

# **QUINCY PUBLIC SCHOOLS**

## **Parent Guide to the New Elementary Report Card**

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## Quincy Public Schools

Dear Parent/Guardian,

This year we will be introducing the new elementary report card. This card has been developed over the last three years with the assistance of hundreds of elementary teachers. The revision of the card was necessary in order to reflect the standards now being taught as part of the Massachusetts Curriculum Frameworks. This card also brings consistency with student scores on the MCAS and the MCAS reports that parents receive.

**4 = Advanced      3 = Proficient      2 = Needs Improvement      1 = Warning**

### Quincy Public Schools NEW Elementary Report Card (4 = HIGH to 1 = LOW)

- 4 =** Meeting or exceeding standards (the student meets/exceeds district and state level standards. The student performs independently and efficiently with minimal or no explanation or guidance.)
- 3 =** Frequently meeting standards (the student frequently meets standards and regularly demonstrates considerable ability and independence, but may require some guidelines and instruction.)
- 2 =** Some evidence of meeting standards (Shows some evidence of meeting standards and often requires guidance and further explanation.)
- 1 =** Not **(yet)** meeting standards
- N =** Topic/standard yet to be introduced
- \* =** **Special Education/English Language Learner Services.**(Student is currently receiving resource room or inclusionary services consistent with his/her IEP and/or language acquisition services.)

For Personal Growth and Academic Standards; including Effort, Homework and Special Subjects

- +** **Outstanding** (consistently meets/exceeds standards)
- √** **Satisfactory** (frequently meets standards)
- **Needs Improvement** (not yet meeting standards)

## **Elementary Report Card Rubric**

<u><b>Subject Grades</b></u>	<u><b>Standard Scores</b></u>
(Use for Major Academic Content Areas)	Used for Personal Growth & Academic Standards: Homework, Effort, Special Subjects
<b>4</b> - Mastery of discipline - Able to apply skills and strategies independently	<b>+ Outstanding</b>
<b>3</b> - Solid understanding of the basics of the discipline - Able to apply skills with guided practice	<ul style="list-style-type: none"> <li>• Consistently meets/exceeds standards and/or expectations</li> </ul>
<b>2</b> - Emergent understanding of the basics of the discipline - Needs modeling continued instruction and guided practice to apply skills	<b>√ Satisfactory</b>
<b>1</b> - Basic understanding of the discipline not yet evident - More direct instruction and teacher supervised guided practice needed to gain better understanding	<ul style="list-style-type: none"> <li>• Frequently meets standards and/or expectations</li> </ul>
<b>N</b> - (Not yet covered) - Topic or standard not yet introduced	<b>– Needs Improvement</b>
<b>1</b> - Basic understanding of the discipline not yet evident - More direct instruction and teacher supervised guided practice needed to gain better understanding	<ul style="list-style-type: none"> <li>• Not yet meeting standards and/or expectations</li> </ul>
<b>No “+”s or “–”s will be attached to the above subject grades.</b>	

### **\* Special Education/English Language Learner**

- An asterisk next to a grade indicates that the student is receiving special education or ELL services consistent with his/her IEP and/or language acquisition needs
- An asterisk is only used to indicate modifications consistent with student’s IEP or Language acquisition needs

## *Report Card Terms*

Phonemic Awareness - is recognizing that speech is made up of individual sounds. Sounds can be blended to make words  
/c/ /a/ /t/ cat or segmented for writing  
dog /d/ /o/ /g/

Phonics Instruction - gives students the knowledge of letter-sound correspondences to decode words or sound out words.  
/d/ is represented by the letter d

One to One Correspondence - is the word by word matching of spoken words to written words in a text.

High Frequency Words - are words that frequently occur in students reading and writing.  
Some high frequency words cannot be decoded ( i.e. said ) because they do not follow basic spelling rules. Some high frequency words can be decoded but occur so often in texts ( i.e. went). High frequency words should be learned so children can read them quickly and accurately.

## *Report Card Terms*

Background Knowledge - is the body of concepts, understandings and experiences stored in our memory that influence our ability to comprehend texts.

Literal Comprehension - is the ability to use information the author provides in the story to understand the plot. Readers answer WHO, WHAT, and WHEN questions about the story. “ Who flew across the Pacific with Amelia Earhart ?”

Inferential Comprehension - is the ability to understand the author’s message or story theme that may not be exactly stated by the text’s author. Readers answer WHY, HOW, and WHAT IF questions.

“ How did Amelia’s character drive her to make this dangerous flight?”

Number Sense- is a standard from the Massachusetts Curriculum Frameworks. Strands set benchmarks that students will have an understanding of the meaning of numbers and an understanding of the computation of numbers related to the grade level expectations.

**Quincy Public Schools  
NEW Elementary Report Card  
Parent Survey**

Please take a few minutes to complete this survey and return it with your child's report card. Indicate your response to the following questions using the following rating scale.

**4 =** I strongly agree

**3 =** I agree

**2 =** I disagree

**1 =** I strongly disagree

1. I understand how the rating system for academic grades reflect the performance of my child.

**[4] Strongly Agree [3] Agree [2] Disagree [1] Strongly Disagree**

2. I understand the terminology used on the new report card.

**[4] Strongly Agree [3] Agree [2] Disagree [1] Strongly Disagree**

3. The parent booklet was helpful.

**[4] Strongly Agree [3] Agree [2] Disagree [1] Strongly Disagree**

4. The teacher/parent conference helped focus and guide my understanding of the new report card.

**[4] Strongly Agree [3] Agree [2] Disagree [1] Strongly Disagree**

5. The new report card helped me better understand the connection between my child's daily work and the Massachusetts State Curriculum Standards.

**[4] Strongly Agree [3] Agree [2] Disagree [1] Strongly Disagree**

Please feel free to add any additional comments relating to the new report card: