



Reimagining Report Cards Grades 1-5

Why did we make this change?

2017-2018 report card for grades 1 - 5

Report of Student Progress and Development
Grade 2
1718B

Child's Name: [Redacted] July 16, 2018
Teacher's Name:
School: ACADEMY CENTRAL ELEMENTARY
Parent(s)/Guardian(s):

This Report of Student Progress and Development indicates your student's progress in academic and social/emotional learning. Grades reflect student performance on daily work, projects and tests completed throughout the year. They are cumulative, indicating a student's progress toward year-long mastery of academic skills. Social and emotional learning enhances a student's capacity to integrate skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges. Appropriate progress in the development of these skills is noted with an X.

If you have questions regarding this report or specific modifications to your student's instruction, please contact the teacher or school. You may also look up the most current grades on the parent portal at www.tulsaschools.org/parents.

Standards	Performance	ATTENDANCE	MARKS/WORK
M - Meets or Exceeds Standard	A - 90-100%	0 - Absent/late	0 - Absent/late
NS - Approaching or Near Standard	B - 80-89%	1 - 1-3 Absent/late	1 - Absent/late
NE - Needs Improvement	C - 70-79%	2 - 4-6 Absent/late	2 - Absent/late
N - Not Standard	D - 60-69%	3 - 7-9 Absent/late	3 - Absent/late
	F - 50-59%	4 - 10+ Absent/late	4 - Absent/late

Social and Emotional Learning Progress
Development of these skills is considered appropriate when noted with an X.

Self-Management

1.1 Student sets the help when needed
1.2 Student reflects on their progress as a learner

Social Awareness

1.1 Student shows respect in a classroom
1.2 Student listens attentively to others

Relationship Skills

1.1 Student solves different perspectives
1.2 Student gives and receives constructive feedback
1.3 Student builds, maintains, and demonstrates positive relationships

Responsible Decision Making

1.1 Student follows classroom rules
1.2 Student requests respectfully to influence
1.3 Student generates alternative ideas and solutions

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Reading Language Arts

Reading Foundations

1.1 I recognize and apply phonics and word analysis skills to decode words
1.2 I read fluently with accuracy and understanding
1.3 I read fluently and comprehend text to answer questions
1.4 I read fluently and comprehend text to answer questions
1.5 I read fluently and comprehend text to answer questions

Reading Fluency/Comprehension

1.1 I read to understand and respond to a variety of texts
1.2 I read and answer comprehension questions regarding comprehension, inference, and opinion
1.3 I read to understand, including identifying, inferring, and using context
1.4 I read to understand, including identifying, inferring, and using context
1.5 I read to understand, including identifying, inferring, and using context
1.6 I read to understand, including identifying, inferring, and using context

Writing

1.1 I write, edit, and revise a writing piece
1.2 I write a variety of texts including narratives, informative, and opinion
1.3 I write informative texts on multiple events and issues for specific purposes
1.4 I respond to and engage ideas and perspectives on writing
1.5 I participate in shared research and writing projects based on personal interests

Language Arts/Reading Performance on daily work, projects and tests (including spelling)

1	2	3	4	5

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Standards

1	2	3	4	5

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Social Studies (continued)

History

1.1 I recognize and apply historical concepts using geographic and chronological use of various examples of events, people, practices, and locations as seen in classroom and historic books
1.2 I analyze the significance of historic places including the White House, the US Capitol and Supreme Court, the Washington Monument and Lincoln Memorial
1.3 I compare events depicted in the contributions to the American nation of significant groups including Native American, African American, Hispanic American, and American Indian groups
1.4 I understand chronological sequencing and the connection between historic events and individual through analysis of basic timelines

Geography

1.1 I recognize and apply geographic concepts using geographic and chronological use of various examples of events, people, practices, and locations as seen in classroom and historic books
1.2 I analyze the significance of historic places including the White House, the US Capitol and Supreme Court, the Washington Monument and Lincoln Memorial
1.3 I compare events depicted in the contributions to the American nation of significant groups including Native American, African American, Hispanic American, and American Indian groups
1.4 I understand chronological sequencing and the connection between historic events and individual through analysis of basic timelines

Science

1.1 I recognize and apply scientific concepts using geographic and chronological use of various examples of events, people, practices, and locations as seen in classroom and historic books
1.2 I analyze the significance of historic places including the White House, the US Capitol and Supreme Court, the Washington Monument and Lincoln Memorial
1.3 I compare events depicted in the contributions to the American nation of significant groups including Native American, African American, Hispanic American, and American Indian groups
1.4 I understand chronological sequencing and the connection between historic events and individual through analysis of basic timelines

Science Performance on daily work, projects and tests

Earth and Space Science: Earth's Place in the Universe

1.1 I use information from several sources to provide evidence that Earth's outer layers are made of different materials and layers
1.2 I compare multiple resources designed to show or provide visual or water level changes for the shape of the Earth
1.3 I describe a model to represent the shapes and sizes of the Earth and other objects in the sky
1.4 I describe how the Earth's rotation causes day and night and how the Earth's tilt causes the seasons

Earth Science: Matter and Its Interactions

1.1 I use and analyze information to describe and classify different kinds of matter by how different groups of particles are put together
1.2 I analyze data obtained from testing different materials to determine which materials have the properties best suited for a particular purpose
1.3 I make observations to construct an evidence-based account of how an object made of a small set of pieces can be reassembled and made into a new object
1.4 I construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot

Science Performance on daily work, projects and tests

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OTHER CURRICULUM CONTENT - Evaluation Indicators K, A, S, E

Indicator	1	2	3	4	5
ART					
MUSIC					
PE					
Computer					
Foreign Language					

Teacher Comments (Quarter 1)

Teacher Comments (Quarter 2)

Teacher Comments (Quarter 3)

Teacher Comments (Quarter 4)

Dear Parents/Guardians:

We are at the grade where we can provide access to your student's current grades and attendance through the Internet. Parents can create an account to view their student's attendance and grade progress through PowerSchool.

If you have not already created your PowerSchool parent account, please use the following Access ID and Access password to log into the system. If you have already created an account, please use the Access ID and Access password to log into the system.

The website location is: <https://power.mtss.tulsaschools.org>
 Your student's confidential access ID is: Your student's birth number
 Your student's confidential access password is: 8888

Step 1 Create Parent Account
 Step 2 Link Student to Account
 Please keep your parent's confidential ID only you can access the information.

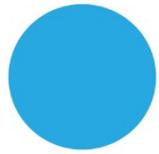
The use of the Grading Program is considered a best practice and is continuously changing through the progress of our school.

Disclaimer by Grades and Attendance
 All Grades and Attendance information is live data and is continuously changing throughout the day. All official and final student data can be obtained at your student's school.



Why did we make this change?

- Students and families receive a more digestible, user-friendly report card
- Teachers have a more effective platform to have meaningful conversations with students and families to help move learning forward together
- Minimize additional work for teachers
- Inform a longer-term vision for how grading and report cards can help improve learning outcomes

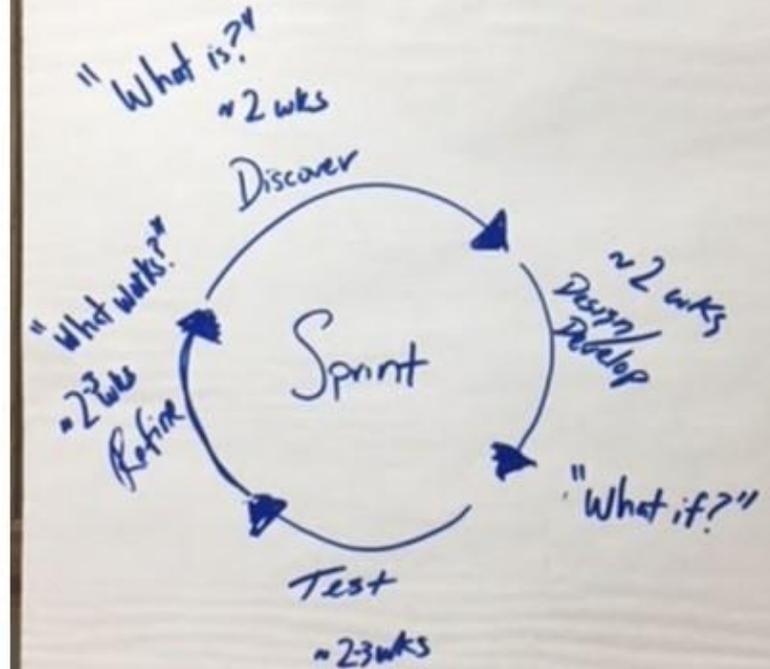


What was our redesign process?

Our team's charge

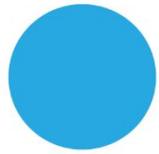
- Understand family & teacher experience with grading & report cards in Tulsa
- Develop and execute manageable set of solutions to improve family & teacher experience for Fall quarter
- Begin charting journey to learning - focused grading in alignment w/ Tulsa Way for Teaching & Learning.

Our Process



Who was on the Reimagining Report Cards Team?

- Parents and caregivers
- Teachers
- School Leaders
- Student & Family Support Services
- Teaching & Learning
- Data Strategy & Analytics
- Enrollment & Student Information Services
- Exceptional Student Supports
- Information Technology
- Language & Cultural Services



What did we learn during the redesign?

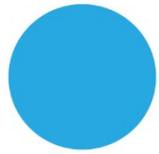
From teachers...

- **Lack of training / familiarity on how to grade using standards**
- Would like to see more **visually appealing** representations of student data
- **Families need more information** about how to interpret NWEA MAP and Citizenship results

From families...

- Report cards are **lengthy and confusing**; simplify them
- Want to understand their **student's conduct** in school
- Want to know how student is performing **relative to peers and grade-level**
- Looking for **specific suggestions on how to help** student at home

Our team interviewed ~40 Tulsa teachers, parents, and students to understand needs and desires around report cards.



What did the Report Card Redesign Team create?

1. “Understanding Your Report Card” guidance for families
2. Main report card
3. Tulsa Learning Expectations Supplement with simplified assessment of student performance on standards (“Power Standards”)

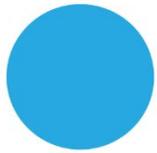
Grades 1-5 report cards were generated through the Tulsa Public Schools Data Dashboard. Grades (traditional and standards-based) are still entered and viewable by parents in PowerSchool as usual.

What do the new report cards look like?



Notable changes:

- One page front and back (comments)
- % and standalone grades each quarter with running, cumulative final grade
- Addition of attendance and 3 years of MAP data
- Tulsa learning expectations removed; on supplementary document



What other information did families receive?



Understanding Your Report Card - *****

Attendance Information

What It Means: Attendance, days missed, and tardies (times student arrived late to school) by term over the course of the school year. Students who miss 10% or more days of school in a nine week period are considered to be chronically absent. Research has shown that poor attendance can impact academic performance.

Attendance Legend: ● = 95% or Above (Not At Risk) | ● = 90% - 95% (At Risk) | ● = 80% - 90% (Chronic) | ● = 80% or Below (Super Chronic)

Category	Q1	Q2	Q3	Q4	Year
Attendance					
Absences					
Tardies					

Social and Emotional Learning

What It Means: Social and emotional learning (SEL) focuses on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL helps children to understand and manage their emotions. An X shows that your student met or exceeded expectations for each SEL skill.

Skill	Q1	Q2	Q3	Q4
Self-Awareness: the ability to recognize one's thoughts, feelings, and emotions.				
Self-Management: the ability to successfully control emotions, thoughts, and behaviors in different situations.				
Social Awareness: the ability to understand the views and feelings of others.				
Relationship Skills: the ability to build healthy and rewarding relationships with different people and groups.				
Responsible Decision Making: the ability to make good choices about personal behavior and social interactions.				

Grades

What It Means: Academic performance in each class by term over the course of the school year. The "Letter" and "Percent" columns are a measure of your student's academic performance for that nine week term. The "Year" column indicates the student's cumulative (running) average for a class and will not be finalized until the end of the fourth quarter. Our district uses the "Year" grade to help determine whether a student should move to the next grade.

Grading Scale: A = 90 - 100% | B = 80 - 89% | C = 70 - 79% | D = 60 - 69% | F = Below 60% | E = Excellent | S = Satisfactory | N = Needs to improve | U = Unsatisfactory | H = Honorable

		Q1		Q2		Q3		Q4		Year	
Class	Teacher	Letter	Percent								

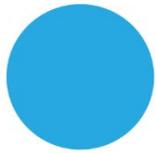
MAP

What It Means: MAP is a computer-based test that our K-10 students take three times per school year (Fall, Winter, and Spring). This test helps to measure the student's academic knowledge, skills, and abilities. Think of this score like marking height on a growth chart: you can tell how tall your child is at various points in time and how much they have grown between one stage and another. MAP helps schools and teachers know what your child is ready to learn at any point in time. A percentile value of 50 is equal to the national average. You can compare your student's score to both the district and national averages in each testing term. For additional information about MAP, please visit <https://www.nwea.org/>.

MAP Reading						MAP Mathematics					
Term	Year	Percentile	Score	District Avg.	National Avg.	Term	Year	Percentile	Score	District Avg.	National Avg.

Teacher Comments

What It Means: Teachers may leave comments here about your student's performance.



What other information did families receive?

TULSA PUBLIC SCHOOLS Standards for *****
 Grade 2 *****
 Principal: ***** | Main Office: *****

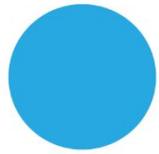
Year: 2018-2019 | Term: Q1

Standards

What It Means: Teachers grade students based on standards established in the Tulsa Learning Expectations. These standards help ensure students are meeting college and career ready targets for the content they are learning. Not all standards are assessed each quarter. **Grading Scale:**
 1 = Meets or Exceeds Standard | 2 = Progressing toward Standard | 3 = Area of Concern
 M = Master of the Skill | P = Progressing Adequately on Skill | N = Not meeting adequate progress

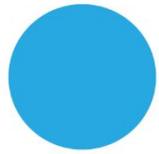
Subject	Standard	Definition	Q1	Q2	Q3	Q4
Mathematics	G2.MT.1.1 *	PS.1 Understands place value				
Mathematics	G2.MT.1.2 *	PS.2 Uses place value understanding and properties of operations to add and subtract				
Mathematics	G2.MT.2.1 *	PS.3 Represents and solves problems using addition and subtraction				
Mathematics	G2.MT.2.2 *	PS.4 Fluently adds and subtracts within 20				
Mathematics	G2.MT.3.1 *	PS.5 Measures and estimates length in standard units				
Mathematics	G2.MT.3.2 *	PS.6 Relates addition and subtraction to length				
Mathematics	G2.MT.3.3 *	PS.7 Works with time and money				
Reading Language Arts	G2.RLA.1.1 *	PS.1 Knows and applies phonics and word analysis skills to decode words				
Reading Language Arts	G2.RLA.1.5 *	PS.2 Reads high frequency and irregularly-spelled words accurately				
Reading Language Arts	G2.RLA.2.2 *	PS.3 Asks and answers text-related questions requiring interpretation, judgment, and opinion				
Reading Language Arts	G2.RLA.2.4 *	PS.4 Interacts with grade 2 text to construct meaning, acknowledging differences in points of view and identifying text features				
Reading Language Arts	G2.RLA.3.2 *	PS.5 Writes narrative, informative, and opinion pieces, with a focus on narrative				
Reading Language Arts	G2.RLA.3.4 *	PS.6 Responds to text to express ideas and demonstrate understanding				
Reading Language Arts	G2.RLA.4.1 *	PS.7 Acquires and uses knowledge of word meanings through text, conversations, and direct instruction				
Reading Language Arts	G2.RLA.4.2 *	PS.8 Applies appropriate grammar rules—including capitalization, plurals, and apostrophes.				
Reading Language Arts	G2.RLA.5.5 *	PS.9 Clearly recounts experiences with appropriate facts and details				
Spanish Reading Language Arts	G2.RLA.SP.1.1 *	PS.1 Knows and applies phonics and word analysis skills to decode words				
Spanish Reading Language Arts	G2.RLA.SP.1.5 *	PS.2 Reads high frequency and irregularly-spelled words accurately				
Spanish Reading Language Arts	G2.RLA.SP.2.2 *	PS.3 Asks and answers text-related questions requiring interpretation, judgment, and opinion				
Spanish Reading Language Arts	G2.RLA.SP.2.4 *	PS.4 Interacts with grade 2 text to construct meaning, acknowledging differences in points of view and identifying text features				
Spanish Reading	G2.RLA.SP.3.2 *	PS.5 Writes narrative, informative, and opinion pieces, with a focus on narrative				

G2.RLA.SP.3.4 *	PS.6 Responds to text to express ideas and demonstrate understanding				
G2.RLA.SP.4.1 *	PS.7 Acquires and uses knowledge of word meanings through text, conversations, and direct instruction				
G2.RLA.SP.4.2 *	PS.8 Applies appropriate grammar rules—including capitalization, plurals, and apostrophes.				
G2.RLA.SP.5.5 *	PS.9 Clearly recounts experiences with appropriate facts and details				
G2.SC.ES.1.1 *	PS.1.1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.				
G2.SC.ES.2.1 *	PS.2.1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.				
G2.SC.ES.2.2 *	PS.2.2 Develop a model to represent the shapes and kind of land and bodies of water in an area.				
G2.SC.ES.2.3 *	PS.2.3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.				
G2.SC.LS.2.1 *	PS.2.1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.				
G2.SC.LS.2.2 *	PS.2.2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.				
G2.SC.LS.4.1 *	PS.4.1 Make observations of plants and animals to compare the diversity of life in different habitats.				
G2.SC.PS.1.1 *	PS.1.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.				
G2.SC.PS.1.2 *	PS.1.2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.				
G2.SC.PS.1.3 *	PS.1.3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.				
G2.SC.PS.1.4 *	PS.1.4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.				
G2.SS.1.1 *	PS.1 Summarizes the five key individual rights and liberties protected by the First Amendment to the United States Constitution				
G2.SS.1.2 *	PS.2 Identifies the basic roles of national leaders including the President of the United States and the members of the United States Congress				
G2.SS.2.1 *	PS.3 Describes ways people are paid for their labor and how goods and services are purchased through means like check, cash, and credit cards and provide examples of interdependence through trade/barter and purchase				
G2.SS.2.2 *	PS.4 Describe the connection between taxes and community services including schools, sanitation and water, fire, and police protection, libraries and roads.				
G2.SS.3.1 *	PS.5 Constructs basic maps using legends, scale, and intermediate directions including the introduction of latitude and longitude and the division of the Earth into four hemispheres				
G2.SS.3.2 *	PS.6 Identifies, on various maps of the U.S., basic natural landforms, bodies of water, and man-made environment; major cities; the major natural features—major rivers, deserts, and mountain ranges; the state of Oklahoma and six bordering states.				
G2.SS.4.1 *	PS.7 Participate in shared and individual research using biographies and informational text of historic examples of honesty, courage, patriotism, self sacrifice as seen in citizens and historic leaders				
G2.SS.4.2 *	PS.8 Analyzes the significance of historic places including the White House, the US Capitol and Supreme Court, the Washington Monument and Lincoln Memorial				
G2.SS.4.3 *	PS.9 Commemorates months designated to the contributions of the American nation of significant groups including National Hispanic Month, Native American Heritage Month, and Black History Month, Women's History Month, and Asian Pacific American Heritage Month				
G2.SS.4.4 *	PS.10 Understands chronological sequencing and the connection between historic events and individuals through the creation of basic timelines				



How did we share these changes?

- **October 8:** report card overview webinar for school teams
- **October 11-25:** teacher support office hours
- **October 15-19:** video tutorials and FAQs for teachers, school leaders, and office staff
- **October 22-30:** communication and walk-through video shared with families through school and district websites and social media
- **October 30:** report cards distributed to families



What are our next steps?

- Align on key takeaways from after-action review with Reimagining Report Cards team
- Conduct next round of discovery with families, teachers, school leaders, and office staff
- Pursue improvements for next quarter, including redesigned report cards for other grades
- Further define longer-term vision for learning-focused grading and report cards



Questions?