

Anaheim Elementary School District - Anaheim, California  
**THIRD GRADE REPORT CARD**  
 [SchoolName] Elementary School  
 2016-2017 School Year



Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Track: \_\_\_\_\_

**Trimester Progress Indicators**

- ☐ 4 Exceeds Standards    ☐ 2 Working Towards Standards  
☐ 3 Meets Standards    ☐ 1 Not Meeting Standards  
☐ Not assessed this grading period

**Effort Indicators**

- ☐ O Outstanding    ☐ N Needs Improvement  
☐ S Satisfactory    ☐ U Unsatisfactory

Progress indicators reflect your child's achievement of the skills, strategies and concepts taught during each grading period. Third trimester marks show the student's overall mastery of the grade level standard.

**ATTENDANCE**

	1	2	3	Total
Days Enrolled				0
Days Absent				0
Days Tardy				0

**LANGUAGE ARTS**

	Effort	1	2	3
Foundational Skills				
Literature				
Informational Text				
Writing				
Speaking and Listening				
Language				

**PHYSICAL EDUCATION**

	Effort	1	2	3
Physical activity				
Five Components of Fitness				

**TECHNOLOGY**

	Effort	1	2	3
Uses a variety of digital tools				

**MATHEMATICS**

	Effort	1	2	3
Operations and Algebraic Thinking				
Numbers in Base 10				
Number Operations - Fractions				
Measurement and Data				
Geometry				

**21st CENTURY SKILLS**

	1	2	3
Communication			
Collaboration			
Critical Thinking			
Creativity			

**ELD**

	Effort	1	2	3
Overall performance in Designated English Language Development				

**VISUAL AND PERFORMING ARTS**

	1	2	3
Creative expression			

**SCIENCE**

	Effort	1	2	3
Earth				
Physical				
Life				

**SOCIAL EMOTIONAL LEARNING**

	1	2	3
Follows directions			
Asks for help when needed			
Completes assignments			
Stays engaged despite distractions			
Interacts well with peers during non-academic times			
Uses problem solving skills in social interactions			
Meets classroom behavior expectations			
Meets school-wide behavior expectations in non-classroom settings			

**SOCIAL STUDIES**

	Effort	1	2	3
Civics/Economics/Geography/History				

# Sample Elementary School Report Cards

**United States. Congress**



## **Sample Elementary School Report Cards:**

**New Developments in Pupil Report Cards ...** National Education Association of the United States. Department of superintendence & research division,1934      **Developing Standards-Based Report Cards** Thomas R. Guskey,Jane M. Bailey,2009-11-17 Guskey and Bailey offer realistic solutions to improving how educators communicate a student s academic progress to all stakeholders Their work provides a faculty with the research step by step guidelines and reporting templates to begin the dialogue to develop a standards based report card Without a doubt this work is a model for schools that want to improve their system of grading and reporting It certainly has transformed ours Jeffrey Erickson Assistant Principal Minnetonka High School MN Develop standards based report cards that are meaningful to students parents and educators Although schools have moved toward standards based curriculum and instruction grading practices and reporting systems have remained largely unchanged Helping school leaders gain support for transitioning from traditional to standards based report cards this book guides educators in aligning assessment and reporting practices with standards based education and providing more detailed reports of children s learning and achievement A standards based report card breaks down each subject area into specific elements of learning to offer parents and educators a more thorough description of each child s progress toward proficiency This accessible volume Provides a clear framework for developing standards based report cards Shows how to communicate with parents students and other stakeholders about changes Illustrates how to achieve grading consistency without increasing teachers workloads or violating their professional autonomy Filled with examples of standards based report cards that can be adapted to a school s needs this practical resource shows district and school administrators how to establish reporting practices that facilitate learning      *The Other Side of the Report Card* Maurice J. Elias,Joseph J. Ferrito,Dominic C. Moceris,2015-12-14 To better serve the whole child look at the whole report card Although parents and teachers spend more time in conferences talking about behavior than they do about rubrics and test scores too many teachers are still guessing when it comes to using outdated behavior ratings and comments to describe the whole child With this book you ll take report cards to the next level integrating social emotional learning and character development into any grading system Resources include Guided exercises for analyzing existing report cards Suggested report card designs Tips on improving teacher parent communication Case studies Testimonials from teachers and students      **Classroom Assessment** Dr Craig Mertler,2016-09-13 Provides detailed information on the functions of assessment how to construct administer and interpret the results of teacher developed assessment techniques and how to interpret the results of externally developed instruments such as standardized tests Both traditional and newer alternative assessment techniques are covered Advantages and disadvantages of each assessment technique are discussed A companion website helps both instructors and students obtain additional information on topics of special interest to them Numerous examples of the principles and procedures make it easy for students to understand the material The highly practical nature of this book stems

from the focus on how assessment intertwines with other everyday activities in classrooms Measurement theory and computational procedures that are unlikely to be used by classroom teachers are de emphasized producing a textbook that provides comprehensive coverage without being unnecessarily technical **Developing Standards-Based Report Cards**

Thomas R. Guskey, Jane M. Bailey, 2010 Providing a clear framework this volume helps school leaders align assessment and reporting practices with standards based education and develop more detailed reports of children s learning and progress

**Elementary School Report Cards** Boyce McLaughlin Grier, 1936 **An Analysis of Kindergarten & Elementary Report Cards** D. Keith Osborn, Janie Dyson Osborn, 1989 **The Chicago High Schools Report Card** Linda Thornton, 2006-04 This savvy guide demystifies the complicated high school admissions process and compiles all of the information into one source so that families can make a well informed decision when choosing their child s school Listing more than 140 schools by category Catholic Independent and Public and providing general information about each one this resource helps parents narrow their search by outlining each school s curriculum and philosophy costs class sizes percentage of college bound graduates and public transportation options The accompanying timeline begins with the sixth grade and outlines important topics of discussion to prepare parents and prospective students along the way **Handbook of Behavioral Interventions in Schools** Keith C. Radley, Evan H. Dart, 2019-03-11 Tasked chiefly with providing effective instruction classroom teachers must also manage student behavior Prevalence of student problem behavior is a strong indicator of failing schools and has been linked to reduced academic achievement truancy bullying and loss of teacher time As such demand is on the rise for intervention programs that may effectively reduce levels of problem behavior in schools Handbook of Behavioral Interventions in Schools is a comprehensive collection of evidence based strategies for addressing student behavior in the classroom and other school settings Experts in the fields of special education and school psychology provide practical guidance on over twenty behavior interventions that can be used to promote appropriate student behavior Framed within a multi tiered system of support a framework representing one of the predominant service delivery models in schools interventions are categorized as Tier I Tier II or Tier III and chapters provide insight into how students might be placed in and moved through respective levels of service intensity Each chapter details a specific intervention strategy and includes reproducible materials to facilitate use of the intervention case studies and further reading for school based practitioners Introductory chapters on behavior analysis multi tiered systems of support and law and ethics place the practical guides in a context that is relevant for school based practice Walking readers through the entire process of assessment of problem behaviors to intervention and progress monitoring Handbook of Behavioral Interventions in Schools is an invaluable resource for special education teachers school psychologists and trainees in these fields **The Routledge Reviewer's Guide to Mixed Methods Analysis** Anthony J. Onwuegbuzie, R. Burke Johnson, 2021-07-12 The Routledge Reviewer s Guide to Mixed Methods Analysis is a groundbreaking edited book the first devoted solely to mixed methods research analyses or mixed analyses Each

of the 30 seminal chapters authored by internationally renowned scholars provides a simple and practical introduction to a method of mixed analysis. Each chapter demonstrates how to conduct the analysis in easy to understand language. Many of the chapters present new topics that have never been written before and all chapters offer cutting edge approaches to analysis. The book contains the following four sections: Part I Quantitative Approaches to Qualitative Data e.g. factor analysis of text, multidimensional scaling of qualitative data; Part II Qualitative Approaches to Quantitative Data e.g. qualitative data mixed methodological discourse analysis; Part III Inherently Mixed Analysis Approaches e.g. qualitative comparative analysis, mixed methods, social network analysis, social media analytics as mixed analysis, GIS as mixed analysis; and Part IV Use of Software for Mixed Data Analysis e.g. QDA Miner, WordStat, MAXQDA, NVivo, SPSS. The audience for this book includes a researchers, evaluators and practitioners who conduct a variety of research projects and who are interested in using innovative analyses that will allow them to extract more from their data; b academics including faculty who would use this book in their scholarship as well as in their graduate level courses and graduate students who need access to a comprehensive set of mixed analysis tools for their dissertations, theses and other research assignments and projects; and c computer assisted data analysis software developers who are seeking additional mixed analyses to include within their software programs. Chapter 24 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license.

**Educational Research Bulletin**, 1929. Includes the sections Educational readings and Books to read. Grading for Impact Tom Hierck, Garth Larson, 2018-04-04. Aim for a target based grading system and create stronger learning opportunities. Do you wish there was more clarity when it comes to measuring student progress and learning? What if there was a way to utilize grading and assessment to focus on learning rather than performance and the process rather than the product? As grading assessment and reporting continue to be relevant topics of discussion, this book helps you create a functional plan to elevate and advance standards based grading practices. Teachers and administrators will learn how to assess grade and report against specific learning targets rather than standards as a whole to make skill acquisition the highest priority. Grounded in application to provide focus and clarity, this book features Real case studies of schools that have incorporated target based assessment, feedback, grading and reporting. Practical examples to guide implementation. Questions, checklists, illustrations and audits of practice to showcase the work in action. An accessible format and layout that support both immediate implementation and long term goals. Despite being a topic that generates emotion and resistance to change, target based assessment builds the foundation for a learner centered system that provides clear expectations and feedback for teachers, students and parents. Grading for Impact is a simple and straightforward guide to rethinking grading based on mastery of specific skills and concepts rather than broadly written standards. Real world examples of teachers struggling with and answering the old questions are included: How do we grade fairly and accurately and How do we use grades as an

instructional strategy Joseph Staub High School Teacher Downtown Magnets High School CA Most stakeholders agree that report cards aren't enough to show what our students are learning in school but changing the traditional grading system is a task that requires careful planning and challenging discussions Grading for Impact shows educators how to start and plan the discussions that will result in genuine learning experiences for students Ernie Rambo Virtual Learning Community Coordinator Nevada National Board Professional Learning Institute [Creating a Healthy School Using the Healthy School Report Card](#) David K. Lohrmann, 2010 Successful students are not only knowledgeable but also emotionally and physically healthy motivated civically engaged prepared for work and economic self sufficiency and ready for the world beyond their own borders To help students meet this standard a school must use a coordinated evidence based approach that supports learning teaching and student growth in short the school must create a healthy school community This action tool and accompanying online scoring and analysis tool offers a practical strategy for structuring your school environment to support the development of students who have the knowledge skills and abilities to make healthy choices Updated to reflect current research new standards and best practices the second edition of the action tool guides you through the four steps of the Healthy School Report Card process with rationale tips from successful participants and easy to use tools Tools for organizing can help you develop a school level process for working with your community You can then use the scoring tools to assess your school's current health programming and create an evidence based environment that supports learning and teaching With the tools for reporting you can use the Healthy School Report Card to meet required guidelines and identify and prioritize areas for improvement The data you collect can assist your ongoing efforts to garner the support of policymakers family members and the community **Get Set, Go!** Thomas R. Guskey, 2020-03-06 Make school a better experience for students by ensuring grading and reporting practices are honest accurate meaningful and fair A companion to the best selling and award winning On Your Mark this practical guide details how to successfully lead lasting grading reform Dr Thomas R Guskey simplifies the transition by guiding educators through six essential steps from developing a coalition devoted to change to creating a systematic plan Use this resource to develop a new system of grading in your school or district Become familiar with the process of implementing a rigorous new system of reporting that aligns with the goals of standards based grading Acquire numerous tools and strategies that will assist in the process of implementing a new grading system Study the six steps that are essential to any successful attempt to reform grading as well as how to succeed in each Learn how to form a change action plan that covers the entire system of implementation and improves the student experience Contents About the Author Introduction Chapter 1 Learn From Failures Chapter 2 Form a Coalition for Change Chapter 3 Understand the Change Process Chapter 4 Clarify the Purpose of Grading and Reporting Chapter 5 Report Multiple Grades for Cognitive Outcomes Chapter 6 Report Multiple Grades for Noncognitive Outcomes Chapter 7 Get Assessment Policies and Practices Right Chapter 8 Develop a Systematic Plan for Implementation References and Resources

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