



PROGRESS REPORT/REPORT CARD, WORK SAMPLES, and TABS

Elementary Teacher's Guide
Kindergarten

Kindergarten Progress/Report Card FAQ

What is Proficiency or Standards Based Grading?

Proficiency based learning refers to systems of instruction, assessment, grading and reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn. Proficiency based grading is defined in Oregon law (HB4150) as follows:

“Proficiency based grading is assigning a well-defined, descriptive value of a student’s demonstrated knowledge and skills to report whether the student meets or exceeds defined levels of performance.”

The Grants Pass School District Elementary progress report and report card is based on standards established by the state of Oregon, the Common Core State Standards. These are *end of year standards* and as such, the progress report and report card are all based on what a student should master by the *end of the year*.

Why did we decide to mark progress toward end of year standards on the Progress Report instead of breaking down the standards by trimester?

Moving to a more detailed standards based report card, required us to have a different report card for each grade. If we broke down each standard to a defined progress level for each trimester, we would have 3 different report cards (1 per trimester) for each grade or individual teachers would be creating their own reporting documents to communicate those progressive steps to parents (as has been past practice for many staff members). The report card committee felt that reporting to end of year standards, though a major shift in thinking about how we grade, is simpler, makes our expectations more clear and saves work and time for many teachers who were creating those trimester level expectation documents on their own.

What is Sufficiency?

Sufficiency is a component of proficiency grading. School grade level teams must develop common criteria for proficiency in each standard and determine the *sufficiency*, or amount of evidence required for a student to demonstrate that they have gained the knowledge and skills, plainly stated: how many times do they need to show you that they ‘got it’? District guidelines are a minimum of 2 proofs (assessments, assignments, etc.) for any single skill or standard but beyond that it is up to grade level teams to decide what amount of evidence is needed to determine proficiency.

What is the difference between the Trimester 1 and 2 Progress Report and the Trimester 3 Report Card?

At the end of trimesters one and two teachers will complete a PROGRESS REPORT that communicates to families the *progress* that their student is making toward end of year standards. At the completion of the school year teachers will complete the final REPORT CARD communicating whether or not each student met the standard. The progress report and report card are the same form because all scores are based on end of year standards.

What are the Progress Marks?

This year's progress report/report card is based on a NP-4 point scale with 3 being proficient.

4 : Exceeds grade level expectations. This student:

- Is doing beginning or higher work **in the next grade level (ie. a 2nd grader doing 3rd grade work)**
- Demonstrates and confidently communicates a thorough understanding and use of the skill or concept BEYOND what was taught
- Exhibits work that is sophisticated and complex for developmental level
- Consistently produces high quality work with no significant errors
- Works independently

3 : Proficient. This student:

- Demonstrates and communicates understanding and use of the end of year skill or concept
- Consistently produces quality work with only minor errors
- Works independently

2 : Approaching Proficiency. This student is on track to meet end of year standards:

- Produces proficient work in skills that are NOT end of year standards
- Demonstrates a developing understanding and use of the skill or concept
- Beginning to and may occasionally meet grade level standards

1 : Limited Proficiency. This student may not meet end of year grade level standards:

- Produces work that is inconsistent and can have several errors OR
- Requires significant time and assistance to meet end of year grade level expectations

NP : Not Proficient. This student may not meet end of year standards:

- Showing progress in *below* grade level work
- Shows little or no progress toward end of year grade level expectations
- Proficiency and/or progress cannot be determined due to missing work and/or excessive absences

Note: written comment required for any 1 or NP

n/a: Not Applicable (not taught and/or assessed this trimester)

X: For students on an IEP and have a replacement core program

Note: in the full descriptor of a 'NP', it states "...cannot be determined due to missing work and/or length of time in school". This is not to be used as a punitive measure for missing assignments. It means that due to missing work, the teacher cannot determine what the student has learned. If a student has shown their knowledge level despite many missing assignments, then that grade should be recorded.

- All progress and final grade marks are based on end of year expectations.
- It is the responsibility of the classroom teacher to complete a progress report or report card for any student in attendance for 20 days or more during the trimester.

- For Kindergarten, if a student transfers in the first trimester, a teacher may just write comments that are reflective of a student’s progress to date.
- Progress marks may NOT include a plus (+) or minus (-)

Academic Performance Key		
4	Exceeds	Work exceeds grade level expectations and shows understanding that goes beyond what was taught <i>based on end of year grade level standards</i>
3	Proficient	Work meets <i>end of the year grade level standards</i>
2	Approaching Proficiency	Work is developing but is not yet meeting <i>end of year grade level standards</i> This student is on track to meet end of year grade level expectations
1	Limited Proficiency	Work requires significant assistance to meet <i>end of year grade level standards</i> This student may not meet end of year grade level expectations
NP	Not Proficient	Work is showing little or no progress toward <i>end of year grade level standards</i> or cannot be determined due to missing work and/or length of time in school This student may not meet end of year grade level expectations
n/a	Not Applicable	The standard was not taught and/or assessed this trimester
X	See Progress Report	Student is in a replacement core and has not been exposed to this concept. Please see attached IEP progress report.

Does getting a perfect score mean a student receives a ‘4’?

Not necessarily. 100% on grade level work shows solid proficiency in just that, grade level work. To receive a ‘4’, a student must show “understanding that goes beyond what was taught...” as written in the full rubric descriptor. For example, a 1st grader is expected to fluently add and subtract within 10. If a student is fluently adding and subtracting within 15 or 20, they might receive a ‘4’ as that is beyond what is taught or expected. 4th graders are expected to multiply fractions by whole numbers. Some students may be ready to divide fractions or multiply fractions by fractions. Those students might receive a ‘4’. 5th graders that are fluently reading and comprehending middle school level material might receive a ‘4’ in the standard, “Reads grade level text accurately and fluently to support comprehension”.

How do I address possible confusion about scores of ‘3’ going home on papers but a student earning a ‘2’ on the progress report?

This will have to be addressed at the parent/teacher conference or in comments on the progress report/report card where the difference between the end of year standard and skill building to that standard is explained. One way to avoid this confusion would be to mark the number correct on papers instead of a rubric score (ie. 9/10 instead of a ‘3’).

How can I address those students who might be proficient in grade level standards before the end of the year?

The demands and difficulties of differentiating instruction for high performing students has always been a concern for classroom teachers and are not unique to our new report card. Working with your grade level team to address those needs is a part of the PLC process. Ideas may include: short or long term sharing of students based on skill work, use of computer software (IXL, AR, etc.), pre-testing out of units and doing independent project work, individualized writing goals, etc.

Will the report card be used with students on academic IEP's?

Yes. Federal law requires that the report cards of special education students will look exactly like the report cards of general education students. However, as is also required, each special education student will additionally receive a copy of his/her progress towards IEP objectives. On the progress report/report card, students with academic IEP's will be assessed on grade level standards and no grades will be modified. It is the responsibility of the classroom teacher to provide and input these grades. If a student is in a complete replacement core and never/rarely exposed to grade level content, then they will receive an 'X' on the progress report/report card and the IEP progress report will be attached.

How do I calculate one final grade?

The District Progress Report team recommends that teachers use the mean of the final five scores. ***At any time however, it is left to the professional judgment of the teacher as to whether or not the student has demonstrated proficiency in any standard.*** For those using Power School, end of the trimester scores will have to be evaluated based on what material has been assessed and possible adjustments made. Meaning if Power School calculates a grade to be a '3', the teacher needs to look at that and decide whether it reflects *end of year* standards (Power School doesn't know that!).

Are there district end of the year assessments for each standard? Can they be administered in Trimesters 1 & 2 for students to show proficiency before standards are taught?

This is the work that we are beginning at grade level meetings and will continue for the next few **years**. Teachers will guide and direct this work to best meet the needs of each grade level. As common assessments are created, teams will make decision rules on how they will be implemented. There are resources currently available as both Reading Street and EnVision have unit and end of year cumulative assessments that could be used in whole or part for individual students. D7 guidance is that this would be done on an individual basis for students who are demonstrating advanced skills or proficiency, not for whole class use before instruction of skills/standards.

What are end of year standards for Science/Social Studies?

Grades for science and social studies are to be determined based on each unit of study. Think of the unit standards as the end of year standards.

Do all assignments need to have a score?

No. It is acceptable to simply mark some assignments as collected or turned in and focus scoring on culminating projects, unit tests, etc..

If a student meets the standard early in the trimester, but does not maintain that quality of work, how do we report this?

Generally, if a student is truly proficient, their level of achievement should not lower and therefore their grade reflect as much. If their work is inconsistent then they would likely earn a '2'.

How do we mark areas that were instructed in and assessed in one trimester but not the next? Many standards are imbedded in work all year long such as math fact and reading fluency. However, there may be standards that are 'one and done' (ie. "classify and compare 2 dimensional shapes" or "finds the area of a flat surface or shape"). If a standard is not taught or assessed at all in a trimester, the progress report/report card should show an n/a. If the standard was only addressed 1st trimester then trimesters 2 and 3 would show n/a **unless** the student has had the opportunity to demonstrate their level of proficiency. Please note that students who are not proficient in a standard should have continued opportunities to become proficient throughout the year within the constraints of your classroom system/schedule. If a standard was not taught in trimesters one or two but was re-assessed, then a grade would be entered.

Are math fact fluency scores based solely on timed tests?

NO. Timed tests are only one kind of evidence that a student is fluent in that operation.

Math fact fluency kindergarten: (10 problems in 1 min).

4	fluently adds and subtracts within 10
3	90-100%
2	50-89%
1 or NP	0-49%

What are the end of year math fact fluency expectations?

GRADE	GRADE LEVEL EXPECTATION
K	Sums (+) and minuends (-) to 5
1 ST	Sums (+) and minuends (-) to 10
2 ND	Sums (+) and minuends (-) to 20
3 RD	Maintain fluency in (+) and (-) Products (x) and dividends (/) to 100
4 TH	Maintain fluency of all 4 operations
5 TH	Maintain fluency of all 4 operations

What are the Personal Responsibility Marks?

These marks will be used only in the areas of Personal Responsibility:

- C Consistently meets expectations
- S Sometimes meets expectations
- R Rarely meets expectations

Note: written comment *required*

- A student may move from a 'R' to any other mark in the next trimester. It is not necessary to first give them an 'S' before they receive a 'C'

Follows school rules and expectations
Demonstrates respect for self, others and property
Follows directions
Appropriately engages in partner/group learning
Completes classroom assignments
Completes homework on time
Stays on task and gives focused attention
Takes responsibility for choices and actions
Perseveres with challenges
Strives for quality work

TEACHER COMMENTS

- For Kindergarten, if a student transfers in the first trimester, a teacher may just write comments that are reflective of a student's progress to date.
- Progress marks may NOT include a plus (+) or minus (-)
- Enter student information under the correct trimester header.
- Date each entry and print for each reporting period.
- Anytime a student receives a "1", "NP" or "R", a written comment is required.
- Conferences are held the first and second trimester of the school year. While it may not be necessary to write comments in detail for these grading periods, it is strongly suggested that you document the topics, issues or concerns you plan to discuss with the parent on the comment page. This may be as brief as a list of topics to be covered.
- Progress reports and report cards are official, professional documents. It is important that spelling and grammar be accurate.

ATTENDANCE:

- The district will provide attendance reports for this section
- The teacher will type in either a "yes" or "no" in the line "School work affected by attendance"

Are we still using Oregon State Writing and Math Problem Solving scoring Guides?

Yes. ODE is in the process of updating their scoring guides and so for now, we will use what we have and wait for them to complete that work. When using those scoring guides you will have to make the scoring adjustment. A '4' on the scoring guide would be a '3' on our district scale. All scoring guides with grade conversions are posted on our curriculum page of the District website.

Can homework be used to determine final grades?

No. Homework should not count as evidence that a student is proficient. It is an opportunity for practice and can be used to guide instruction. Work that is used to demonstrate proficiency should be done independently and that cannot be guaranteed when done at home.

Reading Progress Report

Letter Identification: Students will identify names of capital and lower case letters.

- Progress Report: Write the number of letters correctly identified each trimester
- Evaluation tool: **TABS (Teacher Assessment of Basic Skills)**

Trimester Guidelines

1 st	2 nd	3 rd
Recognizes and names 12 upper and 12 lower case letters	Recognizes and names 20 upper and 20 lower case letters	Recognizes and names 26 upper and 26 lower case letters

Letter Sounds: Students will identify sound/symbol relationships.

- Progress Report: Write the number of sounds correctly identified each trimester
- Evaluation tool: **TABS (Teacher Assessment of Basic Skills)**

Trimester Guidelines

1 st	2 nd	3 rd
Reads 12 upper and 12 lower case sounds	Reads 20 upper and 20 lower case sounds	Reads 26 upper and 26 lower case sounds

Decoding Strategies: Use the guidelines below for scoring decoding strategies on the Kindergarten Progress Report Card.

First Sound Fluency		Phoneme Segmentation Fluency		Nonsense Word Fluency	
Use the student's Winter FSF benchmark goals to assist in scoring.		Use the student's PSF score to assist in scoring segmenting and blending.		Use the student's NWF score to assist in scoring blending.	
Progress Report/Report Card	FSF Score	Progress Report/Report Card	PSF Score	Work Sample Score	NWF-CLS Score
4	40+	4	50+	Enter raw score	38+
3	30 – 39	3	40-49		28 - 37
2	20 – 29	2	25 - 39		15 - 27
1 or NP	0 - 19	1	0 - 24		0 - 14

***Note:** Teachers should use a variety of data to support report card scores. The above charts are a guideline to use when looking at all the data.

Reading work sample entry: One reading work sample is required for Kindergarten. The sample is their 3rd trimester Nonsense Word Fluency – Correct Letter Sounds (NWF-CLS) score.

Reading TABS (Teacher Assessment of Benchmark Skills): At the pre-assessment interview and/or beginning of the year and at the end of each trimester, students should be assessed using the TABS in the following areas. Use the color coding dot system to record if the student **was** able to complete the task.

Pre-assessment = purple 1st Trimester = red 2nd Trimester = blue 3rd Trimester = green

	Pre-assessment	1 st Trimester	2 nd Trimester	3 rd Trimester
What's the name of this letter? Students name each letter, upper and lower case. Wait 3 seconds for each name. If the student does not respond, move on to the next letter. Discontinue if student does not name 10 letters in a row.	X	X	X	X
What's the sound of this letter? Students say the sound of each letter, upper and lower case. Wait 3 seconds for each sound. If the student does not respond, move on to the next letter sound. Discontinue if student does not say	X	X	X	X

10 sounds in a row.				
Positional Words: Student points to the picture that shows the location named. Another way to assess this is by using a 3 dimensional object (i.e. a book) and having students point to the different locations named.	X	X	X	X
What color is this? Student states the name of the color shown.	X	X	X	X
Decoding skills: Ask the student, "What sound do you hear at the _____?" for beginning, middle, and end.		X	X	X
Blends sounds to read words: Students are given CVC words and asked to blend the sounds together to read a word.		X	X	X
High frequency sight words: Student reads the word.		X	X	X
Reads grade level text accurately and fluently: Reading 5.6 Leveled Reader=3, reading 6.6 Independent Reader=4			X	X
DIBELS Benchmarks: Record the students score for each measure given during the benchmark window. Benchmark windows are September, January, and May. For the overall composite, indicate the instructional recommendation (i.e. C = Core, S = Strategic, I = Intensive)		Sept.	Jan.	May

Writing Progress Report

Indicate student performance in the area of writing. During the first trimester, students may not be given a score for writing as most students are still in the beginning, developmental stages. Indicate penmanship performance using the scoring guide for letter forms/penmanship.

Work Sample	Progress Report/Report Card	USED FOR WRITING SCORING			
		Ideas and Content	Convention Guidelines (scored in 1 st grade)		
			Spelling	Capitalization and Punctuation	Penmanship
5	4	<ul style="list-style-type: none"> Clear and focused main idea, with beginning, middle and end Recognizable picture that is on topic and has added details Readable student writing Added details to writing 	<ul style="list-style-type: none"> More conventional spelling More high frequency words spelled correctly CVC words spelled correctly 	<ul style="list-style-type: none"> Uses capital correctly Uses correct punctuation most of the time 	<ul style="list-style-type: none"> Writes uppercase and lowercase letters of the alphabet independently, with the correct form.
4	3	<ul style="list-style-type: none"> Clear main idea Recognizable picture that relates to the topic and/or writing 2 related sentences 	<ul style="list-style-type: none"> Phonetic spelling with beginning and ending sounds Includes middle sounds most of the time Attempts some conventional spelling Spells some high frequency words 	<ul style="list-style-type: none"> Capitalizes the first word of a sentence Uses periods correctly some of the time Leaves space between words most of the time 	<ul style="list-style-type: none"> Writes uppercase and lowercase letters of the alphabet, closely approximating the correct shape/form.
3	2	<ul style="list-style-type: none"> Recognizable picture but may not relate to the topic and/or writing 1 sentence 	<ul style="list-style-type: none"> Phonetic spelling with beginning and or ending sounds and some middle Attempts phrase or sentence 	<ul style="list-style-type: none"> Little punctuation Random capitals 	<ul style="list-style-type: none"> Some letters are formed correctly
2	1 or NP	<ul style="list-style-type: none"> Picture relates to the topic (through dictation) 	<ul style="list-style-type: none"> Non-phonetic letter strings to symbolize writing 	<ul style="list-style-type: none"> No punctuation or capitalization 	<ul style="list-style-type: none"> Letters formed incorrectly
1	NP	<ul style="list-style-type: none"> Student uses picture as his/her writing but it's off topic and/or unrecognizable Does not participate 	<ul style="list-style-type: none"> Symbols or scribbles used to indicate writing (no letter formation) 	<ul style="list-style-type: none"> No writing 	<ul style="list-style-type: none"> Scribbles

Writing work sample entry: Students should have at least one scored work sample entered in the district database. Students are only scored in the area of ideas and content. The conventions portion of this scoring guide is intended to assist teachers in moving students toward meeting all the writing expectations outlined on the district Writing Expectations guidelines. Teachers can use the above scoring guide to aide in the development of mini lessons and for the purpose of grading and report cards. It is aligned to our district defined expectations for writing as well as the official state scoring guide.

Speaking work sample

Students will speak to a group of peers sharing stories, pictures, journals, art, or favorite things. This scoring guide is used to score student work samples in the 3rd Trimester.

Speaking Work Sample – (Delivery) Scoring Guide

	Does Not Meet	Does Not Meet	Does Not Meet	Meets Expectations	Exceeds Expectations
Work Sample	1	2	3	4	5
	<ul style="list-style-type: none"> Did not participate 	<ul style="list-style-type: none"> Only answered questions/prompts 	<ul style="list-style-type: none"> Uses inconsistent eye contact Volume too loud, soft or inconsistent Information too short or rambling More weak than strong 	<ul style="list-style-type: none"> Uses appropriate volume Faces audience and makes eye contact Stays on topic 	<ul style="list-style-type: none"> Meets all standards of a 4 Uses appropriate gestures and/or props Uses appropriate inflection

Mathematics Progress Report

Use the TABS, teacher observation, and student work samples to determine overall score.

Counts to 100	Write the number student counts to	
Matches a group of objects with a written numeral 0-20	4	Matches numbers higher than 30
	3	Matches numbers 20 - 29
	2	Matches numbers 10 - 19
	1 or NP	Matches numbers less than 10
Writes numbers 0-20	4	Writes numbers higher than 30
	3	Writes numbers 20 – 29
	2	Writes numbers 10 – 19
	1 or NP	Writes numbers less than 10.
Solves addition and subtraction word problems using objects and drawings	See math problem solving scoring guide below	
Understands Geometry Concepts	Use district math curriculum, assessments and TABS. Students will orally identify, name and describe two and three dimensional shapes.	
Understands Measurement Concepts	Use district math curriculum, assessments and TABS. Identify, compare, and sort measurable (height and weight) and non-measurable attributes.	

Math work sample entry:

- **Math Problem Solving:** Students should have at least one scored math problem solving work sample in the district database. Students are scored on “Making Sense of the Task”
- **Addition facts to 5, Subtraction facts to 5:** Use the math facts scoring guide to enter one addition and subtraction percentage score in the district database.

MATH PROBLEM SOLVING – Scoring Guide - This scoring guide is used to score student work samples in the 3rd Trimester.

	Does Not Meet	Does Not Meet	Does Not Meet	Meets Expectations	Exceeds Expectations
<i>Work Sample</i>	1	2	3	4	5
<i>Progress Report/Report Card</i>	NP	1 or NP	2	3	4
		The translation of the task is underdeveloped, sketchy and/or may be flawed – <u>EQUATION DOESN'T MATCH PROBLEM</u>	The translation of the major concepts of the task is <u>partially</u> completed and <u>partially</u> displayed – <u>PICTURE CORRELATES – CORRECT EQUATION – WRONG ANSWER</u>	The translation of the task into adequate mathematical concepts using relevant information is completed - <u>PICTURE CORRELATES – CORRECT EQUATION – CORRECT ANSWER</u>	The translation of the task into mathematical concept is thoroughly developed - <u>LABELED</u>

MATH FACTS – Scoring Guide- This scoring guide is used to score student work samples in the 2nd and 3rd Trimester.

Fact Fluency to 5	
Students should complete 10 problems in addition and subtraction. Students get one minute to complete and a score should be recorded as a percent in the work sample data entry system as well as on the TABS form. Students are able to pass the test orally if writing the answers is the reason a student is unable to pass traditional timed test.	
4	Fluently adds and subtracts numbers within 10.
3	90 - 100%
2	50 – 89%
1 or NP	0 – 49%

Math TABS (Teacher Assessment of Benchmark Skills): Math skills on the TABS are assessed at various times during the year. The chart below provides guidance as to when the various math skills are to be assessed. Use the color coded dot system to record if the student **was** able to complete the task.

Math Readiness

Pre-assessment = purple 1st Trimester = red 2nd Trimester = blue 3rd Trimester = green

	Pre-assessment	1 st Trimester	2 nd Trimester	3 rd Trimester
Read and Write numbers 0 – 20 Student reads the numbers on the number template. Use the template to have students write numbers.	Read #	X	X	X
Counts to Record the number the student counts to	X	X	X	X
Counts back from Starting from the number indicated, have the student count back		X	X	X
Counts on from Starting from the number indicated, have the student count on		X	X	X
Orders numeral cards 0 – 20 Use the numeral cards to have students order the numbers		X	X	X
Counting patterns Asks students to count by 10's to 100, 5's to 50, 2's to 10		X	X	X
Number sets Ask the students the number of dots they see in the pattern. Students should respond instantly and not have to count each object individually.		X	X	X
1-to-1 correspondence Use template. Ask students to count the number of objects and match with correct numeral.		X	X	X
Name the Shape: What shape is this? 2 and 3 dimensional 2-dimensional: Use the shape template to have student name the shape 3-dimensional: Use real objects to have student name the shape				X
Describe the Shape: Students are asked to give description of the shape (i.e. "It has 4 corners" for a square). *				X
Compare and orders objects Students compare and order by size, shape, height, and weight. This is recorded through teacher observation				X