

Understanding Your Child's Report Card



COMMUNITY PRESENTATION



Share thoughts about Report Cards



- Did you receive a report card? How often?
- Did your parents discuss the report card with you?
- How did your parents react to the information on the report card?
- How does your experience with report cards compare with report cards today?

Report Card



- Review the report card as a whole rather than looking at just the grades.
- Interpret the Comments, Instructional Levels, and Personal & Social Development on your student's report cards.

FCPS Grading System



Purpose For Grading:

- To open and maintain communication about student performance
- To provide feedback and guidance
- To serve as reinforcement

FCPS Grading System



- The Grading Criteria:
 - Quality of student work
 - Multiple assessments
 - ✦ *Formal*
 - ✦ *Informal*
 - Teacher observation
 - Classwork
 - Projects
 - Participation

(Please keep in mind that each child is still viewed and evaluated as an individual.)

Grading Scale – *Pre-K through Grade 1*



- **EE = Exceeding expectations towards meeting grade level standards**
Consistently meets and/or exceeds curriculum standards and class requirements
- **ME = Meeting expectations towards meeting grade level standards**
Frequently meets and/or exceeds curriculum standards and class requirements
- **AE = Approaching expectations towards meeting grade level standards**
Generally meets curriculum standards and class requirements, though some curriculum standards and class requirements may remain as yet unmet
- **DE = Developing expectations towards meeting grade level standards**
Meets some curriculum standards and class requirements, though many curriculum standards and class requirements remain as yet unmet
- **NE = Not evaluated at this time**
Standards were either not taught and/or assessed at this time

Grading Scale – Grades 2-5



- **A = Exemplary performance towards meeting grade level standards**
Consistently meets and/or exceeds curriculum standards and class requirements
- **B = Skilled performance towards meeting grade level standards**
Frequently meets and/or exceeds curriculum standards and class requirements
- **C = Satisfactory performance towards meeting grade level standards**
Generally meets curriculum standards and class requirements, though some curriculum standards and class requirements may remain as yet unmet
- **D = Minimal performance towards meeting grade level standards**
Meets some curriculum standards and class requirements, though many curriculum standards and class requirements remain as yet unmet
- **F = Unacceptable performance towards meeting grade level standards**
Meets few, if any, curriculum standards and class requirements
- **NE = Not evaluated at this time**
Standards were either not taught and/or assessed at this time

Report Card Vocabulary



- Instructional Levels –Are only for English Language Arts and Mathematics in grades K-5 which indicate the instruction of curriculum standards students are receiving.
- Curricular Area- Subject being taught
- Term-There are four terms per year. Grades are not cumulative
- Services Received- Supplemental supports for students with specific learning needs such as ELL, IEP, 504
- Interventions- Are short term instructional programs in English Language Arts and Mathematics to support students in meeting enrolled grade level standards.
- Foundational Skills- Standards and skills in the areas of print concepts, phonological awareness, phonics, word recognition and fluency which occur in pre-kindergarten and kindergarten

Effort & Personal and Social Development Coding



Describes the student's observable behaviors

- 4 = Consistently
- 3 = Most of the Time
- 2 = Inconsistently
- 1 = Rarely
- 0 = Not Demonstrating



Comments



- Comments can be given for each content area and personal and social development.
- Teachers will provide comments to better clarify a specific grade given.
- Comments are not cumulative and will appear in correlation to each report card quarterly.
- Teachers may provide additional comments which will be attached to the report card.

Parents and Report Cards



Communication

Talk to your child about school daily. Keep in touch with your child's teacher. Check student folder for work and communication from school. Frequent discussions will alert you to problems.

Know the Grading Policy

Ask how your child will be assessed. If you do not understand the terminology ask for clarification from your child's teacher.

Have a Homework Routine

Have a place and time set aside for studying and completing homework. Minimize distractions.

Suggestions for Report Card Arrival

- Remember all students are individuals
- Praise progress
- Celebrate accomplishments throughout the year
- Be realistic
- Watch for a drop in grades
- Pay attention to comments
- Find out ways to improve poor grades
- Develop a plan for success with the teacher

Resources



- Curriculum resources can be found at <http://education.fcps.org/EssentialCurriculum/>
- Ideas and activities to support your child in given content areas can be found within our “*Fitting the Pieces Together*” documents located at <http://www.fcps.org/page/39>

Thank you!



- We truly appreciate your attention and participation in learning more about the report card.
- If you have questions please don't hesitate to contact the school to discuss your concerns.

