

# ELEMENTARY REPORT CARD MANUAL

Art, Music and Physical  
Education



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# **REPORT CARD MANUAL**

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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

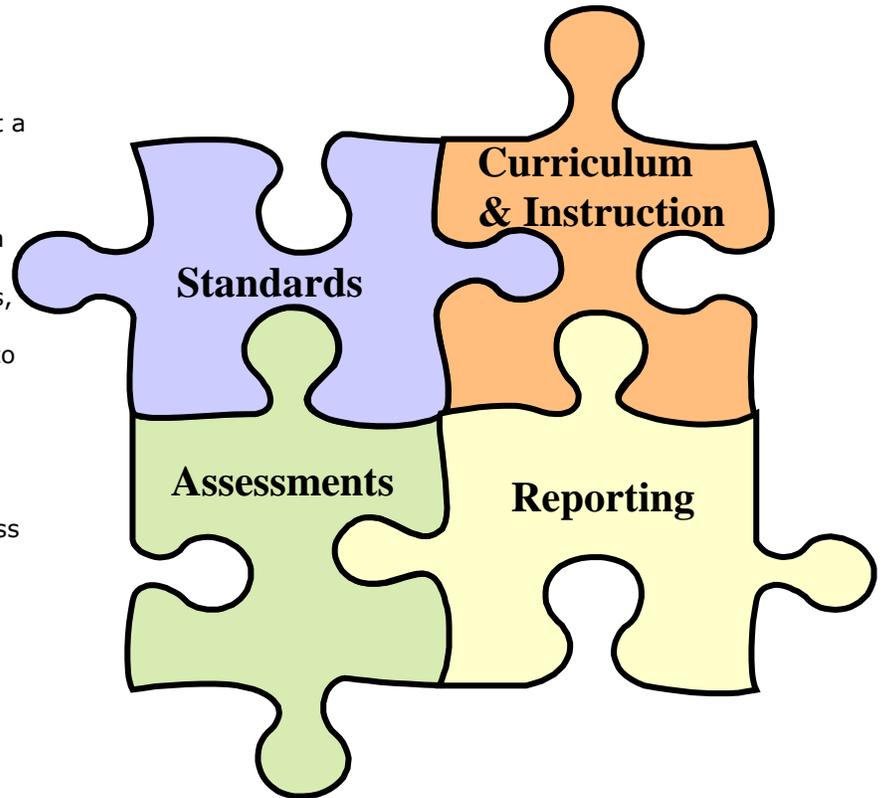
# The Four Pieces of the SARC Puzzle

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 (Figure 1) will need to be entered manually by the teacher based on the printed Phoenix report provided by the attendance secretary. 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.

<b>ATTENDANCE</b>					
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 4<sup>th</sup> 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 4<sup>th</sup> quarter will automatically populate to the scholastic record card. No additional input is necessary.

For the electronic transcript, Art, Music, and Physical Education teachers must 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.

<u>CHARACTERISTICS THAT AFFECT LEARNING</u>				
<b>KEY</b> O = Outstanding, S = Satisfactory, N = Needs Improvement				
<b>Your child:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 ART, MUSIC AND PHYSICAL EDUCATION

## General Information – Art, Music and Physical Education

It is the responsibility of the art, music, and physical education teacher to enter each student's grade using the *Phoenix* reporting system to populate the electronic version of the report card.

For every grading period, a brief summary of the past nine weeks and an overview of skills and content to be introduced will accompany the report card. A teacher comment may also be included.

The first 9 weeks overview is to be sent home during the first month of school.

Interim reports may be sent at any time during the reporting period. An interim must be sent in grades 1-5 if a student is receiving a "Below Standard" (B) mark. A comment must accompany the 'B' mark on the report card.

## Reporting Student Progress – Art, Music and Physical Education

The following key should be used to indicate a student's acquisition of skills and content taught, effort exhibited, and demonstration of appropriate behavior and safe practices:

Progress Indicators 1-2
E = Exceeds Standard
M = Meets Standard
P = Progressing Towards Standard
B = Below Standard
• = Denotes knowledge or skill not assessed at this time

Progress Indicators 3-5
4 = Exceeds Standard
3 = Meets Standard
2 = Progressing Towards Standard
1 = Below Standard
• = Denotes knowledge or skill not assessed at this time

Figure 3

### Grades 1-2

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

### Grades 3-5

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

# **REPORT CARD GUIDELINES**

## **ART**

The LCPS Elementary Art Education Program allows time for students to develop the life-long skills needed to become visually literate in the world in which we live. The elementary art education program provides maximum opportunity for each student to have hands-on experiences in producing their art, enhanced by the integration of art history, art criticism and aesthetic critiques. Art education classes at the elementary level will encourage critical and creative problem-solving skills, as well as an empathy for historical and contemporary art works. The program is designed to encourage perceptual awareness through the involvement of all the senses and allows for the integration of other curricula - as art readily relates to all educational experiences.

Students in grades one to five receive fifty minutes of art instruction per week with an art specialist. Assessment of each student's artistic achievement is based on learning objectives related to the four components included in the lesson and idea development. Feedback is designed to help students achieve goals and to help the instructor individualize instruction, identify special needs, plan for instruction and communicate with parents.

# REPORT CARD GUIDELINES

## MUSIC

The music curriculum consists of a well-planned sequence of learning experiences leading to clearly defined skills and knowledge rather than a collection of activities in which the students engage. Its primary purpose is to improve the quality of life for ALL students by developing their capacity to participate fully in musical cultures.

Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students, particularly in elementary school, learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music gives them a skill with which to explore music independently and with others. Listening to, analyzing and evaluating music are important building blocks of musical learning. Further, to participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond.\*

Students in grades 1-5 receive two thirty-minute periods of music per week with a music specialist. Assessment of each student's musical achievement is performance-based, designed to give students the feedback they need to achieve goals, identify special needs, individualize instruction, and to assist the specialist in planning for instruction.

\* *From The School Music Program: A New Vision, published by Music Educators National Conference (MENC). Copyright (c) 1994 by MENC. Used with permission.*

# REPORT CARD GUIDELINES

## PHYSICAL EDUCATION

A quality physical education program should clearly identify objectives by grade level for appropriate physical activity which will develop fitness and motor skills, knowledge and understanding, social awareness and behavior, and value of a healthy lifestyle.

Students in grades 1-5 must have physical education 30 minutes each day. The physical education teacher conducts classes three (3) times per week. The **Physical Education Curriculum Guide** should be used as a resource.

Assessment of each student's affective gains, learning progress, and physical achievement can be used to:

- give students the feedback they need to achieve goals
- identify special needs
- individualize instruction
- plan weekly lessons
- plan yearly curriculum
- communicate the effectiveness of the physical education program.

On-going physical education assessment is used as part of the process of helping students understand and enjoy the role of physical and recreational sports and activities, and to improve and/or maintain their physical health and well being.

In grades 4 and 5, the Physical Education teacher will record the results of the Physical Fitness Test Results on the Cumulative Health and Physical Fitness Record Card in the Student Scholastic Record.



**APPENDIX A**  
**GRADES 3-5 INTERIM PROGRESS REPORT**  
 Loudoun County Public Schools  
 Ashburn, Virginia 20148

Student \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Telephone \_\_\_\_\_

This interim report is to let you know your child's progress in a certain area or areas at this time. Please talk about this report with your child. If you have questions, call the school for a teacher conference.

Reading _____	Social Science _____	<b>Grading Key</b> A = Outstanding B = Very Good C = Satisfactory D = Needs Improvement F = Not Performing
Language Arts _____	Science _____	
Mathematics _____		

Art _____	Health _____	<u>Key</u>
Physical Education _____	Music _____	4 = Exceeds Standard
Other: _____		3 = Meets Standard
		2 = Progress Towards Standard
		1 = Below Standard

**Comments:**

Teacher's Signature \_\_\_\_\_

Student \_\_\_\_\_

Tear off and return this section to the teacher.

Comments:

Signatures:

Student \_\_\_\_\_

Parent \_\_\_\_\_

Date \_\_\_\_\_

# APPENDIX B

## LOUDOUN COUNTY PUBLIC SCHOOLS GRADE 3 REPORT CARD

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

READING					QUARTER				Y
					1	2	3	4	
Effort (O = Outstanding, S = Satisfactory, N = Needs Improvement)									
Adjusted Curriculum ( / = in use)									
Comprehends fiction									
Comprehends non-fiction									
Reads orally with fluency									
Applies word analysis skills									
Develops and expands vocabulary in reading									
Comprehends information from a variety of printed and electronic resources									
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									
Spells correctly in written work									
Learns assigned spelling patterns									
Plans effectively for writing									
Writes a well-developed paragraph									
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)										
<b>Demonstrates an understanding of:</b>										
Number and number sense (place value, rounding, comparing)										
Computation and estimation										
Multiplication and division facts										
Addition and subtraction of fractions										
Measurement (time, money, weight/mass, volume, length, temperature)										
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 / 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	1	2	3	4	
Demonstrates art skills and content: studio production, history, criticism, and aesthetics (beauty)					
MUSIC	1	2	3	4	
Demonstrates skills and content taught					
PHYSICAL EDUCATION	1	2	3	4	
Demonstrates skills and content taught					
Demonstrates responsible behaviors					

Teacher

<u>CHARACTERISTICS THAT AFFECT LEARNING</u>				
<b>KEY O = Outstanding, S = Satisfactory, N = Needs Improvement</b>				
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				

<u>ATTENDANCE</u>					
<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
<b>Days Present</b>					
<b>Days Absent</b>					
An "X" indicates learning may have been affected by absences					
<b>Days Tardy</b>					
An "X" indicates learning may have been affected by tardies					



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

**Student Name** \_\_\_\_\_ **Teacher** \_\_\_\_\_ **School** \_\_\_\_\_ **Grade** \_\_\_\_\_

<b>Quarter 1:</b>	<b>Quarter 2:</b>
-------------------	-------------------

.....  
**Student Name** \_\_\_\_\_

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

**Parent** \_\_\_\_\_

\_\_\_\_\_ **Check if you would like to have a conference**