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Developing a Standards Based Report Card Designed for K-5 Students in Riverview School Districts #407

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DEVELOPING A STANDARDS BASED REPORT CARD

DESIGNED FOR K-5 STUDENTS

IN RIVERVIEW SCHOOL DISTRICTS #407

By

Marlene Fuson

July, 1999

The purpose of this project was to develop a standards based report card for students in grades K-5 in Riverview School District #407, Carnation, Washington. To accomplish this purpose, current research and literature concerned with report card development and the change process were reviewed. Additionally, report cards from neighboring school districts and report cards from around the nation were reviewed and adapted to meet the needs of the students, teachers, and community in the Riverview School District.

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TABLE OF CONTENTS

CHAPTER	PAGE
1. BACKGROUND OF THE PROJECT	1
Introduction	1
Purpose of the Project	2
Limitations of the Project	3
Definitions of Terms	4
2. REVIEW OF RELATED LITERATURE	6
Introduction	6
Need for Change to Occur	7
Alternative Ways to Report Student Progress in Grades K-5	12
Redesigning Elementary Report Cards	19
Implementing New Elementary Report Cards	22
Helping Teachers and Community Make the Change	24
Summary	26

3. PROCEDURES OF THE PROJECT	28
Need for the Project	29
Development of Support for the Project	30
Procedures Employed in the Report Card Process	31
Planned Implementation and Assessment of the Project	34
4. THE PROJECT	37
Kindergarten Report Card	P4
First Grade Report Card	P8
Second Grade Report Card	P12
Third Grade Report Card	P16
Fourth Grade Report Card	P20
Fifth Grade Report Card	P24
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS	38
Summary	38
Conclusions	38
Recommendations	39
References	40

CHAPTER ONE

BACKGROUND OF THE PROJECT

Introduction

Report cards that accurately reflect the needs and preferences of those that read and write them communicate useful information that is critical to students' continued development. (Afflerbach, 1993)

As stated by Afflerbach in the above quote, report cards play an important role in students' development. Accurate, clear reporting to parents and students is essential to ensure high quality academic achievement.

In 1993 the Washington State Legislature, in response to community and business concerns about the skills and abilities of public school graduates, enacted ESHB 1209: The Education Reform Act. The primary purpose of this legislation was to establish a common set of high standards for academic achievement. These standards were articulated in four Learning Goals:

The student will read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.

The student will know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history; geography; arts; and health and fitness

The student will think analytically, logically, and creatively, and will integrate experience and knowledge to form reasoned judgments and solve problems

The student will understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities

In response to the new legislation, school districts across the state began examining their existing curriculum and realigning it to coincide with the state-developed Essential Academic Learning Requirements and Curriculum Frameworks developed by the Commission on Student Learning. School boards required the adoption of more rigorous district standards to reflect the efforts of education reform in Washington State. These new learning requirements for students necessitated the development of a new reporting system.

Purpose of the Project

The purpose of this project was to develop a standards based report card for students in grades K-5 in Riverview School District #407, Carnation, Washington. To accomplish this purpose, current research and literature concerned with report card development and the change process were reviewed. Additionally, report cards from neighboring school districts and report cards from around the nation were reviewed

and adapted to meet the needs of the students, teachers, and community in the Riverview School District.

Limitations of the Project

For purposes of this Project, it was necessary to establish the following limitations:

1. Scope: The report card was designed for use by elementary teachers, parents, and students of Riverview School District # 407, Carnation, Washington.
2. Research: The literature reviewed in Chapter 2 was essentially limited to research current within the last ten (10) years. Additionally, the author attended State and National Conferences.
3. Participants: Riverview School District employees assisted in the planning, writing, and implementing of the elementary report card. Participants were remunerated for their participation on this committee.
4. Time: The project began in the spring of 1998 and a draft report card was developed and used by all elementary teachers during the 1998-99 school year. The project focused on the school year 1998-99. Implementation of the final report card will occur in the school year 1999-2000.

Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1. Assessment-Assessment is the process of gathering information to make decisions. In an educational context, assessment is the process of observing learning, describing, collecting, recording, scoring, and interpreting about a student's learning. (Office of Superintendent of Public Instruction, 1998)
2. Criteria-Criteria is the description of the characteristics that will be considered when a task is judged. (Office of Superintendent of Public Instruction, 1998)
3. Framework-Grade by grade expectations for student behavior that leads to meeting the standard on the Washington Assessment of Student Learning. (Miller, 1998)
4. Rating Scales-A rating scale is based on descriptive words or phrases that indicate a performance level. Qualities of a performance are described in order to designate a level of achievement (Office of Superintendent of Public Instruction, 1998)

5. Report card- A report card is a tool for documenting and reporting student progress to parents, students, and the school system. (Miller, 1998)
6. Rubric-A rubric is an established set of criteria for scoring or rating students' performance on tests, portfolios, writing samples, or other performance tasks. (Office of Superintendent of Public Instruction, 1998)
7. Standard-A standard is an agreed upon level of performance which serves as a basis for decision-making (Office of Superintendent of Public Instruction, 1998)
8. Washington Essential Academic Learning Requirements-The EALRS are statements that define what students need to know and be able to do at the completion of their K-12 education. They are broad and are intended to serve as guideposts to school districts and teachers. (Office of Superintendent of Public Instruction, 1998)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The review of research, literature, and information summarized in Chapter Two has been organized to address:

1. Need for Change to Occur
2. Alternative Ways to Report Student Progress in Grades K-5
3. Redesigning Elementary Report Cards
4. Implementing New Elementary Report Cards
5. Helping Teachers and Community Make the Change
6. Summary

Data current within the past ten (10) years was identified through an Educational Resources Information Center (ERIC) and UMI computer search. A library search of various other sources was also conducted. The author noted a substantive lack of scientific research on developing and implementing standards based report cards.

Need for Change to Occur

The traditional method of reporting student achievement to parents has been based on a norm-referenced conception of assessment. In this model individual student performance was compared to the performance of all other students participating in the learning. There was an assumption in the learning community that student outcomes should fall neatly on a bell curve, with a larger percentage scoring in the mid-range, and lesser amounts on either end of the spectrum (Feldman, Kropf, & Alibrandi, 1998).

In contrast, a standards-based assessment compared individual students to a predetermined set of criteria. Wiggins, (1994) stated that grades were clear if specific and stable standards and criteria were used. However, grades became unclear when they represented inconsistent intellectual values. The underlying belief system of standards based assessments was that all students could and must attain a certain level of proficiency (Miller, 1998) .

Letting go of traditional grading systems has been difficult and frightening. According to Evans (1996), teachers' ambivalence to change

springs from a deep-seated impulse to find patterns in life and preserves the continuity of things. This pattern seeking was one's ability to make sense out of events. Letter grades, reflected by the norm-referenced world view, have been in place for such a long time, people were comfortable defining student progress in these terms. One teacher's standards for an "A" were very different from another, depending upon both the teacher and the composition of the class (Aswell and Schmar, 1995). Cizek (1996) noted that educators considered a variety of factors in assigning grades and combined elements in different proportions within classrooms. To make grades meaningful, all members in a school community must interpret them in the same way (Seeley, 1994). In the midst of national education reform, hundreds of school districts across the country were struggling to find ways to make report cards more meaningful (Pardini, 1997).

Exacerbating the problem, according to Stiggins (1999), letter grades weren't the only concern. The issue was that a letter grade represented too many different things. It could stand for achievement, progress, effort, or performance in a content area. Assessment of individual children might have served several purposes such as determining progress on significant developmental achievements, making

placement or promotion decisions, diagnosing learning and teaching problems, serving as a basis for reporting progress to parents, and assisting a child with assessing his or her own progress (Katz, 1997).

The level of the performance must be differentiated from the quality of work. Stiggins (1997) suggests that different teachers in the same building used different cutoff scores for the same grade. He also found that teachers assigned a letter grade to a specific area of the report card but were, in fact, assessing entirely different skills. Such diverse conceptions of "student work" as product output, work skills, study skills, student behavior, effort, and cooperation were used to assess "Social Studies" on the student report card. Teacher's routinely based academic grades on both achievement and non-achievement factors.

Fueled by corporate outrage over international comparisons of student performance, and the publication of the SCANS Report (Secretary of Labor's Commission on Achieving Necessary Skills, 1993) American educators have been forced both legislatively and by popular opinion, to reexamine the content and expectations of their curriculum. School reform has been difficult for all members of the education community, but particularly frustrating for classroom teachers (Haley, 1988).

Emphasis has been placed on changing teaching methods and assessment

techniques, but reporting practices have lagged behind teaching changes. According to Seely (1994) "adrift in the tides of change, teachers need assistance to ensure that they are not swept out to sea in the process." Significant change almost always meant loss and therefore caused a kind of bereavement (Evans, 1996).

Horn-Wingerd (1992) stated that many teachers felt unsure of how to adequately communicate their observations concerning children's knowledge and progress to parents. Traditional grading systems were inadequate when it came to measuring how and what students learn in today's restructured schools (Pardini, 1997). According to Friedman (1998), teachers to some extent and parents to a greater degree were suggesting the need for ongoing revision of the report card system

To know how a child was doing, parents needed a context, to compare the grade against something (Kenney & Perry, 1994). A single letter grade explained very little. The parent did not know whether the grade represented relative or absolute achievement (Wiggins, 1994). Traditional report cards defined very little about specific tasks students had done or not done, and to what level of performance. There was a real need to provide more credible and verifiable information to parents and students about progress toward a standard. When completing

traditional report cards, teachers sometimes based their ratings on one-shot tests rather than integrating classroom observations over extended periods of time. Educators had an obligation to report to parents how their children were performing, and it was the school's responsibility to communicate accurate and easy-to-understand information about student progress(Lensch, 1996).

Grades alone did not tell the whole story of what and how a child learned. They did not accurately, adequately, or predictably reflect student performance (Greenwood, 1995). Cizek (1996) compared the use of grades as a communication device to the archaic and rudimentary communication device of two tin cans connected by a length of string. Elementary grading scales were subjective and varied wildly from teacher to teacher, school to school and district to district.

In a survey from a midwestern school, the findings revealed that factors unrelated to the learning were considered when assigning a single grade. The grade often reflected attendance, class participation, effort, conduct, teamwork, leadership, extra credit, and individual assignments. In a standards-based education system these inconsistencies needed to be eliminated. The grade given should be reflective of the learning

gained regardless of attendance, tardiness, effort, or conduct (Cizek, 1996).

Alternative Ways to Report Student Progress in Grades K-5

The purpose of report cards has traditionally been to convey information from the school to the parents about a student's academic progress. Whether a parent received the message intended by the teacher depended largely on the how well the traits were described and how well the symbols used conveyed the intended meaning (Friedman, 1998). The type of information reported and the format in which it was presented often affected the way the information was interpreted by parents.

Friedman and Frisbie (1995) determined the influence of report cards on the validity of grades reported to parents. They made several recommendations that would maximize meaningfulness of the information and increase the appropriateness of the inferences made based on the information. They concluded that report cards needed to:

- Include enough space to convey the message
- Provide two-way communication between the parent and the school

- Be reflective of individual districts goals
 - Provide attendance and tardiness records
 - Include a parent and student comment section that improved a teacher's understanding of how the report card information was interpreted
-
- Have grade placement information
 - Provide enough symbols to adequately report student learning with precision
 - Consist of achievement symbols that were either norm-referenced or criterion-referenced but not both
 - Incorporate subheadings to allow more detailed reporting
 - Include information on effort, attitude, and conduct
 - Include a separate reading section

The findings of this study indicated that the traditional report card used in the Riverview School District had serious limitations that compromised the validity of the information it conveyed to parents.

An alternative to traditional grading was to evaluate students according to a set of standards rather than compare students to one another. Parents wanted report cards that gave more information about their children. Schools provided parents with the means to determine if

their child was doing what was expected at a certain grade level (Pardini, 1997).

Parent conferences provided a means to communicate. Although they were time-consuming and sometimes difficult to schedule, Robinson (1998) noted that through face-to-face interaction teachers and parents could discover ways to work collaboratively on developing effective reporting systems. She stated that the main purpose of a parent conference should be to help students learn.

According to Aswell and Schmar, (1995) rubrics were tools that allowed educators to compare student progress to a set of defined agreed upon standards. Using a scoring guide to judge a student's product or process provided parents and students with information about what the student knew and was able to do. Setting clear criteria with students so they knew exactly what a successful demonstration of learning looked like was essential to help students internalize their own learning (Wiggins & McTighe, 1998). This clear articulation of criteria allowed students, parents, and teachers to understand the standard that was being targeted.

More and more schools were encouraging students to be involved in the evaluation process, which included setting goals and monitoring

achievement. Portfolios were an ideal way to include students in the assessment process (Guskey, 1994). Flood and Lapp (1998) explained how parents were often unaware of the difficulty of the information their student was learning. A brief display of the material from the beginning to the end of the year could enhance parents' appreciation of their children's accomplishments. With the use of portfolios, students knew what was expected of them and had a voice in determining what they should expect of themselves.

Another possible alternative designed to help parents and students accurately see progress was a comparison report that included grades, norm referenced tests, criterion referenced tests, and informal measures (Flood and Lapp, 1998). Teachers had the opportunity to use the comparison report to communicate with parents the breadth of their child's progress. Funkhouser, Gonzales, and Moles (1997) recommended showing student work samples from the beginning, middle, and end of the year, so performance comparisons could be shared with the parent.

Wiggins (1994) stated that to know how a child is doing, parents must be able to compare student work to something. The report card should let parents know how a child is performing against a standard. It is a problem to use a single grade with no clear or stable meaning to

summarize all aspects of performance. Different kinds of grades and comments were needed to accurately inform parents (Wiggins, 1994). Basing student reporting on honesty and fairness, Wiggins offered five approaches to better reporting. They included:

1. More subscores of performance to summarize performance data
2. Scores that referred to performance measured against valid standards
3. Expectations measured against benchmarks for a certain age group or class and expectations measured against the teacher's judgement of each individual's expected growth versus actual growth
4. Analysis of student achievement, quality of work, and progress against standards
5. An evaluation of the student's intellectual character such as habits of mind and work

The key to understanding was to make sure the scores or grades could be translated by parents into achievement they understood to be important.

A narrative report consisted of comments written by the teacher to summarize a student's progress and behavior over a period of time (Shafer, 1997). As stated by Afflerbach (1993), the narrative could

include relatively detailed information to the student and the parent. A major advantage of the narrative report was its ability to describe broad changes over time rather than a static snapshot. According to Horn-Wingerd (1992), the focus of a narrative report was to achieve effective and meaningful communication with parents concerning their child's development and progress. Wiggins (1994) stated that narrative-based report cards were time consuming to compile but had a great advantage. They played down raw scores and crude comparisons. However he cautioned that parents wanted to know how their child was doing and typically required more comparative and background information than teachers provided in the narrative.

Friedman (1998) stated that comment menus might be viewed as a technique to give teachers an efficient means for explaining grades and sharing additional information. Friedman (1998) interviewed 475 parents and teachers in Southeastern Wisconsin. Both teachers and parents seemed to recognize the need for information in addition to grades. Teachers and parents wanted to communicate more information than grades provided.

Technology had the ability to revolutionize the reporting system. This type of assessment was more open and provided richer information

to parents, teachers, school leaders, board members, and community members. According to Greenwood (1995), parents were able to dial schools from their TVs and review their children's work throughout the year and work from earlier years. In addition to reviewing current work, parents reviewed the teachers' evaluation of the work and sent back questions for the teacher's consideration. Included in the digital portfolio were samples of the student's work. Students had the opportunity to lead student-parent-teacher conferences to explain their work, and used multimedia portfolios featuring models, exhibitions, and performances along with papers and projects.

Technology has made information available anytime, anywhere. Computers collected and stored vast amounts of information and allowed the users to be in charge of information they wanted to review. The capacity to link the home with the school grew rapidly with the use of technology to report student learning (Greenwood, 1995).

Redesigning Elementary Report Cards

Designing a new progress report was a complex matter and included a procedure that addressed many more issues than simply creating and sending home the report to parents. The district initiating report card redesign must be committed to school reform and must be willing to provide support for the process (Buckley, 1995). Support included time for developing the report card, budget to support the project and process, a skilled facilitator to direct the process and staff development for the committee members and teaching staff. Central office support was vital for moral as well as for information dissemination (Clarridge, 1994).

An underlying philosophy that was instrumental in driving the report card design had to be in place at the beginning of the process. A district should have developed a curriculum process that included objectives, benchmarks, and learning outcomes with clearly stated performance expectations (Buckley, 1995). There must be a direct relationship between the district's curriculum and the report card.

Also important was the establishment of the purpose of the reporting. The purpose for reporting must be clearly understood by

parents, students, and teachers. Generally families wanted to know how their child was performing in basic subjects. They were also interested in their child's effort and behavior. Sometimes families wanted to know how well their child was doing compared to other students in the class (Buckley 1995). It was essential that students were aware of their accomplishments and areas of need, so they could set appropriate goals for continued learning.

There was usually a lack of consensus in selecting one main purpose for the report card. Robinson (1998) stated that various reasons were often provided for continuing the practice of giving grades. Reasons included communicating progress to parents and students, comparing or ranking children, or providing information on performance to a student's future teachers. Lyon (Robinson, 1998) surveyed sixty-one new teachers in grades PK-8 and asked them to respond to their views on the main purposes of grades. Two percent of the teachers believed grades were primarily used to place students in reading and math groups, 34 percent believed grades provided diagnostic information for teachers, and 44 percent believed grades provided information on students' progress to parents. In the same survey, more than two-thirds of the teachers agreed that grades weren't informative in reporting progress to

parents, that students should not be compared in reporting to parents, and that grades weren't useful in grouping students. They also felt that participation in class should factor into the grade but that behavior should not. All participants felt that teachers had the responsibility to explain grading policies to parents. Because there are so many divergent views on the purposes of reporting, clarifying the main purpose of the report card needed to be clearly established early in the process.

According to Wiggins (1994) the key to report card change was to ensure parents effectively translated grades or scores. Grades were clear if each teacher used standards and criteria in a consistent way. He also stated student progress should be reported over time and must be measured toward a clearly defined goal. When you assess over time, you objectively track the learning over time.

Once the decision to redesign the report card had been made, careful consideration needed to be placed on whom would be involved in the process. According to Buckley (1995) the importance of including representatives from all constituencies could not be overemphasized. The committee needed to include administrators, principals, teachers, and parents. Including community members that did not have children in school was also helpful. According to Brewer (Aswell and Schmar, 1995),

assessment and reporting systems failed if they did not have the support of community members who would receive the report cards. Teacher input into the development of report cards was seldom solicited and teachers usually played a minor role in the process. Because of their lack of input, teachers faced conflicts when they had to fit personal values to a new format and limited space (Afflerbach and Johnston, 1993).

Implementing New Elementary Report Cards

Once a report card had been designed decisions were made about how to introduce it to the community and the faculty. Those on committees tended to forget that it meant dramatic changes for parents, teachers, and students (Buckley, 1995). A variety of approaches were available to introduce the new progress report. Often times brochures describing the philosophy, information about committee members, and the amount of study that went into the design were helpful. An important source of support for teachers included video presentations that explained the new process and procedures. Buckley also suggested training the principal and at least one key teacher in each building to help staff and parents understand the new report. The local newspaper was

also a key player and support had to be elicited before the new report card became an issue.

It was essential that teachers and parents be supported as they went through the implementation process. Wiggins (1994) suggested establishing carefully run focus groups of representatives from each client group (parents, board members, employers, teachers, etc) to express their likes and dislikes and discuss the different options. The discussions should be videotaped, edited, and distributed to every school team.

According to Evans (1996) change was a journey, rather than a blueprint. It was a multidimensional process that involved all structures, politics and people. In schools, the personal experience of the teacher was critical to successful innovation. Most change was slow and incremental and therefore professional development was vital.

While discussing the implementation of a new reporting system, Wiggins (1994) stated that the process must adequately sell parents, board members and skeptical teachers on the need for change. Once clients of schools saw the need for the changes and the importance of gaining better information, they demanded and supported these changes. All patrons must see the new reporting system as more informative thus worthy of the extra time and effort to implement it.

Helping Teachers and Community Make the Change

Talking about change was very different from taking action.

Knowledge of the change process made the frustration that accompanied change easier to understand. Robert Evans (1996) noted that change provoked more upset and distress than anyone anticipated even when the elements to be changed were disliked by the majority of staff.

Fullen (1991) referred to several elements for successful change. Strong professional beliefs were very important as teachers embarked on change. The establishment of a clear vision that was internalized and practiced by teachers was mandatory. Teachers must have ownership in order to see change as a friend rather than a problem.

Fullen (1991) also referred to the importance of effective, high quality staff development where teachers had the opportunity to collaborate and reflect together. The basis for the staff development was theory and research, so that once the theories became grounded in a belief system, teachers became action researchers. Choice was an element built into the training and provided a structure that enhanced communication between teachers, administrators, students, and parents.

Support groups such as study groups and teacher taught seminars were effective ways to allow choice and provide individual growth opportunities. As teachers reflected on and applied their learning, they began to realize that what happened in the classroom affected others in the system and teaching and reporting no longer was an isolated act. Evans (1996) stressed the importance of providing continuing opportunities for teachers to consider, discuss, argue about, and work through changes in their assumptions. Lasting change would only occur when teachers, parents, and students worked together.

Teacher empowerment needed to be valued by administration and trust needed to be established. A key way that teachers' needs were met was with a sympathetic principal who acknowledged change and reinforced the necessity and promise of the new skills acquired (Evans, 1996). Transformation began with trust and trust was the essential link between leader and the group being led.

Schools that put effective and lasting reporting in place spent a great deal of time listening to and working with community members and parents. Finding out what they believe and how they think student learning should be best reported was important (Bauch & Goldring,

1995). Teachers spent time working with parents to help them understand the changes and why they were necessary.

Parents needed to understand what the problem with the existing reports were and how the change the district was proposing was an improvement. Parents must be partners in the process (Wiggins, 1997). Individual schools and the report card committee were responsible for helping the community become familiar with the nature and purpose of the new report card. Informational meetings, brochures, and memos were provided to assist parents not directly involved in the development process. Afflerbach (1993) suggested that report cards include a section that invited parents to raise questions and concerns and to comment on the effectiveness of the report card.

Summary

The research and literature summarized in Chapter 2 supported the following themes.

1. Reporting practices have lagged behind teaching changes and traditional grading systems are inadequate when it comes to reporting what students know and are able to do.

2. Alternative ways to report student progress addresses the need for clear, concise ways to communicate meaningful information about student progress.
3. Redesigning elementary report cards is a complex matter that includes establishing a clear purpose for reporting, and actively involving representatives from all stakeholders.
4. Implementing new elementary report cards must include ongoing support for teachers, students, parents, and community.
5. Helping teachers and community make the change is a process that must be ongoing and supportive.

CHAPTER THREE

PROCEDURES OF THE PROJECT

The purpose of this project was to develop a standards based report card for students in grades K-5 in Riverview School District #407, Carnation, Washington. To accomplish this purpose, current research and literature concerned with report card development and the change process were reviewed. Additionally, report cards from neighboring school districts and report cards from around the nation were reviewed and adapted to meet the needs of the students, teachers, and community in the Riverview School District.

Chapter 3 contains background information describing:

- Need for the Project
- Development of Support for the Project
- Procedures
- Planned Implementation and Assessment of the Project

Need for the Project

The need for the project was influenced by the following considerations:

1. The writer (Marlene Fuson) a Curriculum Coordinator was directed by the Riverview School Board to develop and implement a Standards Based Elementary Report Card for students in grades kindergarten through fifth grade in Riverview School District #407.
2. Elementary teachers in the Riverview School District #407 had recently finished aligning Student Standards with the Essential Academic Learning Requirements and expressed concern that the current report card did not accurately report to parents the newly aligned curriculum.
3. Report card adoption was on a seven-year cycle and it was time to start the two-year report card process.
4. Dr. Jack Ernst, superintendent for Riverview School District #407 directed the writer, Marlene Fuson, to develop and implement a new report card that would report accurately to parents how students were performing in relation to the newly aligned curriculum.

5. This project coincided with the writer's studies in Educational Administration at Central Washington University.

Development of Support for the Project

House Bill 1209 provided the impetus for providing a standards based report card for Riverview School District #407, which was the subject of this project. This bill instituted the work of the Washington Commission of Student Learning which was assigned the responsibility of working with business, community, parent, and educational interests to improve student learning in Washington State. These interests worked together to develop a series of learning benchmarks at grades four, seven, and ten that would be indicators for student progress in attaining the four state learning goals. The benchmarks, or the Essential academic learning Requirements (EALRs) became the focus of efforts across the state to evaluate what students knew and were able to do in the face of higher expectations. Assessments to measure students against these benchmarks were developed, and standards of achievement for students quickly followed. As the state worked through this process, many school

districts began the work of examining their curriculum to create a continuous match between district supports and state standards.

Teachers in Riverview School District aligned district curriculum to the Essential Academic Learning Requirements, to better prepare students to meet the rigorous state standards. Through this work it became apparent that the method of reporting did not reflect what students knew and were able to do measured against the new state standards.

Procedures Employed in the Report Card Process

A committee was established to develop and implement the Standards Based Report Cards. Each of the four elementary schools in the Riverview School District selected a team consisting of one primary teacher, one intermediary teacher, and one parent. In addition, two of the four schools chose to send their building principal to assist in the process. The Central office was represented by the Curriculum Coordinator, who served as Committee Chair (author of this project).

At the first meeting in the spring of 1998 arrangements were made for future meetings including time, dates, and location. In addition a timeline was established with the goal set to have a draft report card

ready for the 1998-99 school year. Committee members agreed to meet several times throughout the summer, in the hope that the draft would be available for the first day of school for the 1998-99 school year.

Once the committee members were selected, the real work began to develop a standards based report card. Several sessions were devoted to reviewing current literature. Members worked in small groups to read the literature and come to consensus about the key points presented. Each person was asked to contribute key issues during a brainstorm session. Next, the process involved reviewing the Washington State Essential Academic Learning Requirements and the Riverview School District Student Standards. All contributions were accepted and as the process became redundant, the facilitator led the group to clustering the main ideas and eliminating redundancies and irrelevant ideas. The purpose of the literature review was to establish clear goals and key components to be included in the new report card.

The following goals were agreed upon by all committee members and used for the basis for development of the project:

- The main focus of the report card was to accurately report to parents and students how the student was performing against the Riverview Student Standards.

- This reporting system was the primary means by which families would learn how the school measured student learning and what the student was learning.
- The report card would contain a checklist of benchmarks in various subject areas and room for teacher descriptions of student work and involvement in learning.
- Students' effort and work habits would be reflected on the report card.

After clear goals and objectives were established, curriculum documents were reviewed in an effort to develop a report that was aligned to the standards. The committee subdivided according to grade levels. Each group worked toward developing a grade level report card that was aligned to the Riverview School District Standards. The various groups continually touched base to assure continuity. It took several months to design the initial draft.

Copies of sample report cards were assessed and used in the development process. The committee made copies of standards based report cards available from schools in our surrounding region and throughout the nation including California, Texas, Oregon, and Colorado. The committee gathered feedback from their staffs after sharing each of

the report cards, and met as a group to evaluate the feedback, adapting the ideas that best met the established goals and objectives.

Once the first draft was written, other district and community representatives were invited to review and give feedback. Committee members addressed the faculty at each elementary site explaining the process and sharing the draft product. Adjustments were made based on faculty and parent input. No one reporting model suited everyone's needs and wants, so compromises were made based on the feedback received during the process.

Planned Implementation and Assessment of the Project

The Standard Based Elementary Report Card for students in grades Kindergarten through grades five developed as a result of this project. It was presented by the writer for review by the elementary teachers, the Riverview School District Superintendent, and parents of elementary age students. The project presented in Chapter Four was piloted in all four elementary schools by all teachers during the 1998-99 school year.

Two or more key teachers in each building were given special training to help building staff and parents understand and support the new report card. They made presentations to staff and to parent

organizations. In addition they were available on site to answer questions and trouble shoot as needed. The superintendent played a key role in preparing the board of education with the changes to the report card.

The new report card was distributed across the entire district before the fall conference in November of 1998 and the spring conference in March of 1999. Teachers were encouraged to explain the new format and numerous changes to parents and students. Several meetings were set with teachers before each reporting period to answer their questions and help them make the transition.

After the pilot period, all teachers were asked to send written feedback to the committee, listing concerns and suggested changes. Parents were surveyed at the same time for their input. Those who did not serve on the primary committee had several valid suggestions for improvements. The committee read and responded to each suggestion raised during the review process. Several changes were made, based upon review recommendations. Each committee representative went back to his or her staff to explain the changes made and the rational for making the changes. The project has been adopted by the school district as the official elementary report card for the 1999-2000 school year.

Following adoption of the revised report card in the 1999-2000 school year, a process for ongoing assessment and evaluation has been recommended to the district superintendent. This process included a variety of methods to obtain continuous feedback from community, teachers, parents, and students. The methods included questionnaires to each group after the fall and spring reporting periods to assess whether or not the report cards accurately report student progress toward the Riverview District Standard. Representatives from the committee recommended continued contact with faculty and parent groups in a forum setting to gather ongoing information and to clarify and offer support through the transition process. Assessment data from the Washington Assessment of Student Learning and the Iowa Test of Basic Skills would be used in a random study to check the continuity between students' report card grades and actual performances on state and national assessments.

CHAPTER FOUR

The Project

The Standards Based Report Card designed for K-5 students in

Riverview School District #407, which was the subject of this project, has been presented in Chapter Four, in six (6) parts, to coincide with the six (6) report cards developed for each grade level in elementary school, including:

Report Card One – Kindergarten

Report Card Two – First Grade

Report Card Three – Second Grade

Report Card Four – Third Grade

Report Card Five – Fourth Grade

Report Card Six – Fifth Grade

STANDARDS BASED

ELEMENTARY REPORT CARDS

Grades K-5

RIVERVIEW SCHOOL DISTRICT #407

Marlene Fuson, Curriculum Coordinator

TABLE OF CONTENTS

Kindergarten Report Card	p 4
First Grade Report Card	p 8
Second Grade Report Card	p12
Third Grade Report Card	p16
Fourth Grade Report Card	p 20
Fifth Grade Report Card	p 24

Report Card One

KINDERGARTEN
REPORT CARD

Riverview School District #407 - Report Card
32240 NE 50th Street, Carnation, WA 98014

Name _____

Teacher _____ Year _____

School _____ Kindergarten _____

Cumulative Attendance _____ Special Services _____
1 2 3

Present _____ Title I/LAP _____ PAT _____
Absent _____ IEP _____
Tardy _____ ESL/Bilingual _____

Grade next year: (last period only) _____

K	4 = Consistently meets standards
E	3 = Meets most standards
Y	2 = Progressing toward standards
	1 = Does not meet standards
	NA = Not assessed

+ May be applied to a score of 4 indicating student consistently exceeds standards

PERSONAL PROGRESS

BEHAVIORS THAT PROMOTE LEARNING

Cooperative: Takes turns, shares materials and class responsibilities, leads or follows as needed
Empathetic: Aware of and concerned about the feelings of others, gets along with and supports other children

Respectful: Follows school/classroom rules, takes care of materials and equipment; treats adults and other children with respect

Hard Working and Resourceful: Applies good effort, ignores distractions, asks for help, has confidence and desire to do best, can figure out how to achieve a goal

Independent: Makes self-governing choices, uses problem-solving strategies academically and personally; takes responsibility for own behavior

Organized: Can plan and manage personal time, space, and materials (has a "system"), completes and turns in assignments and homework on time

Reflective: Explains reasoning for answers and actions; thinks about and evaluates own academic performance and behavior

ACADEMIC ACHIEVEMENT

READING

Reading Strategies

Identifies all letters, capital and lower case
a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V
W X Y Z

Identifies all letter sounds (phonics)
a b c d e f g h i j k l m n o p q r s t u v w x y z

Demonstrates phonemic awareness (rhyming, sounds: beginning-middle-ending)
 Demonstrates concepts in print (left to right, letters make up words)
 Builds reading vocabulary (name, colors, words in environment)

Reading Comprehension

Predicts outcomes
 Answers who, when, what, why, how questions
 Can retell the beginning, middle, and/or end of a story (sequencing)
 Distinguishes between factual and fictional stories in literature

WRITING

Uses pictures/scribbles/letters to convey a message
 Copies legibly
 Uses capital letters
 Uses lower case letters
 Uses appropriate spacing

FINE MOTOR SKILLS

Holds pencil correctly
 Holds scissors correctly
 Cuts on line

PHYSICAL EDUCATION

MUSIC EDUCATION

LIBRARY

COMMUNICATION

Listens without interrupting
 Demonstrates attending skills (eye contact, squaring, leaning forward, no distracting movements, feet on floor)
 Tells personal stories and retells events
 Contributes ideas to group
 Uses language to interact effectively and responsibly with others (initiates, takes turns, responds to others)
 Speaks at appropriate rate and volume
 Uses complete sentences

MATHEMATICS (number sense, geometry, patterning)

Counts: 0-10 11-30 30-100
 Writes numbers 0-10
 Identifies one-to-one correspondence of objects 0-20
 Identifies numerals 0-50
 Estimates number of concrete objects
 Measures length and weight
 Knows +, =, and - symbols
 Understands graphs
 Identifies
 Recognizes a pattern (ABC, AABB)
 Reproduces a pattern
 Extends a pattern
 Creates a pattern

SCIENCE

Fall _____
 Winter _____
 Spring _____

SOCIAL STUDIES

Fall _____
 Winter _____
 Spring _____

Parent signature Fall _____
Winter _____

READING CONTINUUM

Phase 1: Role Play Reading

In this phase readers show an interest in books and the print they see around them. They imitate the things they see adult readers doing such as holding the book carefully, turning the pages and talking out loud as they do so. They often retell stories they have heard as they pretend to read.

Phase 2: Experimental Reading

In this phase the child has memorized familiar stories and can match some spoken and written words. The reader realizes that the words of print always stay the same and begins pointing to words.

Phase 3: Early Reading

In this phase the children may read slowly and deliberately as they try to read exactly what is on the page, rather than concentrate on the meaning. They are beginning to realize that it is good to comment on books they have read or listened to.

Phase 4: Transitional Reading

In this phase readers are moving beyond a heavy reliance on sounding out as a way of working out unfamiliar words. They are able to use methods such as substituting a word that makes sense; reading on to discover the meaning; slowing down; or using their background knowledge. They are able to change their reading style to meet the demands of different types of text e.g. looking for information by skimming, or scanning the headings and sub-headings.

Phase 5: Independent Reading

In this phase the reader understands and uses a wide range of techniques to comprehend different types of texts. Reading is automatic. When the reader encounters difficult texts, he or she is able to make decisions about how to deal with the material.

WRITING CONTINUUM

Phase 1: Role Play Writing

In this phase children are experimenting with marks on paper to try and work out the connection between the spoken and written language. They scribble and make marks on paper as they copy adult writing and sometimes try to communicate a message through their scribble.

Phase 2: Experimental Writing

In this phase children know that speech can be written down and that print remains constant. They understand that writing goes from left to right and they experiment with writing letters and words

Phase 3: Early Writing

In this phase children write about things that are personally significant to them. They are beginning to write for people other than their teacher or parent. They know what they want to write and struggle to put it on paper. If they are concentrating on one thing they often lose control over another, for example if they concentrate on neat printing or on spelling they may "lose" what they want to say.

Phase 4: Conventional Writing

In this phase writers know most of the basic elements of the writing process. They are able to choose different types of writing to suit different purposes. When they are focusing on learning a new skill they often appear to regress in other areas.

Phase 5: Proficient Writing

In this phase writers have developed a personal style of writing and can adapt different forms of text to suit different purposes and audiences. They have control over spelling and punctuation and select appropriate words from a wide vocabulary. Proficient writing skills will probably develop in secondary school. Primary school children are not expected to be working in this phase.

Riverview School District #407 Report Card Narrative

32240 NE 50th Street, Carnation, WA 98014

Name _____

Teacher _____ Year _____

School _____

Grade _____

Fall Narrative

Winter Narrative

Spring Narrative

Report Card Two

**FIRST GRADE
REPORT CARD**

Riverview School District #407 Report Card
32240 NE 50th Street, Carnation, WA 98014

Name _____
Teacher _____ Year _____
School _____ Grade First
Cumulative Attendance _____ Special Services _____

Present	1	2	3	___ Title I/LAP	___ PAT
Absent				___ IEP	
Tardy				___ ESL/Bilingual	

Grade next year: (last period only) _____

K	4 = Consistently meets standards
E	3 = Meets most standards
E	2 = Progressing toward standards
Y	1 = Does not meet standards
	NA = Not assessed

+ May be applied to a score of 4 indicating student consistently exceeds standards

PERSONAL PROGRESS

BEHAVIORS THAT PROMOTE LEARNING

Cooperative: Takes turns, shares materials and class responsibilities, leads or follows as needed

Empathetic: Aware of and concerned about the feelings of others, gets along with and supports other children

Respectful: Follows school/classroom rules, takes care of materials and equipment; treats adults and other children with respect

Hard Working and Resourceful: Applies good effort, ignores distractions, asks for help, has confidence and desire to do best, can figure out how to achieve a goal

Independent: Makes self-governing choices, uses problem-solving strategies academically and personally; takes responsibility for own behavior

Organized: Can plan and manage personal time, space, and materials (has a "system"), completes and turns in assignments and homework on time

Reflective: Explains reasoning for answers and actions; thinks about and evaluates own academic performance and behavior

ACADEMIC ACHIEVEMENT

READING

<input type="text"/>	<input type="text"/>	<input type="text"/>	Uses phonics skills (beginning & ending sounds, vowels)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Recognizes sight words/vocabulary
<input type="text"/>	<input type="text"/>	<input type="text"/>	Reads orally with expression and fluency
<input type="text"/>	<input type="text"/>	<input type="text"/>	Uses strategies (context clues, picture clues, self corrects, reads on, rereads)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Understands story elements (plot, character, setting)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Comprehends important details
<input type="text"/>	<input type="text"/>	<input type="text"/>	Identifies main idea
<input type="text"/>	<input type="text"/>	<input type="text"/>	Retells beginning, middle, end of story
<input type="text"/>	<input type="text"/>	<input type="text"/>	Finds similarities/differences in stories

WRITING

<input type="text"/>	<input type="text"/>	<input type="text"/>	Organizes thoughts (clear beginning, middle, & end)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Uses word choice and sentence fluency
<input type="text"/>	<input type="text"/>	<input type="text"/>	Uses legible penmanship (formation, lines, spacing)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Uses phonetic spelling
<input type="text"/>	<input type="text"/>	<input type="text"/>	Uses correct spelling
<input type="text"/>	<input type="text"/>	<input type="text"/>	Uses capitalization
<input type="text"/>	<input type="text"/>	<input type="text"/>	Uses end marks

COMMUNICATION

<input type="text"/>	<input type="text"/>	<input type="text"/>	Listens to gain understanding
<input type="text"/>	<input type="text"/>	<input type="text"/>	Listens to follow directions
<input type="text"/>	<input type="text"/>	<input type="text"/>	Communicates ideas clearly
<input type="text"/>	<input type="text"/>	<input type="text"/>	Demonstrates attending skills (Eye contact, squaring, leaning forward, no distracting movements, feet on floor)

PHYSICAL EDUCATION

MUSIC EDUCATION

LIBRARY

MATHEMATICS (number sense, problem solving, geometry, measurement, patterning)

<input type="text"/>	<input type="text"/>	<input type="text"/>	Counts to 120 by 1s <input type="text"/> 2s <input type="text"/> 5s <input type="text"/> 10s <input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	Count backward from 20
<input type="text"/>	<input type="text"/>	<input type="text"/>	Identifies parts of an object (1/2, 1/3, 1/4)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Tells time (hour, 1/2 hour)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Identifies coins
<input type="text"/>	<input type="text"/>	<input type="text"/>	Counts coins to determine value
<input type="text"/>	<input type="text"/>	<input type="text"/>	Measures (length, weight)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Adds whole numbers using manipulatives and symbols to 10
<input type="text"/>	<input type="text"/>	<input type="text"/>	Subtracts whole numbers using manipulatives and symbols to 10
<input type="text"/>	<input type="text"/>	<input type="text"/>	Understands place value (1s, 10s, 100s)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Makes reasonable estimations
<input type="text"/>	<input type="text"/>	<input type="text"/>	Identifies plane & solid geometric shapes
<input type="text"/>	<input type="text"/>	<input type="text"/>	Expands and creates patterns
<input type="text"/>	<input type="text"/>	<input type="text"/>	Interprets and records information on graphs
<input type="text"/>	<input type="text"/>	<input type="text"/>	Compares numbers using = (equal); > (more); < (less)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Selects appropriate operation to solve a problem (+, -)
<input type="text"/>	<input type="text"/>	<input type="text"/>	Uses a variety of strategies to solve problems

SCIENCE

Fall _____

Winter _____

Spring _____

SOCIAL STUDIES

Fall _____

Winter _____

Spring _____

Parent signature Fall _____

Winter _____

READING CONTINUUM

Phase 1: Role Play Reading

In this phase readers show an interest in books and the print they see around them. They imitate the things they see adult readers doing such as holding the book carefully, turning the pages and talking out loud as they do so. They often retell stories they have heard as they pretend to read.

Phase 2: Experimental Reading

In this phase the child has memorized familiar stories and can match some spoken and written words. The reader realizes that the words of print always stay the same and begins pointing to words.

Phase 3: Early Reading

In this phase the children may read slowly and deliberately as they try to read exactly what is on the page, rather than concentrate on the meaning. They are beginning to realize that it is good to comment on books they have read or listened to.

Phase 4: Transitional Reading

In this phase readers are moving beyond a heavy reliance on sounding out as a way of working out unfamiliar words. They are able to use methods such as substituting a word that makes sense; reading on to discover the meaning; slowing down; or using their background knowledge. They are able to change their reading style to meet the demands of different types of text e.g. looking for information by skimming, or scanning the headings and sub-headings.

Phase 5: Independent Reading

In this phase the reader understands and uses a wide range of techniques to comprehend different types of texts. Reading is automatic. When the reader encounters difficult texts, he, or she is able to make decisions about how to deal with the material.

WRITING CONTINUUM

Phase 1: Role Play Writing

In this phase children are experimenting with marks on paper to try and work out the connection between the spoken and written language. They scribble and make marks on paper as they copy adult writing and sometimes try to communicate a message through their scribble.

Phase 2: Experimental Writing

In this phase children know that speech can be written down and that print remains constant. They understand that writing goes from left to right and they experiment with writing letters and words

Phase 3: Early Writing

In this phase children write about things that are personally significant to them. They are beginning to write for people other than their teacher or parent. They know what they want to write and struggle to put it on paper. If they are concentrating on one thing they often lose control over another, for example if they concentrate on neat printing or on spelling they may "lose" what they want to say.

Phase 4: Conventional Writing

In this phase writers know most of the basic elements of the writing process. They are able to choose different types of writing to suit different purposes. When they are focusing on learning a new skill they often appear to regress in other areas.

Phase 5: Proficient Writing

In this phase writers have developed a personal style of writing and can adapt different forms of text to suit different purposes and audiences. They have control over spelling and punctuation and select appropriate words from a wide vocabulary. Proficient writing skills will probably develop in secondary school. Primary school children are not expected to be working in this phase.

Riverview School District #407 Report Card Narrative

32240 NE 50th Street, Carnation, WA 98014

Name _____

Teacher _____ Year _____

School _____

Grade _____

Fall Narrative

Winter Narrative

Spring Narrative

Report Card Three

**SECOND GRADE
REPORT CARD**

Riverview School District #407 Report Card

32240 NE 50th Street, Carnation, WA 98014

Name _____

Teacher _____ Year _____

School _____ Grade Second

Cumulative Attendance _____ Special Services _____

1 2 3

Present Title I/LAP _____ PAT _____

Absent IEP _____

Tardy ESL/Bilingual _____

Grade next year: (last period only) _____

K	4 = Consistently meets standards
E	3 = Meets most standards
Y	2 = Progressing toward standards
	1 = Does not meet standards
	NA = Not assessed

+ May be applied to a score of 4 indicating student consistently exceeds standards

PERSONAL PROGRESS

BEHAVIORS THAT PROMOTE LEARNING

Cooperative: Takes turns, shares materials and class responsibilities, leads or follows as needed

Empathetic: Aware of and concerned about the feelings of others, gets along with and supports other children

Respectful: Follows school/classroom rules, takes care of materials and equipment; treats adults and other children with respect

Hard Working and Resourceful: Applies good effort, ignores distractions, asks for help, has confidence and desire to do best, can figure out how to achieve a goal

Independent: Makes self-governing choices, uses problem-solving strategies academically and personally; takes responsibility for own behavior

Organized: Can plan and manage personal time, space, and materials (has a "system"), completes and turns in assignments and homework on time

Reflective: Explains reasoning for answers and actions; thinks about and evaluates own academic performance and behavior

ACADEMIC ACHIEVEMENT

READING - Uses strategies such as:

- Phonics, sight vocabulary, context clues, picture clues, roots, prefixes, and suffixes
- Builds vocabulary through word understanding
- Reads fluently to gain meaning and understanding
- Understands story elements of literature such as setting, plot and character
- Comprehends important ideas and details
- Uses features of non-fiction text such as titles, table of contents, glossary and index
- Expands comprehension by making predictions and inferences and distinguishing between fiction and non-fiction
- Follows written directions

WRITING - Writes clearly and effectively

- Develops clear ideas (sticks to topic)
- Organizes thoughts (clear beginning, middle, and end)
- Uses word choice and sentence fluency
- Knows and applies correct spelling
- Uses basic conventions such as: correct grammar, punctuation, and capitalization
- Writes legibly

COMMUNICATION

- Uses listening to gain understanding
- Listens to follow directions
- Contributes to discussions
- Communicates ideas clearly
- Demonstrates attending skills (eye contact, squaring, leaning forward, no distracting movements, feet on the floor)

PHYSICAL EDUCATION

MUSIC EDUCATION

LIBRARY

MATHEMATICS (number sense, problem solving, geometry, measurement, patterning)

- Identifies, orders, and compares numbers
- Understands place value
- Adds whole numbers
- Adds with regrouping
- Subtracts whole numbers
- Subtracts with regrouping
- Identifies fractional parts of a whole
- Uses estimation to predict results
- Demonstrates understanding of multiplication and division at the concrete level
- Uses appropriate tools for basic measurements such as length, width, perimeter, area, and weight
- Adds coins to determine value - makes correct change
- Identifies plane and geometric shapes
- Tells time (1/2 hour, 1/4 hour, minute)
- Identifies and uses mathematical symbols ($=$, \neq , $+$, \times , \div , $<$, $>$)
- Makes and interprets graphs
- Applies appropriate strategies to solve problems
- Selects appropriate data to solve problems
- Identifies questions to be answered

SCIENCE

- Fall _____
- Winter _____
- Spring _____

SOCIAL STUDIES

- Parent signature Fall _____
- Winter _____

READING CONTINUUM**Phase 1: Role Play Reading**

In this phase readers show an interest in books and the print they see around them. They imitate the things they see adult readers doing such as holding the book carefully, turning the pages and talking out loud as they do so. They often retell stories they have heard as they pretend to read.

Phase 2: Experimental Reading

In this phase the child has memorized familiar stories and can match some spoken and written words. The reader realizes that the words of print always stay the same and begins pointing to words.

Phase 3: Early Reading

In this phase the children may read slowly and deliberately as they try to read exactly what is on the page, rather than concentrate on the meaning. They are beginning to realize that it is good to comment on books they have read or listened to.

Phase 4: Transitional Reading

In this phase readers are moving beyond a heavy reliance on sounding out as a way of working out unfamiliar words. They are able to use methods such as substituting a word that makes sense; reading on to discover the meaning; slowing down; or using their background knowledge. They are able to change their reading style to meet the demands of different types of text e.g. looking for information by skimming, or scanning the headings and sub-headings.

Phase 5: Independent Reading

In this phase the reader understands and uses a wide range of techniques to comprehend different types of texts. Reading is automatic. When the reader encounters difficult texts, he, or she is able to make decisions about how to deal with the material.

WRITING CONTINUUM**Phase 1: Role Play Writing**

In this phase children are experimenting with marks on paper to try and work out the connection between the spoken and written language. They scribble and make marks on paper as they copy adult writing and sometimes try to communicate a message through their scribble.

Phase 2: Experimental Writing

In this phase children know that speech can be written down and that print remains constant. They understand that writing goes from left to right and they experiment with writing letters and words

Phase 3: Early Writing

In this phase children write about things that are personally significant to them. They are beginning to write for people other than their teacher or parent. They know what they want to write and struggle to put it on paper. If they are concentrating on one thing they often lose control over another, for example if they concentrate on neat printing or on spelling they may "lose" what they want to say.

Phase 4: Conventional Writing

In this phase writers know most of the basic elements of the writing process. They are able to choose different types of writing to suit different purposes. When they are focusing on learning a new skill they often appear to regress in other areas.

Phase 5: Proficient Writing

In this phase writers have developed a personal style of writing and can adapt different forms of text to suit different purposes and audiences. They have control over spelling and punctuation and select appropriate words from a wide vocabulary. Proficient writing skills will probably develop in secondary school. Primary school children are not expected to be working in this phase.

Riverview School District #407 Report Card Narrative

32240 NE 50th Street, Carnation, WA 98014

Name _____ Teacher _____ Year _____
School _____ Grade _____

Fall Narrative

Winter Narrative

Spring Narrative

Report Card Four

**THIRD GRADE
REPORT CARD**

Riverview School District #407 Report Card
32240 NE 50th Street, Carnation, WA 98014

Name _____
 Teacher _____ Year _____
 School _____ Grade: 3__ 4__ 5__
 Cumulative Attendance _____ Special Services _____
 Present

1	2	3

 Title I/LAP _____ PAT _____
 Absent

 IEP _____
 Tardy

 ESL/Bilingual _____

Grade next year: (last period only) _____

K	4 = Consistently meets standards
E	3 = Meets most standards
Y	2 = Progressing toward standards
	1 = Does not meet standards
	NA = Not assessed

- May be applied to a score of 4 indicating student consistently exceeds standards

PERSONAL PROGRESS				
BEHAVIORS THAT PROMOTE LEARNING				
Cooperative: Takes turns, shares materials and class responsibilities, leads or follows as needed	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td></tr></table>			
Empathetic: Aware of and concerned about the feelings of others, gets along with and supports other children	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td></tr></table>			
Respectful: Follows school/classroom rules, takes care of materials and equipment; treats adults and other children with respect	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td></tr></table>			
Hard Working and Resourceful: Applies good effort, ignores distractions, asks for help, has confidence and desire to do best, can figure out how to achieve a goal	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td></tr></table>			
Independent: Makes self-governing choices, uses problem-solving strategies academically and personally; takes responsibility for own behavior	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td></tr></table>			
Organized: Can plan and manage personal time, space, and materials (has a "system"), completes and turns in assignments and homework on time	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td></tr></table>			
Reflective: Explains reasoning for answers and actions; thinks about and evaluates own academic performance and behavior	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td></tr></table>			

ACADEMIC ACHIEVEMENT*

READING

Uses a variety of Skills and Strategies
 Understands the Elements of Literature
 Uses Features of Non-Fiction Text
Comprehends Important Ideas and Details
 Follows written directions

WRITING

Writes clearly and effectively (Ideas and Content, Organization)
 Writes with an effective style (Voice, Word Choice, sentence Fluency)
 Uses Conventions (spelling, punctuation, grammar)
 Writes legibly

COMMUNICATION

Listens to Gain Understanding
Communicates Ideas Clearly
Demonstrates Attending Skills

MATHEMATICS

Number Sense
Geometry
Measurement
Probability
Algebraic Sense
Problem Solving

*see reverse for definitions of underlined items

SCIENCE

Fall _____
 Winter _____
 Spring _____

SOCIAL STUDIES

Fall _____
 Winter _____
 Spring _____

PHYSICAL EDUCATION

--	--	--

MUSIC EDUCATION

--	--	--

LIBRARY

--	--	--

Comments: _____

Parent signature Fall _____
 Winter _____

RIVERVIEW SCHOOL DISTRICT

Reading

Skills & Strategies - phonics, context clues, picture clues, word origins, roots, prefixes, suffixes, builds vocabulary

Elements of Literature - understands story elements such as plot, character, setting, problem, and resolution

Features of Non-Fiction Text - titles, headings, pictures, maps, table of contents, index, captions, and charts

Comprehends Important Ideas and Details - analyzes, interprets, synthesizes, predicts and makes inferences based on the reading material

Writing

Ideas and Content - clear central theme or message, focused topic, details, experience & knowledge used to advantage, insight

Organization - inviting introduction, logical, effective sequencing, good pacing, strong transitions link ideas, satisfying conclusion

Voice - strong interaction, appropriate purpose for audience, appealing, expository or persuasive

Word Choice - accurate, natural, not overdone, precise, lively verbs, jargon used sparingly

Fluency - moves with an easy rhythm and flow, purposeful sentence beginnings, varied sentence length

Conventions - effective paragraphs, correct grammar and usage, accurate punctuation, spelling is generally correct

LEARNING GOAL EXPLANATIONS

Communication

Listens to Gain Understanding - student can focus attention and listen/observe to gain information, and follow directions

Communicates Clearly - student can develop an organized theme with a beginning, middle, and end; student uses tone, pitch, volume, and pace appropriately when speaking

Demonstrates Attending Skills - such as eye contact, squaring, leaning forward, no distracting movements, feet on floor

Mathematics

Number Sense - counting, place value, estimation, fractions, decimals, computation ($+$, $-$, \times , \div , $<$, $>$, $=$).

Geometry - plane and geometric shapes and their relationships (congruency, parallel lines, perpendicular lines, and symmetry)

Measurement - time, money, length, width, area, volume, temperature

Probability/statistics - certainty and uncertainty, making predictions, data collection and analysis (examples: graphs, tables)

Algebraic sense - recognizing, creating, and extending patterns; equality and inequality; developing and solving equations

Problem Solving - investigates situations, formulates questions, defines and restates the problem, constructs solutions

Riverview School District #407 Report Card Narrative

32240 NE 50th Street, Carnation, WA 98014

Name _____ Teacher _____ Year _____

School _____ Grade _____

Fall Narrative

Winter Narrative

Spring Narrative

Report Card Five

**FOURTH GRADE
REPORT CARD**

Riverview School District #407 Report Card

32240 NE 50th Street, Carnation, WA 98014

Name _____

Teacher _____ Year _____

School _____ Grade: 3__ 4__ 5__

Cumulative Attendance _____ Special Services _____

1 2 3

Present

--	--	--

 Title I/LAP _____ PAT _____

Absent

--	--	--

 IEP _____

Tardy

--	--	--

 ESL/Bilingual _____

Grade next year: (last period only) _____

K	4 = Consistently meets standards
E	3 = Meets most standards
Y	2 = Progressing toward standards
	1 = Does not meet standards
	NA = Not assessed

– May be applied to a score of 4 indicating student consistently exceeds standards

PERSONAL PROGRESS

BEHAVIORS THAT PROMOTE LEARNING

Cooperative: Takes turns, shares materials and class responsibilities, leads or follows as needed

--	--	--

Empathetic: Aware of and concerned about the feelings of others, gets along with and supports other children

--	--	--

Respectful: Follows school/classroom rules, takes care of materials and equipment; treats adults and other children with respect

--	--	--

Hard Working and Resourceful: Applies good effort, ignores distractions, asks for help, has confidence and desire to do best, can figure out how to achieve a goal

--	--	--

Independent: Makes self-governing choices, uses problem-solving strategies academically and personally; takes responsibility for own behavior

--	--	--

Organized: Can plan and manage personal time, space, and materials (has a "system"), completes and turns in assignments and homework on time

--	--	--

Reflective: Explains reasoning for answers and actions; thinks about and evaluates own academic performance and behavior

--	--	--

ACADEMIC ACHIEVEMENT*

READING

Uses a variety of Skills and Strategies
 Understands the Elements of Literature
 Uses Features of Non-Fiction Text
Comprehends Important Ideas and Details
 Follows written directions

WRITING

Writes clearly and effectively (Ideas and Content Organization)
 Writes with an effective style (Voice, Word Choice sentence Fluency)
 Uses Conventions (spelling, punctuation, grammar)
 Writes legibly

COMMUNICATION

Listens to Gain Understanding
Communicates Ideas Clearly
Demonstrates Attending Skills

MATHEMATICS

Number Sense
Geometry
Measurement
Probability
Algebraic Sense
Problem Solving

SCIENCE

Fall _____

Winter _____

Spring _____

SOCIAL STUDIES

Fall _____

Winter _____

Spring _____

PHYSICAL EDUCATION

--	--	--

MUSIC EDUCATION

--	--	--

LIBRARY

--	--	--

Comments: _____

Parent signature Fall _____

Winter _____

*see reverse for definitions of underlined items

RIVERVIEW SCHOOL DISTRICT

Reading

Skills & Strategies - phonics, context clues, picture clues, word origins, roots, prefixes, suffixes, builds vocabulary

Elements of Literature - understands story elements such as plot, character, setting, problem, and resolution

Features of Non-Fiction Text - titles, headings, pictures, maps, table of contents, index, captions, and charts

Comprehends Important Ideas and Details - analyzes, interprets, synthesizes, predicts and makes inferences based on the reading material

Writing

Ideas and Content - clear central theme or message, focused topic, details, experience & knowledge used to advantage, insight

Organization - inviting introduction, logical, effective sequencing, good pacing, strong transitions link ideas, satisfying conclusion

Voice - strong interaction, appropriate purpose for audience, appealing, expository or persuasive

Word Choice - accurate, natural not overdone, precise, lively verbs, jargon used sparingly

Fluency - moves with an easy rhythm and flow, purposeful sentence beginnings, varied sentence length

Conventions - effective paragraphs, correct grammar and usage, accurate punctuation, spelling is generally correct

LEARNING GOAL EXPLANATIONS

Communication

Listens to Gain Understanding - student can focus attention and listen/observe to gain information, and follow directions

Communicates Clearly - student can develop an organized theme with a beginning, middle, and end; student uses tone, pitch, volume, and pace appropriately when speaking

Demonstrates Attending Skills - such as eye contact, squaring, leaning forward, no distracting movements, feet on floor

Mathematics

Number Sense - counting, place value, estimation, fractions, decimals, computation ($+$, $-$, \times , \div , $<$, $>$, $=$).

Geometry - plane and geometric shapes and their relationships (congruency, parallel lines, perpendicular lines, and symmetry)

Measurement - time, money, length, width, area, volume, temperature

Probability/statistics - certainty and uncertainty, making predictions, data collection and analysis (examples: graphs, tables)

Algebraic sense - recognizing, creating, and extending patterns; equality and inequality: developing and solving equations

Problem Solving - investigates situations, formulates questions, defines and restates the problem, constructs solutions

Riverview School District #407 Report Card Narrative

32240 NE 50th Street, Carnation, WA 98014

Name _____

Teacher _____ Year _____

School _____

Grade _____

Fall Narrative

Winter Narrative

Spring Narrative

Report Card Six

**FIFTH GRADE
REPORT CARD**

Riverview School District #407 Report Card
32240 NE 50th Street, Carnation, WA 98014

Name _____

Teacher _____ Year _____

School _____ Grade: 3__ 4__ 5__

Cumulative Attendance _____ Special Services _____

	1	2	3		Title I/LAP	PAT
Present					___	___
Absent					___	___
Tardy					___	___

Grade next year: (last period only) _____

K	4 = Consistently meets standards
E	3 = Meets most standards
Y	2 = Progressing toward standards
	1 = Does not meet standards
	NA = Not assessed

- May be applied to a score of 4 indicating student consistently exceeds standards

PERSONAL PROGRESS	
BEHAVIORS THAT PROMOTE LEARNING	
Cooperative: Takes turns, shares materials and class responsibilities, leads or follows as needed	_____
Empathetic: Aware of and concerned about the feelings of others, gets along with and supports other children	_____
Respectful: Follows school/classroom rules, takes care of materials and equipment; treats adults and other children with respect	_____
Hard Working and Resourceful: Applies good effort, ignores distractions, asks for help, has confidence and desire to do best, can figure out how to achieve a goal	_____
Independent: Makes self-governing choices, uses problem-solving strategies academically and personally; takes responsibility for own behavior	_____
Organized: Can plan and manage personal time, space, and materials (has a "system"), completes and turns in assignments and homework on time	_____
Reflective: Explains reasoning for answers and actions; thinks about and evaluates own academic performance and behavior	_____

ACADEMIC ACHIEVEMENT*

READING

			Uses a variety of <u>Skills and Strategies</u>
			Understands the <u>Elements of Literature</u>
			Uses <u>Features of Non-Fiction Text</u>
			<u>Comprehends Important Ideas and Details</u>
			Follows written directions

WRITING

			Writes clearly and effectively (<u>Ideas and Content Organization</u>)
			Writes with an effective style (<u>Voice, Word Choice, sentence Fluency</u>)
			Uses <u>Conventions</u> (spelling, punctuation, grammar)
			Writes legibly

COMMUNICATION

			<u>Listens to Gain Understanding</u>
			<u>Communicates Ideas Clearly</u>
			<u>Demonstrates Attending Skills</u>

MATHEMATICS

			<u>Number Sense</u>
			<u>Geometry</u>
			<u>Measurement</u>
			<u>Probability</u>
			<u>Algebraic Sense</u>
			<u>Problem Solving</u>

*see reverse for definitions of underlined items

SCIENCE

Fall _____

Winter _____

Spring _____

SOCIAL STUDIES

Fall _____

Winter _____

Spring _____

PHYSICAL EDUCATION

MUSIC EDUCATION

LIBRARY

Comments: _____

Parent signature Fall _____

Winter _____

RIVERVIEW SCHOOL DISTRICT

Reading

Skills & Strategies - phonics, context clues, picture clues, word origins, roots, prefixes, suffixes, builds vocabulary

Elements of Literature - understands story elements such as plot, character, setting, problem, and resolution

Features of Non-Fiction Text - titles, headings, pictures, maps, table of contents, index, captions, and charts

Comprehends Important Ideas and Details - analyzes, interprets, synthesizes, predicts and makes inferences based on the reading material

Writing

Ideas and Content - clear central theme or message, focused topic, details, experience & knowledge used to advantage, insight

Organization - inviting introduction, logical, effective sequencing, good pacing, strong transitions link ideas, satisfying conclusion

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LEARNING GOAL EXPLANATIONS

Communication

Listens to Gain Understanding - student can focus attention and listen/observe to gain information, and follow directions

Communicates Clearly - student can develop an organized theme with a beginning, middle, and end; student uses tone, pitch, volume, and pace appropriately when speaking

Demonstrates Attending Skills - such as eye contact, squaring, leaning forward, no distracting movements, feet on floor

Mathematics

Number Sense - counting, place value, estimation, fractions, decimals, computation (\div , \cdot , \times , \div , $<$, $>$, $=$).

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Probability/statistics - certainty and uncertainty, making predictions, data collection and analysis (examples: graphs, tables)

Algebraic sense - recognizing, creating, and extending patterns; equality and inequality: developing and solving equations

Problem Solving - investigates situations, formulates questions, defines and restates the problem, constructs solutions

Riverview School District #407 Report Card Narrative

32240 NE 50th Street, Carnation, WA 98014

Name _____ Teacher _____ Year _____
School _____ Grade _____

Fall Narrative

Winter Narrative

Spring Narrative

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Summary

The purpose of this project was to develop a standards based report card for students in grades K-5 in Riverview School District #407, Carnation, Washington. To accomplish this purpose, current research and literature concerned with report card development and the change process were reviewed. Additionally, report cards from neighboring school districts and report cards from around the nation were reviewed and adapted to meet the needs of the students, teachers, and community in the Riverview School District.

Conclusions

Conclusions reached as a result of this project were:

1. To make changes in school reporting methods, a reasonable opportunity must be given to teachers, families, and communities for collaboration and reflection to establish a genuine need for change.

2. To change fundamental beliefs about reporting student progress, a clear vision and focus must be established by involving and supporting community, families, staff, and students.
 3. Successfully reporting student progress against a standard requires clearly defined criteria for evidence of student learning.
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Recommendations

As a result of this project, the following recommendations have been suggested:

1. Provide a reasonable opportunity for collaboration and reflection before beginning any change so teachers, families, and communities can establish a genuine need for change.
2. Establish a clear vision and focus by involving and supporting community, families, staff, and students as you work through the process to change fundamental beliefs.
3. Define clear standards for student achievement to successfully report student progress toward the standard.
4. Other school districts seeking to establish standards based report cards may wish to adapt and/or utilize the model developed for this project or undertake further research on this subject to meet their unique needs.

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