LEON COUNTY SCHOOLS

PUPIL PROGRESS REPORT CARD TEACHER HANDBOOK

2013 – 2014

KINDERGARTEN - FIFTH GRADES

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Preface

During the 1990's Florida adopted Sunshine State Standards to provide "expected achievements by all students." Subsequently, Leon County Schools designed a Pupil Progress Report Card which would establish a clear relationship between the Sunshine State Standards and the way student progress is reported. Additional goals of the report card are (1) to increase consistency in reporting student progress, (2) to increase emphasis on reporting of skills and competencies that prepare students for the workplace.

During the 2004-2005 school year, Leon County Schools initiated an electronic Report Card (now in the Pinpoint Gradebook) at the elementary school level. The directions in this handbook introduce teachers to the use of the Report Card within this system.

Components of the Report Card process:

A. While the evaluation of student progress is continuous, a written Pupil Progress Report is sent home four times a year at nine-week intervals.
B. Communication with parents regarding individual student performance will take place during the first semester. Parent/teacher conferences provide an opportunity for both parents and teachers to ask questions and receive immediate answers and to look at a child's work while discussing strengths and weaknesses.
C. The parent's copy is sent home in a printed envelope. The parent will keep the report, sign and return the envelope. If the parent desires a conference, he/she should mark the conference box on the envelope.
D. Criteria for evaluating student performance and assigning grades will be used throughout the district.
E. The Achievement Code will indicate a student's progress in acquiring and applying skills/concepts/processes outlined by the grade level benchmarks and his/her performance of daily activities within a nine-week period.
F. Space is provided on the Pupil Progress Report Card for teacher comments. These comments are very important in communicating with parents.
G. Progress Alerts (see page 21) are sent home when appropriate.
H. Student attendance, date of entry, and parent/teacher conferences are recorded.

This handbook should be reviewed at the beginning of each school term by the faculty to assure that the above objectives continue to be met.

Checklist for Preparing a Pupil Progress Report Card

1. The Report Card should display the child's progress as accurately as possible.
2. Comments should be consistent with the indicators checked for the Behaviors, Work/Study Skills or Domain areas.
3. Entry/withdrawal/attendance data is calculated and entered by Pinpoint Gradebook.
4. Teachers/administrators enter comments via Pinpoint Gradebook.
5. Spelling, punctuation, capitalization, and grammar should be double-checked for correctness.
6. A copy will be kept for the cumulative folder. The parent/guardian will be given a copy each reporting period.
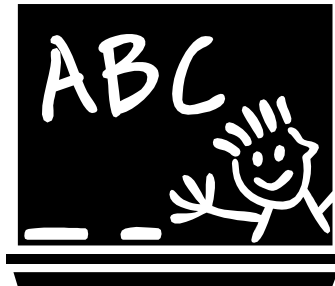
Filling out the pupil progress report card

Identification Heading

PUPIL PROGRESS REPORT CARD K - 5th Grades
LEON COUNTY SCHOOLS
SCHOOL YEAR ____ - ____

Name: _____ Grade Level: _____

Current School: _____ Student Number _____

Teacher: _____

All information above is recorded by Pinpoint.

Attendance

Attendance	1	2	3	4
# Number of School Days				
# Days Absent - Excused				
# Days Absent - Unexcused				
# Days Tardy/Leaving Early - Excused				
# Days Tardy/Leaving Early - Unexcused				
Date Entered (School # 0000)	8/20/13			
Date Withdrawn	8/19/14			
*NOTE: Dates only appear if applicable.				

Each nine weeks attendance is entered by the Pinpoint Gradebook.

 # Number of School Days: actual number of days during the nine-week period the student has attended class.

 # Days Absent-Excused: excused absences may include things such as an illness or a doctor's appointment.

 # Days Absent-Unexcused: unexcused absences may include things such as skipping school, staying home because a sibling is sick, absent without any reason being given.

 # Days Tardy/Leaving Early - Excused: excused tardies may include tardiness due to doctor's appointments, illness, and car trouble. Leaving early excused may include leaving for a doctor/dentist appointment.

 # Days Tardy/Leaving Early - Unexcused: unexcused tardies may include oversleeping, "running behind schedule", "I don't know why I'm late." Leaving early unexcused may include the parent picking up the child early for convenience.

Important note:
- If a student is late due to being on a late bus, he/she is not counted as being tardy.

Date Entered – This is the date the student starts the current school year at the present school.

Date Withdrawn – This is the date the student is officially withdrawn from the present school. (This would be the 1st school day the student is not enrolled at the present school).

Note: **Dates only appear if applicable**.

Behavior and Work/Study Skills (Left Column)

Teachers, administrators, parents, and business leaders are in agreement that we need to help students prepare for the workplace of tomorrow, beyond academic knowledge, by identifying the necessary skills and competencies. The new report card emphasizes these workplace competencies displayed in the areas of "Behavior" and "Work/Study Skills". These behaviors are informally observed and assessed by teachers; conferences and/or teachers comments should elaborate on the items which do not receive a check.

Students receive a grade of "E", "S", or "N" in the overall areas of "Behavior" and "Work/Study Skills". The "check" for each behavior or skill indicates "consistent demonstration" of that individual behavior or skill. This will indicate that the student is satisfactorily demonstrating and applying the behavior. The codes for reporting the student's demonstration in the overall areas of "Behavior" and "Work/Study Skills" are:

E	Student is <u>very consistent</u> in demonstrating ALL characteristics under Behavior and Work/Study Skills. (All items under the area must receive a check before an E can be given for the area.)
S	Student demonstrates characteristics listed under Behavior and Work/Study Skills most of the time.
N	Student is inconsistent in demonstrating characteristics listed under Behavior and Work/Study Skills.
✔	Student consistently demonstrates this individual behavior/skill.

Some teachers have inquired as to the number of checks within an area a student must receive before an "S" should be awarded. Extensive discussion has led to the determination that there is no set number. The extent of a student's inability to demonstrate individual characteristics as well as the specific characteristics for which he/she does not receive a check needs to be considered in making the decision for each individual student. (For instance, a student who does not receive a ✔ for "Shows initiative" and "Uses resources properly" may receive an "S", while one who does not receive ✔ for "Follows directions" and "Works independently" may be so weak in those areas the teacher does not feel an "S" is the appropriate overall code.)

It has also been determined that it is possible for a student to receive checks for all of the individual behaviors/skills in an area of "Behavior" and/or "Work/Study Skills" and still receive an "S" for the overall area. A student may receive a check each on individual behavior/skill without reaching the threshold of being "<u>very consistent</u>" in demonstrating all characteristics.

The "Behavior" and "Work/Study Skills" grade must be entered by the Homeroom teacher in Pinpoint Gradebook. Teachers will need to select the Homeroom tab and then click on "Assignments". A menu will appear. Click "Required Assessments" to view and modify the descriptors for Behavior and Work/Study Skills, along with the Behavior and Work/Study Skills score.

Go to the **Homeroom** tab:
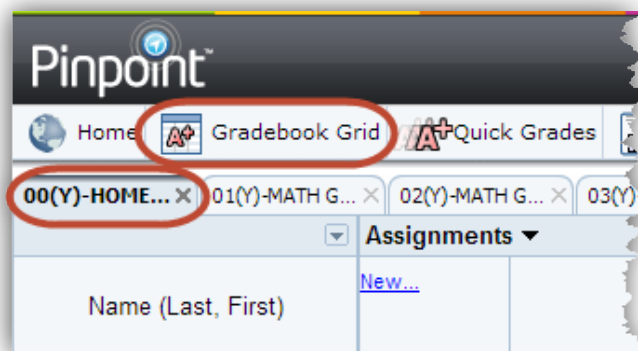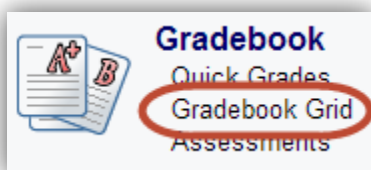
Click **Assignments**, select **Required Assessments**:
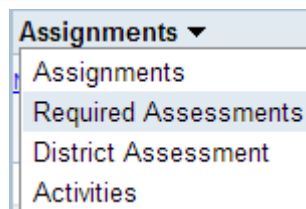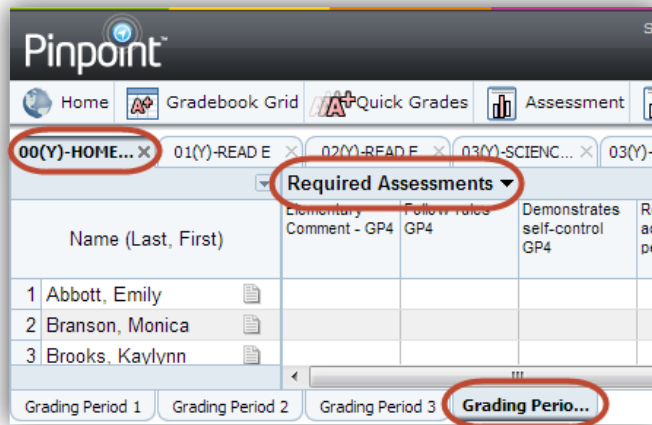
Tip: *Always double check the Grading Period tabs.*

Example of reporting **Beh**a   **ork/Study Skills**

Performance Codes: **E** = Very consistent demonstration				
S = Demonstrates characteristics				
N = Inconsistent demonstration				
✓ = Consistently demonstrates individual behavior/skill				
	1	**2**	**3**	**4**
Behavior	E			
Follows rules	✓			
Demonstrates self-control	✓			
Respects adults and peers	✓			
Carries out responsibilities	✓			
Work/Study Skills	S			
Works cooperatively	✓			
Works independently	✓			
Exhibits on-task behavior	✓			
Completes assignments	✓			
Follows directions	✓			

Descriptors for Behavior and Work/Study Skills

A student receives a ✓ when the behavior, quality, or skill is being consistently demonstrated. The following examples illustrate the types of behaviors one might expect to see for a ✓ to be marked on the Report Card.

Note: There may be some "overlap" in the Behaviors and Work/Study Skills, i.e., the same student activities may be used to observe the student's behavior for more than one of the following. In the Pinpoint Gradebook, the Homeroom teacher must enter a plus sign (+) for a ✓ to appear on the Report Card.

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Tip: Press the spacebar to open a drop down of selectable values if needed.

Behavior

Follows rules – After hearing the rules, the student obeys them and does not need reminders. The rules apply not only to the classroom, but in other settings, such as the cafeteria, the playground, etc. Furthermore, the student does not look for ways to "get around the rules."

Demonstrates self-control – A student demonstrates self-control by showing that he or she is thinking before he/she acts. This applies to many situations from the playground to the classroom. For example, a student would not receive a check if he/she hits or pushes other children on the playground when angry. Likewise, repeatedly interrupting others in the classroom is not demonstrating self-control. Obviously, one has to consider the developmental level of the child and what is appropriate. However, with each passing year, one should expect greater self-control.

Respects adults and peers– For a student to receive a ✓ in this area, the student should show respect to adults and peers in and out of the classroom. This means the child shows respect to cafeteria workers at lunchtime as well as showing respect to classroom and special area teachers and peers. The student demonstrates behaviors which involves obeying, with a positive attitude, authority figures.

Handles conflicts and problems appropriately– Student resolves problems in a positive way without the use of violence or negative language. This may include following the Conflict Resolution Model adopted by the school.

Work/Study Skills

Works cooperatively – For this skill, student behavior in two areas may be observed: classroom behavior and cooperative learning activities. Within the area of classroom behavior, this skill is similar to "Gets along well with others." Example behaviors include pitching in when a team's area needs to be cleaned, or helping to pass out materials for a math lesson. Other behaviors would include "waiting one's turn," encouraging others, or helping teammates who need help. Working cooperatively would also be evident when a student is working in a cooperative learning activity. For example, a student may be working in a small group to complete a research

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project. If he/she is working cooperatively, he/she completes his/her portion of the task in a timely manner, and works with others in the group to see the completion of the assignment.

Works independently – After directions have been given, a student who "works independently" goes about getting the job done, and stays on task long enough to get the assignment completed. Unless it is a cooperative assignment, the student is usually able to do the work without relying on others. Student can move smoothly from one activity to the next without undue adult reinforcement.

Exhibits on-task behavior – A student who has the ability to initiate and follow through on tasks, needs little or few reminders to stay focused on his/her work, and can work independently when asked to do so.

Completes assignments – A student who uses time effectively is one who not only completes assignments on time, but paces himself/herself, and needs few if any reminders to stay on task. With older students, this might include assignments that may extend for a couple of days such as simple research reports or book reports.

Follows directions - This area covers two different types of directions – those related to behavior and those related to completing assignments. A student who follows directions is one who independently does what he/she has been told to do. This may be changing a behavior such as using a quiet voice or completing an assignment by following guidelines outlined by the teacher. To receive a ✓, the older student should have internalized some routine directions, so they do not need to be repeated every time.

Academic Grading (Center Column)

The focus of academic grades on the Report Card is the student achievement of the grade level benchmarks to which the students is assigned grade level of the student.
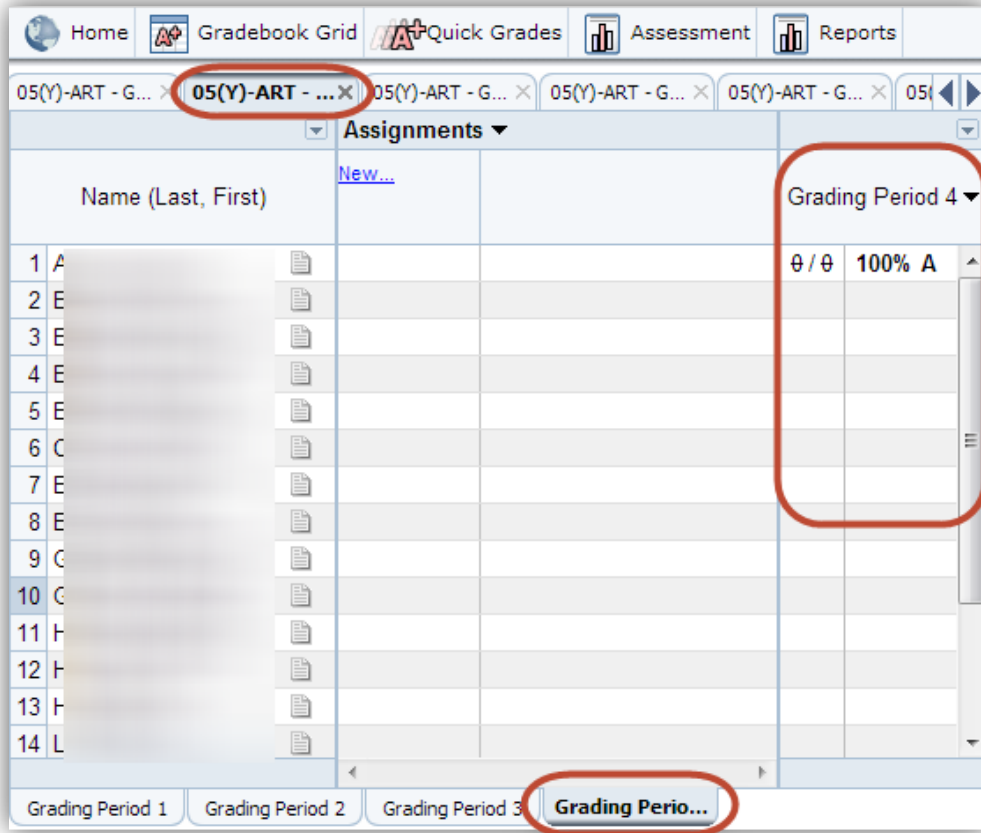
Achievement Codes

On-Grade-Level Work: The Report Card uses the codes "A, B, C, D, and F" to indicate the achievement for on-grade-level benchmarks. Please note that student achievement codes are not based on a student's work on his/her own instructional level, but instead reflect the student's performance as "<u>outlined by the Grade Level Benchmarks</u>".

In Pinpoint Gradebook, the codes "A, B, C, D, and F" are determined using a percentage grading scale. The method of calculation is the Total Points method. Teachers may select to use weighted categories but the method to determine the category score is Total Points. The weight of the category will be applied to determine the final overall score. The score that is displayed in the Results Column of the class tab will be the code that is displayed on the Report Card for the subject that class tab covers.

*Location of the Grade for Science (Science Teacher's Gradebook):*

Location of the Grade for Art (Art Teacher's Gradebook):

Teachers may change the score that is present in the Results Column if the teacher feels the letter grade does not match the student's performance as "underlined by the Grade Level Benchmarks". To change the score, right click over the score in the Results Column, select "Override Grade:" and type the code or percentage score that reflects the student's performance of grade level benchmarks. Finally, click Save to save the score entered.

   Note: Remember that once an override code is used, the gradebook will no longer calculate the grades based on the scores entered into the gradebook as you have locked a fixed override on the student's grade. To return the grade to the normal gradebook *calculated* grade, click on the grade in the result column and select Calculate Normally.
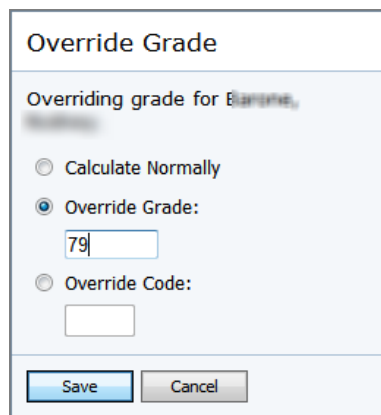
Note: Academic grades will not appear for kindergarten students the first grading period. In lieu of academic grades the first nine week period, parents of kindergarten students will be notified about their child's academic progress via a conference with the teacher.

A	Student has learned and can use at least 90% of the skills/concepts/processes outlined by the Grade Level Benchmarks taught during the nine weeks ***and*** daily work consistently meets high quality standards.
B	Student has learned and can use at least 80% of the skills/concepts/processes outlined by the Grade Level Benchmarks taught during the nine weeks ***and*** daily work consistently meets acceptable standards.
C	Student has learned and can use at least 70% of the skills/concepts/processes outlined by the Grade Level Benchmarks taught during the nine weeks ***and*** daily work consistently meets acceptable standards.
D	Student has learned and can use at least 60% of the skills/concepts/processes outlined by the Grade Level Benchmarks taught during the nine weeks ***or*** daily work is inconsistent in meeting acceptable standards.
F	Student has learned and can use less than 60% of the skills/concepts/processes outlined by the Grade Level Benchmarks taught during the nine weeks ***or*** daily work does not meet acceptable standards most of the time.

Note: The percentages indicated for the codes above should not be interpreted as a statistical percentage of the benchmarks within a domain. Individual benchmarks may be more or less inclusive in their coverage of the breadth of an area and benchmarks may differ in degree of complexity. These factors must be considered when a teacher is determining if a student has achieved the requisite percentage of the skills/concepts/processes outlined by the benchmarks and; therefore, should be assigned a certain grade.

Language Arts Descriptors

The State of Florida no longer provides separate course codes for Reading and Writing. Instead they are combined into one course, Language Arts.

End-of-Year Status
Student performs on grade level: Language Arts: ___   Math: ___ Social Studies ___   Science: ___ Student's behavior is acceptable: Student's attendance is acceptable:
Summer Reading Academy Eligibility   (3rd grade)   ☐

Grade Placement: Promoted to
 	
                                Promoted with Interventions
                                Retained in
 	
 Good Cause Promotion to 4th grade (3rd Grade only) _____

Legislation mandates that Pupil Progress Report Cards contain end-of-year status statements indicating whether a student's attendance and behavior was acceptable or unacceptable, as well as whether a student has performed on grade level. Such statements have been added to the elementary school Report Cards and the following criteria for each of these statements have been developed and adopted by the district.

On-Grade-Level Status Statement Criteria

The determination of a student's on-grade-level status is limited to his/her performance in the areas of Language Arts, Mathematics, Social Studies, and Science. The Pinpoint Gradebook will automatically calculate a positive or negative response based on the score received for each subject area in the last nine week period.

   Note: If a student receives a grade of A, B, or C in an area the last nine week period, a "Yes" will be displayed in the appropriate area. But if a student receives a D or F in an area the last nine week period, a "No" will be displayed in the appropriate area. The principal may override the designation of Yes or No in cases where the last nine week's grade does not reflect the overall progress of the student.

Behavior End-of-Year Status Statement Criteria

If a student receives an "N" code as their overall grade for "Behavior" for more than one grading period, then that student will have "No" displayed on their end-of-year status statement for behavior ("Student's behavior is acceptable"). The Pinpoint Gradebook will automatically calculate a positive or negative response based on each of the nine week Behavior entries the homeroom teacher has made.

Attendance End-of-Year Status Statement Criteria

<u>LCS Administrative Procedure D-21b.3</u> (Unexcused Absences/Tardies) states: "*…upon accumulation of five unexcused absences/tardies in a grading period or ten in a 90-calendar-day period…. "No" shall be marked on the Report Card statement that the student's attendance is acceptable.*" Therefore, check "No" for any student that has five unexcused absences/tardies for <u>any</u> nine-week period, or ten unexcused absences/tardies for either semester.

Pinpoint Gradebook will automatically calculate a positive or negative response according to the LCS Administrative Procedure D-21b.3 based on the attendance data present in Pinpoint Gradebook for the student.

## *Summer Reading Academy Eligibility (Third Grade Only)*

A student is eligible to attend Summer Reading Academy if he/she scores Achievement Level 1 on the FCAT-2.0 Reading. To indicate that a student is eligible on the Report Card, the Homeroom teacher will mark a plus sign (+) for the Summer Reading Academy Required Assessment item in the last nine week grading period in Pinpoint Gradebook.
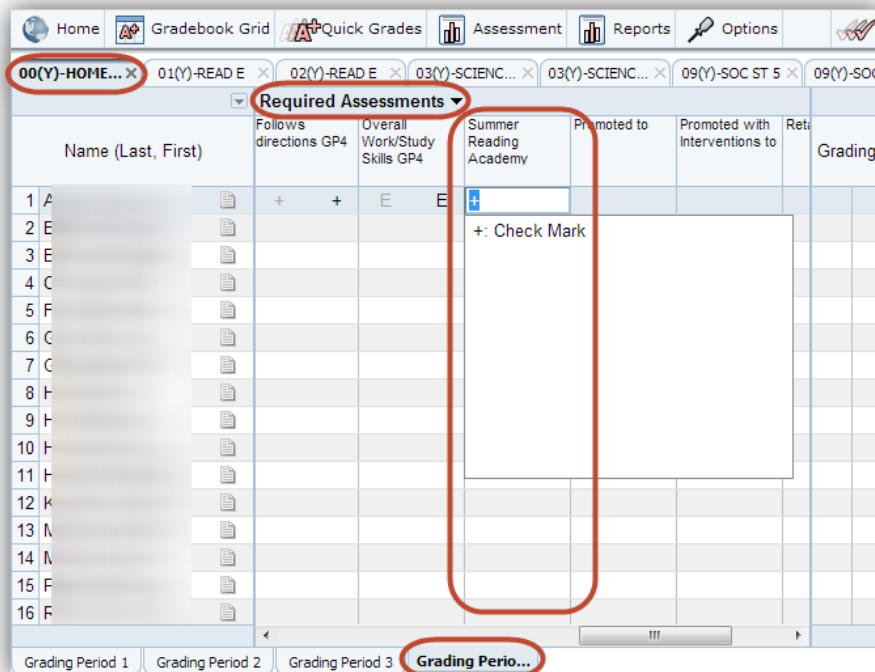
Grade Placement

Grade Placement (promoted, promoted with interventions, or retained) for the following school year is recorded on the appropriate lines. In the Pinpoint Gradebook, the "Grade Placement Required Assessments" items are located in the last nine week grading period. The Homeroom teacher will need to update the appropriate item (Promoted to, Promoted with Interventions to, and Retained in) with the grade level value that the student will be assigned the following school year.

Note: There are no restrictions within the Pinpoint Gradebook that will restrict the teacher to only entering a grade level value into a single Required Assessment item.
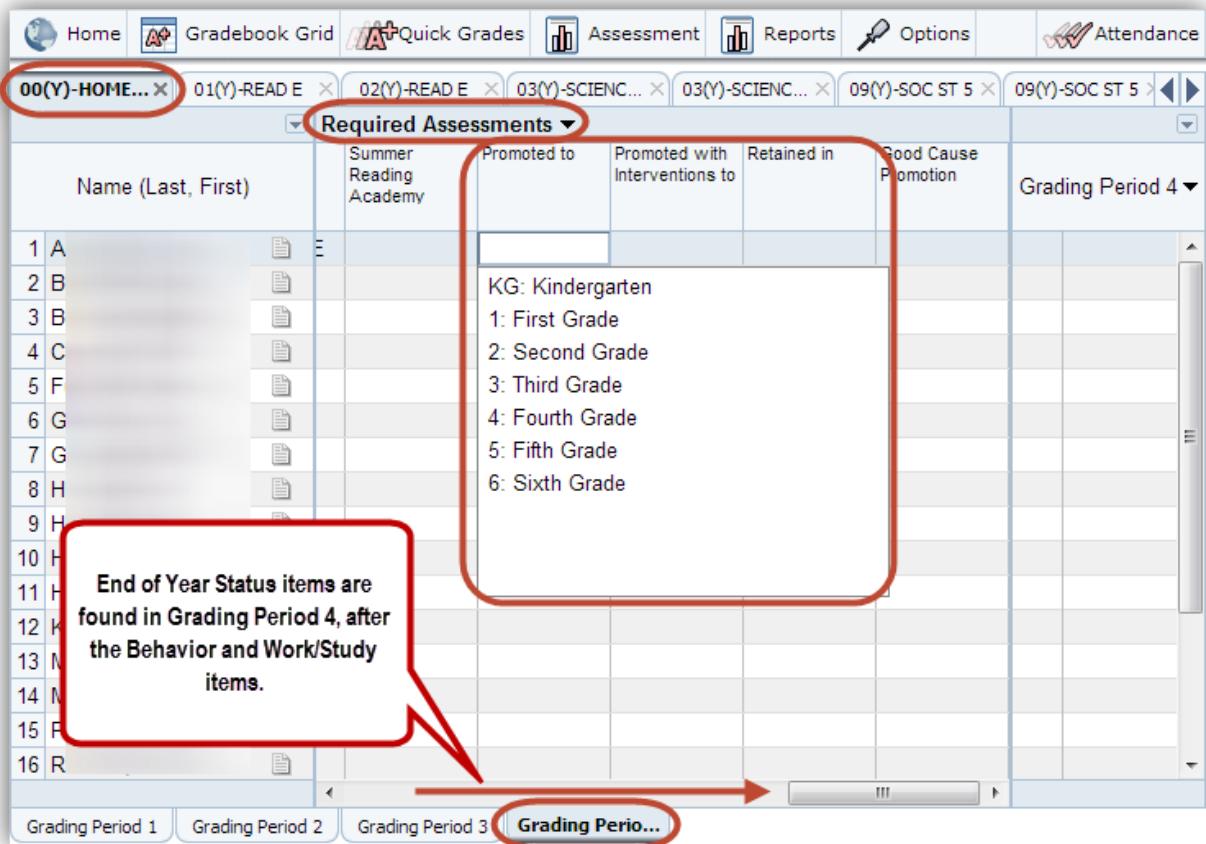
Teacher Comments Section (Right Column)

Teacher comments will be written each nine-week period. Teacher comments should be positive and constructive. The most effective and appreciated comments are those which include information which is unique to the child and illustrate the teacher's specific knowledge of an individual child's special interests, talents, strengths, or needs. The Pinpoint Gradebook, however, does provide a limited number of "drop down" comments, only one drop down comment may be selected. Educators and parents realize that the most important part of the progress report is the information related in the Comments Section.

The Comments Section of the Report Card is a place to communicate the child's accomplishments, successes, and strengths. It also provides an opportunity to communicate areas in need of improvement. Concerns such as retention, behavior problems, academic problems and developmental growth should be reflected in the Comments Section of the Report Card. This is especially true if the student is not meeting grade level expectations.

Teacher comments section on the Report Card also provide the opportunity for teacher-to-parent communication, since the original copy is placed in the student cumulative folder at the end of the year or upon a student's transfer to another school. When writing comments, close attention

should be given to correct spelling and grammar. Time should be allowed for proofreading comments.

In the Pinpoint Gradebook the teacher may choose to use a drop down comment, a written comment, or both.

The location where the teacher selects the drop down comment is in the Required Assessment area of the Homeroom class tab. Only one drop down comment may be selected per student.
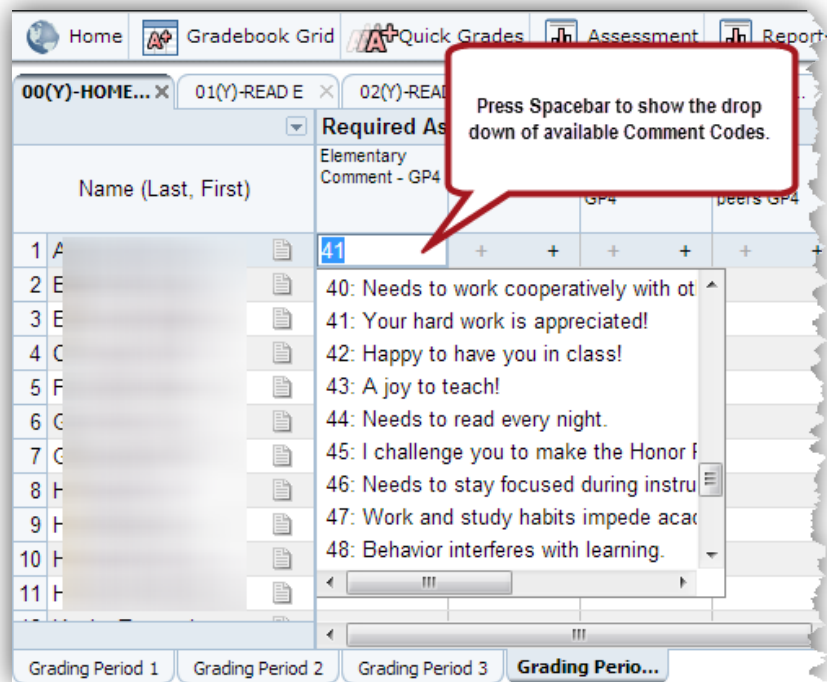
The location of the teacher's written comment is in the Required Notes tab of the Homeroom class tab. Click on the student notepad icon beside the student's name in the teacher's Homeroom class tab to open the Required Notes tab.
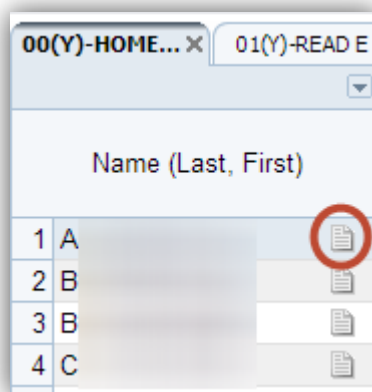
The Required Notes tab will open in a new browser window. In the new browser window there will be a Required Notes tab and a Notes tab, take care that the Required Notes tab is selected. There will also be a drop down box containing all student names. A written comment for each student may be entered without closing the browser window by selecting the appropriate student.

Scroll down to locate the Teacher Comments item for the appropriate nine week grading period. (Teacher Comments will be located after the Conference items and before the Principal Comment item.)
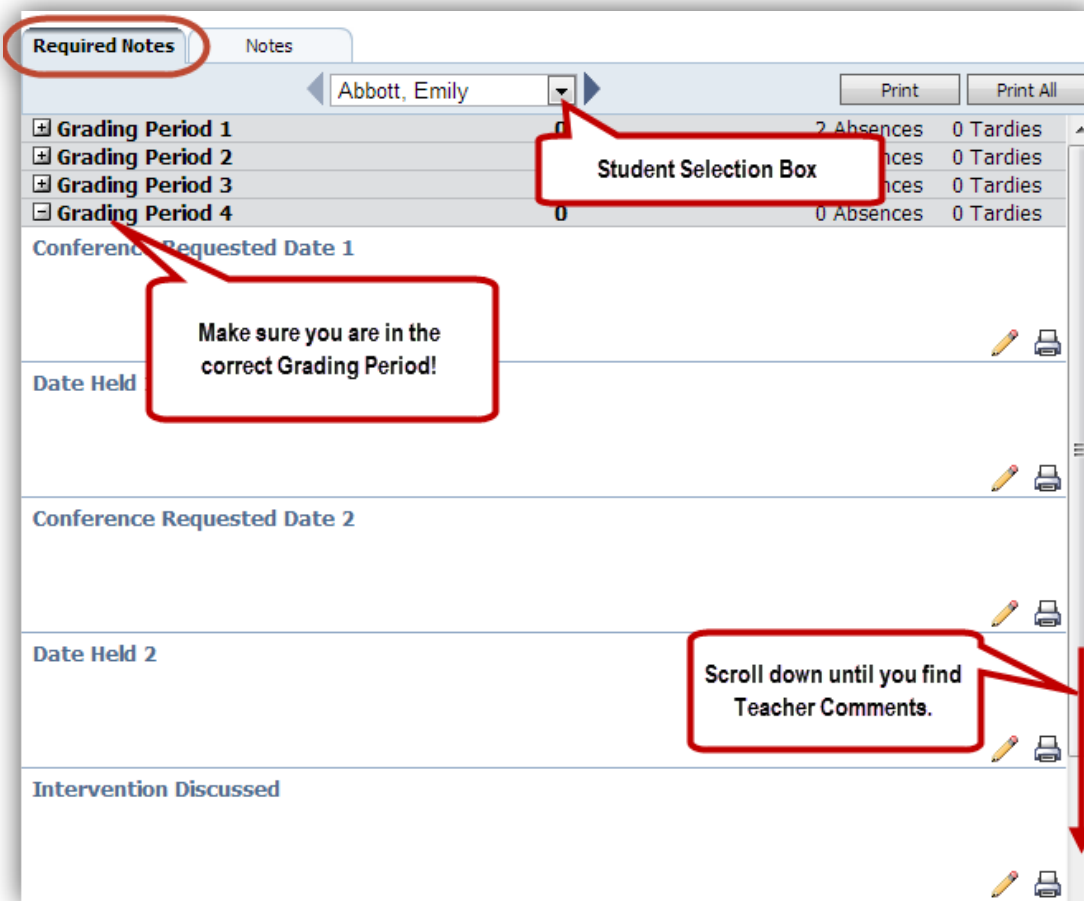
Click the edit icon (a small pencil) in the bottom right to edit the field. Please do not use more than 480 characters or 8 lines of text or the Pinpoint Gradebook will truncate the comment.
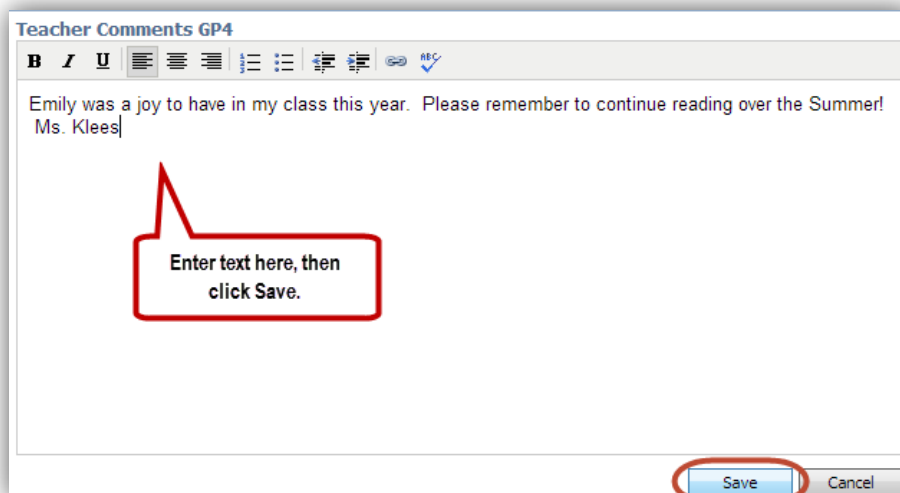
Note: Only the Homeroom teacher may enter a comment.

1st 9 Weeks
Your hard work is appreciated! As we discussed in our conference, John has made a smooth transition into fourth grade. He is an independent worker and is establishing friendships with classmates. Please help John review his times tables at home, and encourage him to read each night.   Principal Comments:

Note: The first line displays the Comment Code from the Required Assessment Menu. The next 8 lines display the written Teacher Comment from the Required Notes tab. The length of this field is approximately 480 characters or 8 lines long. The last 3 lines display the Principal Comments from the Required Notes tab. The length of this field is approximately 160 characters or 3 lines long. (All lengths include spaces.)

Examples of Written Comments

1. First nine weeks – Comment should be a brief statement reflecting information to be communicated with the parent on the child's progress.

   Example: As we discussed in our conference, John has made a smooth transition into fourth grade. He is an independent worker and is establishing friendships with classmates. Please help John review his times tables at home, and encourage him to read each night.

2. Second nine weeks – Positive and constructive comments should be written.

   Example: Mary is making steady progress in the areas of language arts and math. She grasps new concepts and skills quickly and applies them to her daily work. In the area of reading, Mary is working on increasing her fluency and using the text to support her answers.

3. Third nine weeks – If a student is having academic or behavior problems, this should be reflected in the comment at this time, if not done so in prior comments.

   Example: Mark adds so much to our classroom discussions in science. His understanding of concepts was evident during our recent electricity unit. He was an enthusiastic learner, and frequently helped other students hook up their battery and bulbs. In math, Mark is progressing rather slowly. As we discussed in our conference, Mark would benefit from extra help at home so that he is able to learn and apply the grade level benchmarks in math.

4. Fourth nine weeks – Comments should summarize student progress and may include recommendations for summer reinforcement of benchmarks.

   Example: During the last few weeks, Courtney has shown significant improvement in her reading fluency and comprehension. To maintain this skill level over the summer, please continue to read daily with Courtney and discuss story content. Courtney would also benefit from additional practice in math, especially with fractions.

Important note: It is vital that the information displayed on the "End-of-Year Status", the "Academic Grading" and the "Teacher Comments" sections of the Pupil Progress Report Card be consistent in the representation of a student's performance.

Conference Record (Center Column)

| Conference	1	2	3	4
Date Requested				
Date 1	10/01/13			
Date 2				
Date Held				
Date 1	10/15/13			
Date 2				
Intervention Discussed				
Retention Discussed				

First Semester: A parent/teacher conference regarding individual student performance must take place during the 1st nine week period for all kindergarten students as well as any student who is receiving interventions. A parent/teacher conference regarding individual student performance for all other students must take place during the 1st semester. Classroom teachers are responsible for involving the special area teachers if there are special concerns or comments regarding a student's progress in one of the special areas. Complete the date the conference was first requested and the date it was held.

An additional parent/teacher conference should take place during the third nine weeks for any student in danger of retention. The date retention is first discussed is recorded in the appropriate space. For those parents who are unable to attend a conference, or for whom phone contact has been impossible, written documentation of the attempts MUST be on file at the school. (School Board Policy)

In the Pinpoint Gradebook, the Conference Record entry items are also located in the Required Notes tab. Click on the student notepad icon beside the student's name in the teacher's Homeroom class tab to open the Required Notes tab.
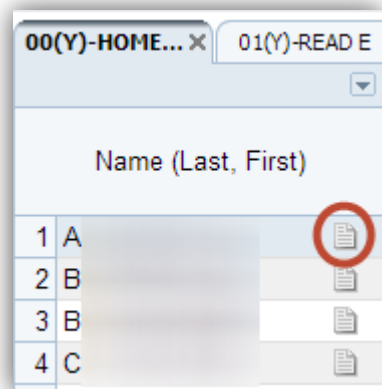
The Required Notes tab will open in a new browser window. In the new browser window there will be a Required Notes tab and a Notes tab, take care that the Required Notes tab is selected. There will also be a drop down box containing every student's names. The Conference Record items are located before the Teacher Comments and Principal Comment items.   There will be an entry item for each Date Requested, Date Held, Intervention Discussed and Retention Discussed fields for every grading period. To enter a date, click the edit icon (a small pencil) in the bottom right to edit the field. Please enter the date in the MM/DD/YY format. Any entry that is longer than 8 characters will be truncated.
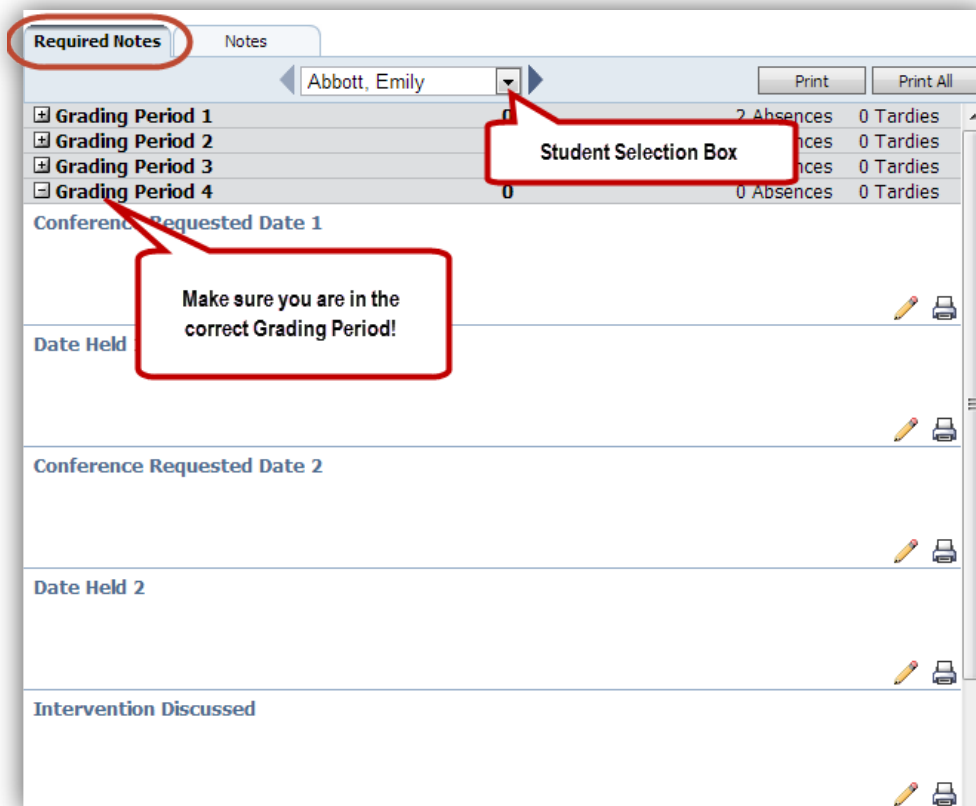
Withdrawal/Transfer Procedures

These procedures have been updated to reflect the capabilities of the new district-wide electronic elementary report card system. They outline steps to be followed by teachers in preparing and transferring elementary report card records. They define the "Official" and "Unofficial" sources of report card information for a given grading period using a 30-day rule. They distinguish between previously "published" and current "unpublished" 9-week information. They establish a maximum of five (5) working days for current grading period information to be upgraded and forwarded to the new teacher.

For students WITHDRAWING from your class, the sending Teacher has five (5) working days, (or to the date of distribution for the current grading period – whichever is less) to complete the following tasks and forward this information to the new teacher:

During the current grading period, if the student has been…

1) In your school or class for thirty (30) or **more** days:
    a) Update all completed assignments for the withdrawing student in each class tab.
        i) If the student is already inactive, set the gradebook grid to display "Inactive students."
    b) Update all Behavior, Work/Study Skills and Subject Areas.
    c) Record conferences, dates requested and held, and if retention was discussed.
    d) Record comments (appropriate for the report card) that may also be helpful for the new teacher if transferring schools.
    e) Confirm that the automated attendance record is current and correct.
    f) Run and print multiple copies of the LCS Elementary Report Card. (*Note:* When transferring between schools, the report card data will not electronically transfer with the student to the new school.)
        i) Two to three copies may be required; one will be needed for the Cumulative folder and the receiving teacher. In addition, a copy may be retained at the sending school if required.

        Note: If leaving the school, the withdrawal date will be the official ERW date recorded by the sending school's Registrar. If the student is leaving the district, a copy of the report card should be placed in the Cumulative folder.

        This is considered the OFFICIAL Pupil Progress Report for this grading period.

2) In your school **less** than thirty (30) days:
    a) Update all applicable assignments for the withdrawing student in each class tab.
    b) Confirm that the automated attendance record is current and correct.
    c) Run and print multiple copies of the LCS Elementary Report Card. (*Note:* When transferring between schools, the report card data will not electronically transfer with the student to the new school.)
        i) The withdrawing student's teachers may need to print additional Student Assignment Reports for each class so that the receiving teachers can adequately combine grades.

        Note: If leaving the school, the Withdrawal Date will be the ERW Date recorded by the sending school's Registrar.

        This is considered an UNOFFICIAL Pupil Progress Report Card. This information will be included in the records transferred to the new school and teacher.

For students TRANSFERRING within the district or school into your class. The receiving teacher should be aware that the sending teacher has five (5) working days (from the date of withdrawal) to update and transfer the current grading period information (if any).
During the current 9-week grading period, if the student has been...

1) In your school or class for thirty (30) or more days:
    a) Combine your grades with the grades from the previous teacher's electronic transfer of Unofficial Report Card information – if any.

    i) Enter the previous teacher's grades into your gradebook, reference transferring student grade guide.

    ii) If you want previous grading period grades comments, Behavior, and Work/Study to appear you will also need to copy those items into their corresponding grading periods. The teacher will have to set the gradebook grid to show inactive students in the previous grading periods.

  b) Confirm that the automated attendance record is current and correct.

  c) Write comments.

> *Note:* If entering a new school, the Entry Date is the date of school enrollment recorded by the school's Registrar.

2) <u>In your class less than thirty (30) days:</u>
  a) Publish the Official Report Card with grades and comments from transferring teacher.
    i) Using previous school's report card, copy Behavior, Work/Study, previous teacher's comments and subject grades (use grade override).
    ii) If you want previous grading period grades, comments, Behavior, and Work/Study to appear you will also need to copy those items into their corresponding grading periods. The teacher will have to set the gradebook grid to show inactive students in the previous grading periods.
      a) Confirm that the automated attendance record is current and correct.
      b) Write comments welcoming student to your room.

> *Note:* If entering a new school, the Entry Date printed is the ERW Date recorded by the school's Registrar.

<u>For students NEW to the school district.</u>

<u>For the current grading period, if the student has been…</u>

1) <u>In your school or class thirty (30) or **more** days.</u>
  a) Complete Report Card.
    Confirm that the automated attendance record is current and correct.

2) <u>In your school or class **less** than thirty (30) days.</u>
  a) Confirm that the automated attendance record is current and correct.
  b) Write comments.

<u>For Students who transfer within the school into your class:</u>

The rules are similar to the transfer of a student within the district. The difference is that the teacher will never have to enter the previous grading period's data. The Report Card will automatically use whichever Homeroom or class tab that the student is active in on the last day of the grading period with the student's current school. If the student then transfers in the middle of the grading period all other rules apply.

It is a school based decision of who will be responsible for printing the take home report card for the student. Please follow your administration's rules for Report Card printing procedures.

All teachers can run and preview the LCS Elementary Report Card for any student that the teacher is assigned in any of their Pinpoint Gradebook class tabs.

Click on the Reports button, then My Report or New Report from any of the menus, and then click the "New" button.
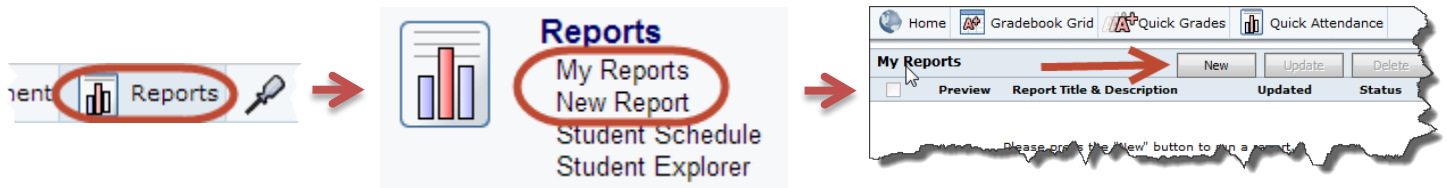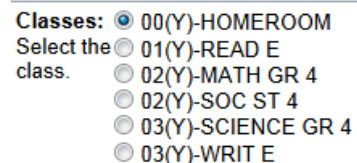

The teacher will find the LCS Elementary Report Card in the Grading Section, and then click the LCS Elementary Report Card-GB link to enter the Parameters to run the report card.
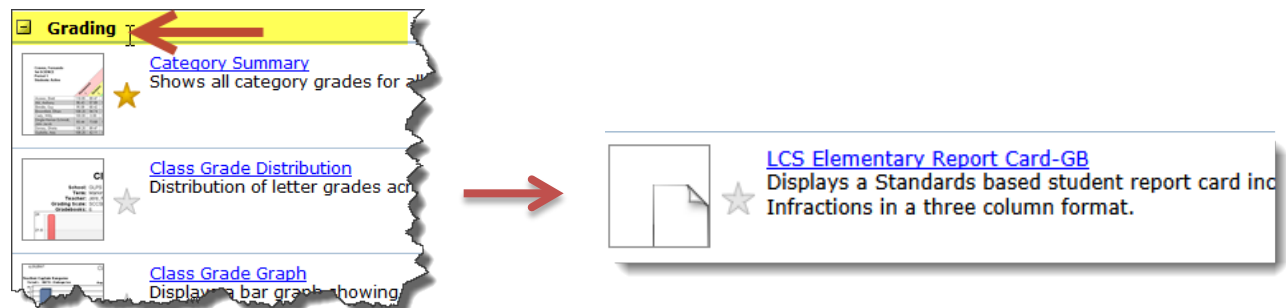

Classes Parameter:
Select the class to run the report card. Most of the time the teacher will select the Homeroom class.

Students Parameter:
Select the student/students to include in the report. If the teacher clicks on Active, only the currently active students in the class that was previously selected will be included. Select <u>All</u> to run the report for both active and inactive students. The teacher may also run the Report Card for selected active or inactive students. To do this, click the Select option. A box containing the students from the class will appear. Check the boxes beside the students that are to be included in the report.
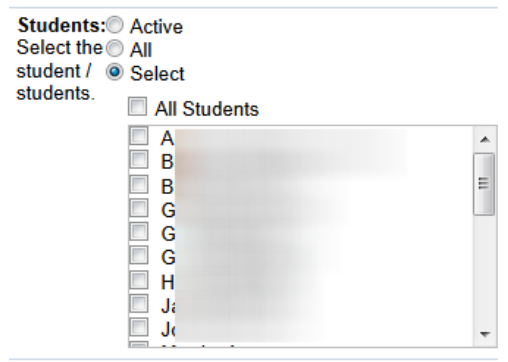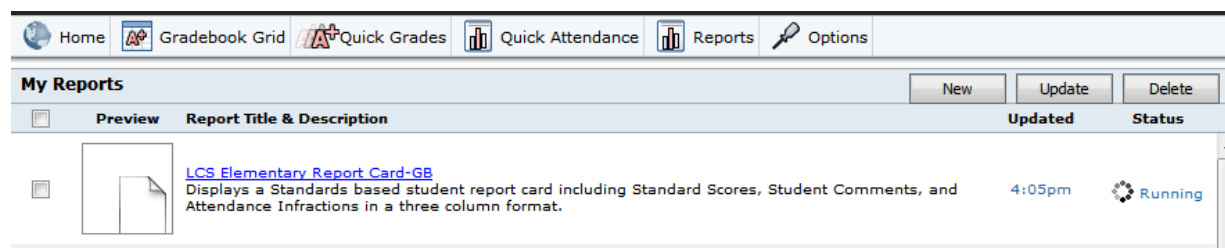
Term Parameter:
Enter the Term value that is to be reported on, example enters 4 to report on the last nine weeks.

Term:
Enter the Term you wish to report on (example: 1,2,3 or 4)
4

Once all parameters are filled, click the Run Report button to run the report.

After clicking Run Report, the My Reports page should load. The Report Card should be displayed with a status of Pending.

It may take a number of minutes for the Report card to process, but it typically does not take longer than a few minutes for the Report Card to completely process for a single class. Click on the report name when the status has changed to ready. The Report Card will display in a new browser window/tab in a PDF format. Please review the Report Card for any errors. The teacher will return to the Homeroom class tab to make corrections if any errors are found.

Conference Checklist – Grades K-5

The official parent/teacher conference for reporting student progress must take place during the 1st semester. Before contacting the parent(s), carefully review the Teacher Handbook for Grades K-5 Pupil Progress Report. This is an excellent resource for definitions of the various codes, characteristics, grading procedures, etc. Parent/teacher conferences provide an opportunity for both parents and teachers to ask questions and receive immediate answers and to look at a child's work while discussing strengths and weaknesses. A thorough understanding by the teacher of the Report Card and how grades are determined is essential for a successful discussion.

During the conference:

1   Make introductions.
   - When possible, sit side by side rather than across from each other to create a feeling of partnership.
   - Share child's adjustment, positive experiences, concerns, any health problems, etc.
   - Invite parent(s) to share any concerns, questions, information they would like you to know regarding the child, etc.
   - Review, when appropriate, the student's ESE and/or ELL status.

2   Review Report Card and program.
   - Explain time line for the Report Card (first semester – required parent/teacher conference; each nine weeks – entire report completed and sent home with the child.)

- Emphasize that parent/teacher conferences may be called at any time by either parent or teacher if either feels it necessary.
- Share the rationale for the Report Card and the criteria for evaluating student progress. (Back of the Report Card)
- Carefully explain the criteria for assigning grades for Behavior and Work/Study Skills. Emphasize that in order to receive an **E** the student must receive a ✓ in **every area under the main heading.** (Refer to your Teacher Handbook for completing the Grades K 2-5 Pupil Progress Report.)
- Explain indicator used for reporting progress in Behavior and Work/Study Skills. (✓ means demonstrates <u>consistently</u>.)
- Discuss the grades you have assigned the student in the areas of Behavior and Work/Study Skills, giving examples when necessary for clarity of definition and/or student progress.

3 Explain the various codes used in the academic section of the Report Card. Review Report Card and program.
- Give definitions and examples to help clarify.
Go over each program area outlining the benchmarks that were/will be addressed for the period. A handout outlining all of the benchmarks for the year may be given if not already distributed earlier in the year. Help parents understand the importance of their role in helping their child work toward and/or maintain on-grade-level status.
- Discuss the child's academic progress thus far for each academic area. Inform parent of which teacher(s) assigns grades for each area.
- Give the parent a copy of their child's Report Card. (The original will be placed in the student's cumulative record at the end of the year.)
- Thank the parent for coming and encourage close communication throughout the year.

Academic/Behavior Notification

If a student is in danger of receiving a "D", "F", at the end of the fifth week of the marking period, a **PROGRESS ALERT** must be sent home NO LATER than the last day of the sixth week.

If a student is passing at that time and appears to be in danger of receiving a "D" or "F" later, the parent should be notified as soon as the potential failure is determined. However, a student who was passing at the end of the fifth week and falls below passing level later may receive a "D", "F", even if the parent was not contacted.

The school is responsible for maintaining documentation of parent notification. However, the failure to advise the parent of the student's academic progress shall not be grounds for modifying a student's grade(s). (School Board Policy)

PROGRESS ALERT

Leon County Elementary Schools
Tallahassee, Florida

PROGRESS ALERT

Date: _____

Dear Parent:

At this point during the nine-week period, I feel that your child is not working up to his/her ability in the areas marked below.

By reporting this to you at this time, improvement may be made before the regular nine-week reporting period ends. We want to work with you to assist in improving your child's performance. A parent conference can be scheduled if you desire.

_____   _____
Student   Teacher

Areas That Need To Be Improved	Explanation Of Problem (See Codes to the Right.)	Reason(s)
___ Language Arts	_____	1. Inconsistent response to directions
___ Mathematics	_____	2. Noncompletion of tasks
___ Social Studies	_____	3. Inconsistent listening skills
___ Science	_____	4. Behavior interfering with work time
___ The Arts	_____	5. Homework not completed/turned in
___ Visual Arts	_____	Other (Explain)
___ Performing Arts (Music)	_____	
___ Physical Education	_____	
___ Behavior	_____	
___ Work/Study Skills	_____	
___ Tardiness	_____	
___ Absenteeism	_____	

Teacher Comments: _____
_____
_____
_____

PLEASE SIGN AND RETURN   _____
                                             Parent Signature
Parent Comments: _____
_____
_____
_____

White – Parent   Yellow – Teacher   Pink – Principal