign and return. Thank you.

Parent _____

_____ Check if you would like to have a conference.

APPENDIX D

Promotion and Retention Guidelines For Elementary Students

August, 2009

The following pages provide elementary school administrators and staff members with guidance when making student placement decisions. When considering factors for promoting a student, the readers of this document are reminded that a lack of progress on one or more factors should not automatically result in a decision to retain a child.

These guidelines are presented to help the local school staff assess students' readiness for the next grade. Although not intended to be rigid grade level competency requirements, the guidelines can provide a continuum for discussing each student's progress with grade level skills and concepts.

Several Cautions:

- (1) Students can be successful at the next grade level without all factors being present or without being highly proficient in each skill listed.
- (2) Special consideration should be given to students with disabilities and ESL students.
- (3) Students who demonstrate difficulty in achieving expected milestones during the first semester of the school year shall receive remedial instruction commencing no later than the beginning of the second semester.

Promotion Guidelines: Grades 3-5

The student considered for promotion in third, fourth or fifth grade demonstrates:

Reading

Performance on or above grade level as defined by the Loudoun County Public Schools *Elementary Reading Framework Grades K-5* and as evidenced through satisfactory completion of a majority of the reading objectives contained in the ENGLISH *Standards of Learning* for that grade level. In addition, the student should have received a satisfactory score on at least one of the following indicators:

- End of level reading tests;
- Informal reading inventory administered by the classroom teacher, Title I teacher, or reading resource coordinator; or,
- Other reading assessments.

Math

Performance on or above grade level in mathematics. “On or above grade level” is determined through satisfactory completion of most mathematics Standards of Learning objectives for that grade level and mastery of most grade level skills contained in the math series.

English

Performance on or above grade level for most of the oral and written communication objectives contained in the English Standards of Learning and can

- Follow oral directions appropriate for the age of the child; and,
- Copy and compose sentences appropriate to grade level standards.

Social, emotional, and/or physical maturity commensurate with age/grade, including:

- Participates in group activities, displaying behavior appropriate for the age and grade;
- Works independently when given an appropriate task;
- Handles challenges and frustrations appropriately; and,
- Demonstrates age/grade appropriate eye-hand coordination and motor control.

Students Considered for Retention

When a student is considered for retention, the classroom teacher, in consultation with appropriate school personnel, should determine specific remediation strategies or interventions to increase that student’s academic performance. These activities and/or interventions should be in place by the beginning of the second semester of that school year. For third grade students, remediation strategies in English and Mathematics should be noted on the student’s *K-3 SOL Achievement Cards*.

Remediation strategies used at the elementary level may include, but are not limited to:

Modified/differentiated/accelerated instructional programs,
Tutorial sessions provided by the reading resource coordinator or Title I personnel,
Mentor program participation,
Alternative learning models,
Special tutoring or participation in an after-school “homework club,”
Smaller classes,
Extended day activities,
Saturday school,
Summer school, or
“Early Back” program.

Retention should be considered only after all other reasonable interventions have been exhausted.

Many prominent educational groups have questioned the wisdom of retention practices and have called for practical alternatives. At the school level, principals and their staffs have also considered the effects of retention, and have found that retention carries risks for long-term student achievement. Further, retention can negatively impact a student's aspirations for success. Gains in student achievement through retaining a child appear to be non-existent in many cases and short-lived in some instances.

Retaining a student for all subjects for an entire year is a decision that impacts a student for the rest of his/her academic career. Often, a child merely needs additional assistance through specific remediation or intervention strategies to attain success. Retention decisions should never be made based on a single indicator, such as the child's reading level or a score that the child received on the *Standards of Learning Test*.

Consequently, an ad hoc Child Study Team or Student Assistance Committee will be formed at the school to review all data related to the teacher's recommendation for retaining a student. This committee can be comprised of the following members and will consider various factors listed below:

Principal; Classroom Teacher(s); Parent(s) and/or Guardian(s); and, Guidance Counselor and may include the **Special Education Teacher; Social Worker; and, Psychologist.**

The committee will review these factors when considering the placement of a child:

Social maturity	Emotional maturity
Attendance	Transiency
Chronological age	Primary language
Parent support	Gender
Learning styles and modalities	Motivation to learn
Physical size and development	
Academic strengths and weaknesses from a variety of assessments	

Should a decision be made to retain the student, one option for this student's placement for the next school year is with the current classroom teacher. If this option is not utilized, the current classroom teacher will meet with the teacher who will next receive the child, specifying areas of the curriculum with which the child displays proficiency. The current classroom teacher will list specific skills or concepts for which the child displays weaknesses.

Both teachers, in consultation with the school's administration, will develop a written plan to address the student's academic strengths and weaknesses during the next school year. This plan should ensure that the student continues to be engaged with challenging work for areas displaying strength and is receiving specific, on-going assistance. Copies of the plan will be given to the child's parent(s) or guardian(s).

Schools are encouraged to develop alternative approaches for instructional delivery methods rather than simply retaining the child. As an example, a retained third grader's individual plan could specify that the student receives mathematics and science instruction in the fourth grade because he/she exhibits proficiency in those areas.

The progress of the retained student should be carefully monitored during each nine weeks period, making adaptations to the Plan based on the student's academic improvement. A result could include a full advancement to the next grade during the year or advancing to the next grade for one or more subject areas.