



**REAL INNOVATION**  
**LIMITLESS OPPORTUNITY**  
LEWISVILLE INDEPENDENT SCHOOL DISTRICT

**First Grade**  
**Standards-Based Report Card**  
**Parent Handbook**

*Summer 2013*

Dear Parents/Guardians,

We are excited to announce Lewisville Independent School District board has approved using a standards-based report card for all students in first grade. With the inception of the Kindergarten standards-based report card five years ago, many teachers and principals requested a similar report card for first grade students. Additionally, a standards-based report card supports the mission, vision, and core beliefs of the LISD Strategic Design. Current LISD first grade teachers developed the report card through a process facilitated by personnel from the Division of Learning and Teaching. The committee included classroom teachers (bilingual, ESL, non-ESL, Gifted/Talented, and Special Education), and Strategic Design coaches. The teacher committee conducted research regarding grading practices in a variety of school districts as part of the development process.

A standards-based report card provides parents and students feedback regarding individual student progress toward learning goals (Texas Essential Knowledge and Skills/TEKS) through a performance scale instead of numeric grades.

Standards-Based grading communicates the content information learned by the student learned while using other methods to communicate attendance, attitude, and behavior. The report card is designed to give parents, teachers, and students a clear picture of academic strengths and areas for improvement.

This Parent Handbook is designed to provide more information about the standard based report card, including, research on standard-based feedback, descriptions of areas assessed on the report card, and frequently asked questions. Clear communication and developing a partnership with parents is valued by LISD staff. We are committed to involving parents in this learning process. We hope you find this handbook to be a useful resource. Additional resources, videos, and information is located on the website <https://sites.google.com/a/staff.lisd.net/standards-based-report-cards/>

Sincerely,

*Lori Rapp*

Lori Rapp  
Executive Director  
Learning Design and Support  
<http://tinyurl.com/LISDcurriculum>

# Background/Research

## What is a Standards-Based Report Card?

Standards describe what a student should know and be able to do at each grade level in all subjects. The first grade standards established in Education Code are the Texas Essential Knowledge and Skills (TEKS), which form the foundation for the report card (<http://www.tea.state.tx.us/index2.aspx?id=6148>). This report card is designed to give you specific information about the progress of your child on these standards. According to LISD board policy, “assignments, tests, projects, classroom activities shall be designed so that the student’s performance indicates the level of mastery of the designated District objectives.” (EIA Local). Grades entered for academic work must reflect student achievement and communicate progress to parents. Since the standards-based report card is directly linked to specific grade level standards, this format accomplishes the overall goal that grades should reflect student mastery of concepts.

## Why should we change to a Standards-Based Report Card?

Educational Researchers Robert Marzano, Jay McTighe, Ken O’Connor, Rick Wormeli and Thomas Guskey, to cite a few, have all published research on the broken system of numeric grading and averaging. According to Guskey (1996) “schools have used grades for a variety of purposes: communication, self-evaluation, sorting and selecting, motivation, and program evaluation – and therein lies the problem. Some teachers emphasize one purpose and some emphasize another. Consequently they use different criteria for determining grades, which can result in students who achieve at the same level receiving different grades.” In the current numeric grading system, a 90 earned in one teacher’s classroom, might be equivalent to an 80 in another teacher’s classroom. Because varied factors are often utilized when calculating a student’s grade, grades across classrooms and teachers are not consistent.

A standards-based report card strives to achieve consistency across classrooms on how students are evaluated. Since it establishes common learning goals all students will be evaluated on, similar types of learning experiences and student work will be utilized to determine individual student progress. With the focus, across the state and the nation, on ensuring all students *achieve* specific types of knowledge and skills (standards) by the end of each grade level, it is imperative teachers are providing feedback on student progress toward attainment of these critical standards, as opposed to feedback about the ability to complete an assignment or task. All learning experiences should be based on the critical standards students are to learn at each grade level. Therefore, each parent must be provided feedback regarding how their individual child is progressing on these critical standards.

Quote from an LISD parent: “This [report card] is a good thing. You need to know how your child is doing by breaking each area down, not by a total score.”

Quote from an LISD parent: “I am excited about the new format, I really like the breakdown. It shows me the areas I would need to help my child improve.”

# An Introduction

As a parent of an LISD Elementary student, you will receive a report card and other assessment information four times during the year. We encourage you to use this information as you work and play with your child, building on his/her natural curiosity. It is important to note not all items are assessed each grading period.

## Areas on the Report Card

### Content Areas:

**Future Ready Skills**--critical thinking/problem solving/research, creativity, communication/collaboration and citizenship

**Reading & Language Arts**--literacy skills including reading and writing

**Integrated Social Studies**

**Math**--underlying processes and mathematical tools, number relationships, addition/subtraction situations, geometric figures and measurements

**Science**--inquiry skills

### Second Language Acquisition:

(Only reported for students learning English or Spanish as a second language)

- Listening
- Speaking
- Reading
- Writing

### Special Areas:

- Physical Education
- Art
- Music
- Drama

## Performance Scales

Different performance scales are used to report progress in the three areas on the report card. Teachers use a district-developed rubric to consistently determine grades and report progress. These rubrics are available on the website (<https://sites.google.com/a/staff.lisd.net/standards-based-report-cards/>). It is strongly recommended these rubrics be used as student work is discussed in parent-teacher conferences. In the content and special areas, the rating of "M" is used to indicate students who have met the grade level standard. Earning a rating of "M" is an achievement to be celebrated. The rating of "E" is reserved for the demonstration of deep understanding by extending knowledge of the standard and applying learning in varied and unique ways. The rating of "S" is used to indicate students are still practicing the standard and are on track in their progress toward meeting the standard. The rating of "N" indicates the student is not demonstrating the standard and may require re-teaching, re-assessment, and/or further practice opportunities in order to make progress. The expectation is that all students are achieving at a level "S" or "M" in the majority of first grade standards for promotion. Students who have Individual Education Plans (IEP's) are provided feedback on their progress related to the standards as outlined in the student's IEP and determined by their ARD committee.

### Content Areas:

- E - Extends and Applies Standards
- M - Meets Standard
- S - Still Practicing Standard
- N - Not Demonstrating Standards

### Second Language Acquisition:

- PL - Progressing with Language
- EL - Emergent Language
- EEL - Early Emergent Language
- NL - Novice with the Language

### Special Areas:

- E - Exceeds Expectations
- M - Meets Expectations
- S - Still Developing
- N - Needs Improvement

### Reading Level:

The student's reading levels are based on the Fountas & Pinnell scales, and are reported on a continuum from A-Z.

- The expected range for a first grade student learning to read in one language is D-J.
- The expected ranges for a dual language first grade student learning to read in two languages are C-I in the first language and B-G in the second language.

# Evidence of Learning

When determining individual student progress toward achieving the standards on the report card, a teacher will consider multiple pieces of student work/evidence. Rubrics will be utilized to assess student progress and provide feedback. The following is a list of evidence teachers will use when determining student progress:

## Reading/Language Arts:

State Required Universal Screening:

- Developmental Reading Assessment--DRA2 for English / EDL2 for Spanish (3 times a year in 1st Grade)
- Tejas LEE (bilingual program students only)

9 weeks Evidence of Learning:

- Running Records
- Anecdotal Records (guided reading observations, individual conferences with students about reading/writing)
- Writing Samples
- Words Their Way Inventory and progress
- Performance Task Assessments
- Work samples demonstrating progress on standards (TEKS)

## Integrated Social Studies:

9 weeks Evidence of Learning:

- Student responses to classroom discussions
- Student journals or interactive notebooks used throughout learning
- Anecdotal Records (small group instruction observations, formative assessments)
- Drawings, Diagrams, Maps, and Writing Samples
- Performance Task Assessments

## Math:

State Required Evidence of Learning:

- Universal Screening Assessment (3 times a year in 1st Grade)

9 weeks Evidence of Learning:

- Intentional Problem Solving
- Demonstration of Mathematical Thinking (use of manipulatives, SMART board manipulation, journal samples)
- Anecdotal Records (small group observations, checklists)
- Performance Task Assessments

**Science:**

9 weeks Evidence of Learning:

- Observations from Investigations (ability to perform the inquiry process, proper use of tools and following of safety practice) Student Notebook Samples (collection of data, questions generated, drawings, explanations)
- Performance Task Assessments
- Check Point Assessments
- Anecdotal Records (checklists, small group observations, formative assessments)

**Future Ready Skills:**

9 weeks Evidence of Learning:

- Anecdotal Records (check list, observations collected across all content areas, work in small group)
- Student Notebooks
- Performance Task Assessments
- Product Creations (displays solution to problems, use of technology to access, create, and share understanding)

**Second Language Proficiency:**

(assessed only for students learning in a second language)

State Required Evidence of Learning:

- Texas English Language Proficiency Assessment System (ESL/Bilingual)

9 weeks Evidence of Learning:

- Anecdotal Records (observations of language use, participation in small group)
- Student Notebooks (writing samples, use of vocabulary)
- Performance during small group collaboration

# Explanation of Required Evidence of Learning

## What is a rubric?

Rubrics are the tools that provide the criteria and levels of performance to assess authentic student work products (i.e., performances, portfolios, papers, teamwork, etc.). When used for assessment, rubrics help both student and teacher identify strengths and areas for improvement in the learning process.

Consistent use of well-designed rubrics significantly improves the facilitation of learning by providing both students and teachers with clarity and commonality of purpose. Students can better validate their own progress, and instructors can fairly and consistently document the students' skills and growth. Using rubrics across classrooms can also insure consistent measurement of quality of performance by students who have different teachers.

## What is Universal Screening?

The universal screening instrument is an assessment tool administered orally by the classroom teacher to learn more about individual students to assist in making instructional decisions. The assessment focuses on key instructional indicators appropriate for grade proficiency that provide insight into how prepared the student is to learn grade level reading and mathematics content. In Reading the universal screening instrument is the Developmental Reading Assessment – 2<sup>nd</sup> Edition for English speaking students and the EDL2 for Spanish speaking students. In math, the hiding assessment is administered.

## What is a Developmental Reading Assessment 2<sup>nd</sup> Edition (DRA2)/Evaluación del desarrollo de la lectura 2<sup>nd</sup> Edition (EDL2)?

The DRA2/EDL2 is the Kindergarten through second grade universal screening instrument used to assess students reading development three times throughout the year (beginning of year, middle of year, end of year). The DRA2/EDL2 is administered one on one and assesses students on their oral reading (metacognition, word analysis skills, reading rate and fluency) and comprehension (ability to retell and understand the text). A portion of the Tejas LEE is used to assess word analysis in Spanish. The information gained from the DRA2/EDL2 allows the teacher to determine the student's instructional reading level and design instruction to the strengths and areas of concern for each student. Each 9 weeks the teacher will continue to gather evidence of the student's reading development through a variety of work samples and other informal assessments, such as running records, and writing samples, to inform instruction around oral reading, word analysis and comprehension.



## General Education Reading Levels by Grade Level

Grade Equivalent	Late K	Early 1st Grade	Late 1st Grade	Early 2nd Grade
DRA Level	2-3	4-10	12-18	20
Fountas & Pinnell Correlation (Reported on Report Card)	B-C	D-F	G-I	K

## Dual Language Program Reading Levels by Grade Level

Grade Equivalent	Late K	Early 1st Grade	Late 1st Grade	Early 2nd Grade
DRA2 / EDL2 Native English Speakers	3 / A-2	3-4 / 2-3	14-16 / 8-12	18-20 / 10-12
EDL2 / DRA2 Native Spanish Speakers	3 / A-2	3-4 / 2-3	14-16 / 8-12	18-20 / 10-12
Fountas & Pinnell Correlation (Reported on Report Card)	C / A-B	C-D / B-C	H-I / E-G	J-K / F-G

### What is Tejas LEE?

Tejas LEE is a reading assessment for those who receive reading instruction in Spanish, specifically developed to address the needs of development for Spanish literacy. The Tejas LEE assesses students in terms of their fluency, comprehension, phonological, and print awareness. The assessment is used to assess student progress and guide instruction.

### What is the Math Universal Screening?

In Kindergarten, the task focuses on basic counting principles. In First Grade, students are asked to demonstrate an understanding of how numbers are made – broken apart and put back together. Second graders demonstrate what they know and understand about grouping numbers together to form tens and other important place value concepts. This assessment is administered to all students at the beginning of the year and only repeated in the middle and end of year if the student has not yet shown that they are developed with the concept(s).

## What is TELPAS?

TELPAS stands for Texas English Language Proficiency Assessment System. The TELPAS is used to assess the progress students are making in their learning and application of English as their second language. The assessment consists of four domains: Speaking, Listening, Reading, and Writing. Student performance is reported in terms of four proficiency levels: beginning, intermediate, advanced, and advanced high. All English language learners in grades K-12 as identified by TEA criteria are required to take TELPAS in the spring semester.

## Resources:

1st Grade Texas Essential Knowledge and Skills (TEKS)  
<http://www.tea.state.tx.us/index2.aspx?id=6148>

# The Standards-Based Report Card

The Standards-Based Report Card indicates student understanding of content and process skills for first grade.

	1	2	3	4
<b>Future Ready: Critical Thinking/Research</b>				
Asks relevant questions				
Plans, collects and organizes data using content process skills				
Retrieves and interprets relevant information				
Produces solution(s) to solve problems				
Evaluates and reflects				
<b>Future Ready: Creativity</b>				
Expresses original thoughts				
Implements creative techniques (EEOE)				
<b>Future Ready: Communication/Collaboration</b>				
Monitors and adjusts communication depending upon audience				
Works Cooperatively with others				
Represents information using digital tools				
<b>Future Ready: Citizenship</b>				
Takes responsibility of own learning				
Practices responsible behavior				
Models Respect				

Future Ready:  
Shaded Areas= Not Assessed this Reporting Period

Content Areas Performance Scale

KEY: N=Not Demonstrating Standard, S=Still Practicing M=Meets Standard, E=Extends & Applies Standard,

	1	2	3	4
<b>Second Language Proficiency</b>				
Listening				
Speaking				
Reading				
Writing				

Second Language Proficiency

Second Language Performance Scale

Lang. Prof. ONLY: NL=Novice EEL = Early Emergent EL = Emergent PL = Progressing

Attendance

Learning Design

**Excused**  
**Unexcused**  
**Tardy**

	1	2	3	4
Excused	1	1	0	1
Unexcused	0	0	1	0
Tardy	3	3	5	0



# FAQs

## 1. What was the LISD process for creating the report card?

- A teacher committee representing each of the zones (Central, East, and West) within the district developed the current report card. The committee included classroom teachers (bilingual, ESL, non-ESL, Gifted and Talented, and Special Education), and Strategic Design coaches.
- The teacher committee gathered information, studied research, surveyed parents and colleagues and examined best practices regarding grading and reporting practices.
- Feedback received from campus colleagues, administrators, and parents shaped the final version of the report card.
- A focus group of parents provided feedback and questions, which were utilized to compose the parent handbook and informational website.

## 2. How often will I receive a report card/progress reports?

- First grade will receive a report card every 9 weeks
- Progress report information will be provided every 3 weeks.
- Student work and performance, as indicated on rubrics, will accompany report cards and progress reports.
- One report card, with accompanying student work and rubrics, will be sent home for parents/guardians to keep and use the information to support the continued progress for their child. The envelope utilized to send the report card home will need to be signed and returned to the classroom teacher.

## 3. What information is available in Skyward?

- Classroom events/ assignments will be entered into Skyward by the classroom teacher. Parents will be able to view student progress on standards associated with events/ assignments completed throughout the reporting period. This will provide parents with ongoing feedback towards mastery of the individual standards.

## 4. What if I need more information on my child's performance?

- You may contact the classroom teacher via phone or email at anytime to communicate about your child's progress.
- In addition parent-teacher conferences are a great opportunity for sharing specific information about your child's progress throughout the year.

## 5. How can I find more information about what the learning expectations are for each grading period?

- Information regarding learning expectations can be found on the LISD website (<http://www.tinyurl.com/LISDcurriculum> )
- Teachers provide information in a variety of ways for parents to access regarding learning goals each grading period, including but not limited to, curriculum overviews, newsletters, websites, etc.

## 6. Why are we reporting on process skills vs. content standards?

- The Texas Essential Knowledge and Skills (TEKS) include both subject content (Knowledge) and specific processes (Skills) related to a branch of learning. The standard based report card reporting of process skills are embedded within appropriate subject content.
- Mastery of process skills will enable students to access, comprehend, and apply subject content in multiple contexts.

## 7. What are future ready skills?

- Fluency in these skills will prepare students for an increasingly complex world and a global work force. The following websites provide critical information regarding the key skills we must provide our students.
  - <http://www.p21.org>
  - <http://fluency21.com>
- **Communication** -sharing thoughts, questions, ideas, and solutions
- **Collaboration**-Working together to reach a goal putting talent, expertise, and smarts to work
- **Critical Thinking**- Looking at problems in a new way, linking learning across subjects & disciplines
- **Creativity**-trying new approaches to get things done equals innovation & invention

## 8. Will performance be reported as an average of what is observed during the grading period?

- No. The achievement mark reflects the learning after the student has had time to process and practice the standard. If a student struggles on a standard at the beginning of a reporting period, but is able to show mastery by the end of the reporting period, then the student will receive a rating that reflects their most current understanding.