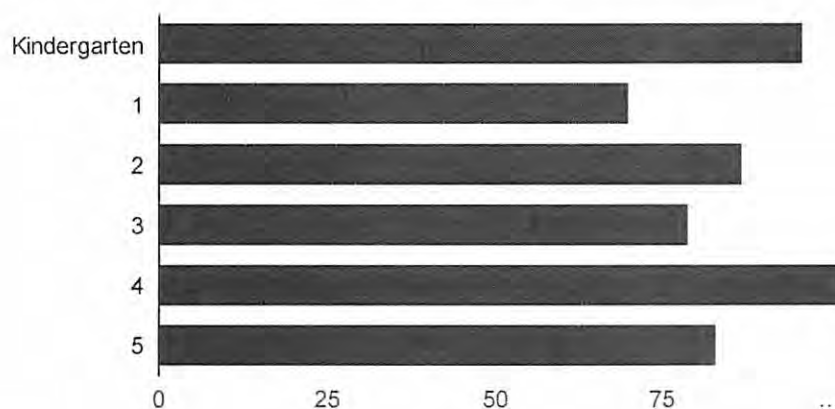


410 responses

[View all responses](#)
[Publish analytics](#)

Summary

In what grade is your child currently enrolled?



Kindergarten	96	23.4%
1	70	17.1%
2	87	21.2%
3	79	19.3%
4	102	24.9%
5	83	20.2%

For questions 1 - 5 below, use the scale of 1 to 5 to rate your opinions (with 1 being Strongly Disagree and 5 being Strongly Agree).

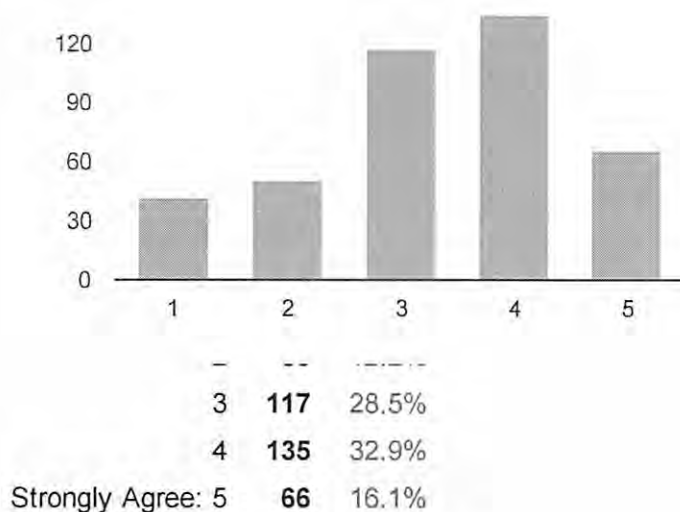
didn't like the new report card

3

2

1

1. "The report card enables me to understand the progress of my child(ren)."



Please use the box below to comment on specific aspects of the report card that influenced your opinion for Question 1.

Some topics are redundant and none of them explain the rationale behind the grade. It is impossible to differentiate between average performance and above average because some categories cannot be awarded with the highest score

From my experience those numbers not always reflects your child's progress. You get a diff grade at home with assignments and different grade with report card.

The report card format isn't clear on the performance of the child based on the way it's broken down.

Nothing will replace the detail of a personal narrative, as private schools provide, but I realize that's impossible in public school. I also didn't give a 5 because in at least one instance, there appeared to be the same skill evaluated in two places (I'm sorry I can't remember exactly which it was, but I think it was a math skill), and my 4th grader received two different scores. (I didn't notice this; my daughter pointed it out.)

The way the report card is constructed allows for easy comprehension of the report.

I don't understand how a child can be a 3, yet have all "-" for the sub-categories

The only thing I wish the report card explain was the reading levels-what do the letters mean. Is the letter the appropriate level for their grade and whether that was an improvement. Even kids who are above level still need to improve each year.

there are more specific line items that show child's growth in a subject

My child's teachers were very clear with their comments, and this supported my understanding of the criteria.

It has very specific categories. Sometimes I was confused about what the categories meant.

It was nicely broken down to show the areas of growth. I didn't like the use of the +/- the

minus indicates negative (not inconsistent)

There is no concrete evidence to support grades. If teachers do not add comments it is not very valid to parents. Yes, this has happened THIS year!

It was a little confusing at first, most of the Art, Music, Gym did not give comments just what the number was I would like to know what is going on. The speech section was just a comment with % of how the child was doing I would like to see the letter or number grade with a comment of what they have trouble with so parents can help at home.

Not enough information is given and it appears as a pass/fail system

The card enables me to understand my child's progress, but not easily. It is not user friendly at all.

There should also be effective communication such as emails, and parents signature on homework agendas/corrected&completed homework, and tests to ensure parents viewed results. This is something a T/A can record.

I like that each category is broken out so I can specifically see how my children are doing in each area.

I don't like the sub areas only having a + or -. I don't feel it explains exactly where the child is functioning. I feel like numbers such as 3s or 4s can be subjective. In higher levels they use rubrics to give an understanding.

The Kindergarten report card as a lot of components.

The report card was very descriptive but I can't say that it kept me informed of my daughter's progress as it was not issued more than once. More reports are needed to monitor progress. We worked on areas of weakness as much as we could at home but had no idea if this extra help was effective as no follow-up reports were issued.

The plus minus system is too vague. Go back to percentages or letter grades this way parents and students can see they understand 86% of that area versus 0.

The given indicators allow me to see where my child is, academically.

The plus isn't clear as to if the student is at the score or above the requirements of that level.

I really like the plus and minus signs for consistent and inconsistent. It's very clear and helps me know exactly what my child can/can't do at that time.

The trimester timing. Too long to wait for feedback.

I don't receive any assessments so I can't figure out what the grade is based on.

A whole lot of check boxes that truly convey no information.

It would be nice to see a numerical percentage near the standard rating of 1,2,3,4. I believe this translates better to parents who do not understand the 1,2,3, and 4. It also defines where your child falls within that category. Are they a high 3 or a low 3, ect. I am a teacher, so I understand the report card. I am just thinking of most parents, and what I hear from the parents in my district where we have similar report cards.

My Child needed help in the reading. I could never understand the - / +. That is an unfair

marking.

I feel that the old way of grading is much more indicative of your child's performance. There can be such a variable between a 3 and a 4.

There is no personalization, grades are too general. Proficient or excellent is too broad of a range.

It is very confusing. Would prefer 2, 3, and 4 instead of plus and minus.

The descriptions help, the grades just confuse me.

I find the current grading system to be difficult to understand. The grades that are used on classroom tests and assignments are graded on a scale of 100%. I would rather see the report card grade given the same way.

Does not show growth and parameters for what grades fall at a given # 1-4 are not defined. For example my son got mostly 2s in math yet I never saw a paper come home where he scored below what I would consider proficient (80-90s). I find scores to be subjective; my stronger child had a lower report card. I don't think it paints an accurate picture of him as a learner. And if he is truly performing as low as it looks then I wonder why he isn't getting more support. Do grade levels meet throughout the district to define a 2 for each given criteria? If yes, I'd love that info as a parent as an attachment to reports. If not, then I hope they will because I question consistently throughout the school/district.

Subject area is too general.

It is very detailed.

The plus/minus system is very confusing. The abbreviations for scores are also strange.

It is VERY VAGUE.

I felt it was too broad.

I do not understand how to read the report card. The old report card was much easier to read.

It doesn't really explain anything.

Using the scale 1-4 which coincides with the state scale.

More comments would be helpful. Especially why a score was low.

Seems redundant, having numbers and plus and minus.

The +/- section was confusing and the automated selections teachers were very generic and not student specific.

I felt the having a report card three times a year kept me informed enough to know how my child was doing. I would like to see F&P scores each quarter and not just on the last report card. I told his teacher this and she was great about keeping me posted each quarter.

I prefer more personalized comments, these seem like a drop down list.

The special teachers should use comments. Most of them do not.

Moving from 4 quarter check-ins to 3 is too far of a gap. The 3 report card is at the end of the year, so there are only really 2 check-in regard progress.

comment section

it was self explanatory for the most part. And if I was unsure of what the number or letter was, I just looked for the key.

While I think there is more detail to their success level, the vagueness of pluses or minus signs does not allow me to yield enough information.

Enhanced general comments would be more helpful.

I would like more feedback in the comments sections of the report card.

The current report card does not show growth or progress. The teachers comments are more meaningful.

I feel it is to general and not specific to my child

It's hard to know what all the different symbols mean

Consistently vs inconsistently meeting expectations doesn't provide enough information regarding my child's progression. Utilizing the 4 point system allowed a better gauge or perhaps objective explanation of those "inconsistencies" would provide insight and allow me as a parent to further assist my child.

The 1-4 grading system clearly defines the level your child is currently accomplishing.

It is too basic. My child is more than a number. I would like more input from the teacher as to how my child can be pushed to go beyond the "Excelling" benchmark number.

3 report cards for elementary school aged children is not enough to accurately report on progress/growth. I also feel that the 1st report card was too delayed; if a problem had existed, too much time passed before I would be able to address it at home. This is especially true for other children whose parents are not educators. From a parent and teacher perspective, it would be great to have a section specifically addressing what could be done at home to promote growth in areas of weakness. Perhaps a group of teachers could draw up a list of preset comments/suggested practices to be used at home. Teachers can select appropriate "skill builder techniques" for each student so that parent have additional support in helping their child/children.

It's too complicated. Rather than all those pluses and minuses, I would rather see one overall rating for each subject (i.e. a 3) and then a few anecdotal comments from the teacher. It would take the same amount of time and be much more meaningful.

The report card helps give a "general" idea about my child's ability. For example, I understand that he is generally "at grade level" when he receives a "3", but the + and - does not provide additional information. It leaves me thinking he doesn't generally have that skill.

Way too many items too look at and many of them are not applicable at this age group

The teacher's written comments at the end of each section were very very helpful.

I like the report card, but I do not like the trimester reporting. It does not allow me to

intervene when my child is struggling. The information comes too late by that time.

being proficient with + / - does not give enough information on progress. How much + or - ? Is there improvements from last trimester even though the grade is the same?

A smaller scale seems to provide less differentiation

I believe more in person, should be the way for my children's behavior and progress

The report card gives me a 1, 2, etc., and gives + or - but that is not truly an indication as to how well the child is really doing. I do not like the new report card and honestly there was nothing wrong the previous one. Change is not always good. I do not like this report card more specifically, the general grade given with + or - minuses below it. If my child is good in something they should receive a 3 and not a 2 with a plus in a subcategory because they are graded overall for the category. I think it is not accurate at all.

The trimester system allowed for WAY too much time in between reports. As the parent of a struggling learner, I needed more feedback, sooner... like a progress report. Maybe you can initiate a shorter progress report in the first and second trimester. My son started off the year below grade level and it took us until the second trimester to determine that he was finally ON grade level. I think that is ridiculous.

For each category under a subject it has Plus or minus. Each descriptor should have its own grade such as 3- or 3+

I would have appreciated seeing a numerical grade versus grade level, approaching grade level, etc.

Teacher's comments are very informative.

After looking over the report card I had no questions. Everything was very clear and understandable. The changes are definitely for the better.

It's difficult to truly understand your child's progress when we do not know the benchmark is. You should post something on the communicator tool (it is rarely used, if at all) to provide resources and situational scenarios to help illustrate what these scores mean.

I was able to understand everything

Helps the parent to understand where their child is struggling as well as their strong points.

I like the feedback from the teachers. And I like grades as 1-4 or letters. But pluses and minuses are just not good enough.

My opinion is this, the reports have 1-4 listing as a criteria of growth. However, 1 being "needs support" where there are "+" or "-" in the subcategories. How can a child who gets 1 across the three trimesters get "+" in the categories. If anything, the subcategories should all be "-" and vice versa if they get 2 - subcategories should reflect "-" and "+" and 3 & 4 should reflect all "+" It's a very inconsistent and misleading - because there are strengths mixed in with needs support. The needs support gives a parent a

message that there child is not at grade level when in fact in areas they are in some areas.

There are just too many details to follow for each area

I like the section of direct teacher feedback. The + and - give me a sense of whether a skill is consistently done or my child still needs to work on an area.

knowing the reading level of my child in the final report card.

The area where the teacher(s) write in comments or information are the most informative.

I think for parents - the words consistent and inconsistent would be easier to understand/ accept than the plus and minus in each of the subcategories.

After a full year of report cards, I still cannot tell you how my child is doing in either grade, what their reading level goal should be, how they can achieve the goals/standards that need to be met at the end of the year and what exactly they learned.

Did not like the length in between for I felt I wasn't getting a good handle on how my child was doing. Felt it was the same information or even a little less detailed than previous years

I liked all the breakdowns under each category instead of it being a blanket score for math for example

It is more detailed.

The comment section on the report card if used by the teacher can help to give the parent or guardian an idea of what is lacking in the child. However unless the teacher offers there should also be suggestions on ways to improve the general skills, Math, English Language and arts skills. I suggest a comment and suggestion must be provided in the same box and must be identified as Teacher or Principals comments and suggestions.

I don't like the plus and minuses.

The plus and minus didn't do it for me. I would've much rather preferred having a standalone grading system.

the method used and or scale doesn't make sense. I don't get what "p" , "q" and those other letters represent and the exams don't actually tell you what the child got wrong, why it was wrong etc

I found the new rating system very difficult to understand and gauge my child's progress. The system constantly referred to meeting the standard yet there was no indication on what the standard was or how it was measured. Also having different progress indicators with + and - and some I/S/O also made it confusing

The new number system and 3 report cards in a year does nothing but create confusion and limits a parents time to request assistance/help for their child. The number system tells us nothing of how our child is REALLY doing in class, the comments are basic, generic and short.

I think the scale is too vague. I'd like to see something between excellent and satisfactory.

All the areas of education are covered, and its simple enough to understand once one reads the directions

I just wish they did scoring like they used to do back in the days where you over all know your child's average after each semester instead of 2,3, or 4's ... I'd rather know whether my child has a 85% average or A, B, C ... This is just my preference

Difficult to understand.

the plus and mnus is just a lot to follow a break down of every subject

too long of an elapse between reports. Cannot help my child improve if I don't know the areas that need improvement until months later.

the best report card would actual be a number grade for me. i feel this enables me to better understand how well my child is learning the material.

I feel day to day work is generally inconsistent with active 8 year olds, I don't understand the great emphasis on consistency. Removing the plus/minus leave you guessing if your child is barely at grade level or strongly achieving grade level, two very different things.

The F&P level gives me an understanding of where they fall in a continuum. The +/- tell me more about the skills. It's the teacher comments that really highlight what I need to know, and generally, they are not extensive enough.

If there is a minus, I would like if the teacher could comment on how specifically the child could improve.

Some of the categories are overwhelming, it's a lot of information.

Detailed subsection

I appreciate the detailed learning concepts/skills to understand my child's progress.

I found myself having to reread many sections and directions to try and understand the grading

I do not like the change in when the report cards come out. It is to much time in between report cards if you have a child that is struggling.

Each area is well identified and pinpoints areas of concern and strength

4 numbers is not enough to show how anyone is doing.

The side-by-side comparison for the marking periods allows me to see the progress (or lack thereof) in each subject area. The detailed breakdown of elements within each subject area helps pinpoint the specific places where my child needs extra support.

A plus/minus does not give enough information. Honestly I would rather the district spend more time and money teaching rather than continuing to change curriculum and reporting methods. Get back to basics!

Need Daat on grade level equivalent, could earn a 3 but is at a,4th grade math level entering 6thgrade,not good

There should be a legend on them explaining what a 1 vs a 2 vs a 3 vs a 4 means as far as percentage ie (1 is a 0 - 65 grade etc) and also what is considered failing.

The comment section where the teacher can write specific information is the most helpful part of the report card. The categories; 1, 2, 3 and 4 to describe the child's progress are not nearly specific enough.

It was difficult to understand reading level at first

I will make this simple, get rid of Common Core PERIOD

There is a very good breakdown of the details within each category for each subject.

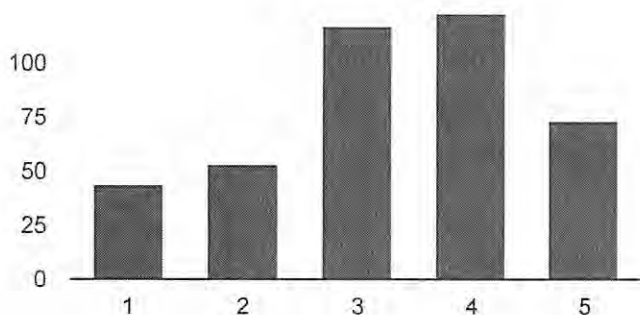
A number for the whole category with consistent/inconsistent for the sub-categories is not enough information. IE: ELA Writing: 3 (good overall information) writes legibly +/- I want to know more. Is the cursive not consistent? Is the printing? Is it on grade level/above or below? Having more information would tell me if this is an area to work on home or hire a tutor. I would rather that these subcategories had numbers also.

I found it confusing.

Although the trimester report card is very explanatory, the old one seemed to give a better picture of how my child was doing in multiple areas within a subject. I never wondered whether the child was progressing or not. This is my third child. I have 1 in college and 1 in the high school. Both are honors students who achieve high. I seemed to be wondering all during this year, how IS this child doing? The child and the teacher were my only resources. The report card was too vague and the reports too spread apart.

Depending on the teacher the report card lacks information on how, as parents we can help at home.

2. "The report card enables me to understand my child(ren) as a reader/s."



Strongly Disagree: 1	44	10.7%
2	53	12.9%
3	117	28.5%
4	123	30%

Strongly Agree: 5 73 17.8%

Please use the box below to comment on specific aspects of the report card that informed your opinion for Question 2.

It had very specific information for reading levels

The report card is designed to do this but the teacher comments need to more directly and specifically speak to what my child is doing as a reader.

It would be helpful if it describes the different reading levels.

The report card format isn't clear on the performance of the child based on the way it's broken down.

they list the reading level, but i have no idea what that reading level letter means or what kind of books she should be reading.

Doesn't really explain itself.

I need to know exactly how my child is doing and a simple - / + is not a clear understand of his reading level

The comments are helpful

Gave me the level of my child's reading.

My son struggles with reading, again more info in the comment section would be best.

Also, I would have liked to have learned what my son's reading level is at the end of the school year. Wasn't included in the report card.

I have no understanding of the levels or what my child is being graded on

Shows areas where my child is struggling and what they are able to do without support

The report card only tells you if your child is on above or below grade level.

Some standards were not taught during all trimesters, but were reported on.

The comments from the teacher indicate our student is reading well.

The teacher comment more clearly defined my son as a reader.

It does not provide any REAL information on my child. A number in the categories and an F&P letter do not indicate any information to a parent if their child is performing at or below the standard level for that grade. Therefor never alarming a parent to ask that their child get help.

I want more feed back on my child as an individual

Their reading levels were noted on the report card.

I listen to my daughter read and I don't get what they (report card) are talking about however I believe she can do better with extra help, some of the question asked ex: why did they author write what (s)he wrote is based on the readers reasoning (which at times is based on what they liked) of what they got out of the story, so how could it be wrong and how do you grade it

A reading level of Q was given but again, no explanation of what Q means and how that

compares to the 3rd grade in general

No where on the report card do you put the level that the child is at or the assessment scores of the child

If there could be more of an explanation on what the letters for the reading level stand for or represent that would be helpful.

I think each trimester should state the child's current reading level to see growth. I think the beginning of the year or end of previous years reading level should also be on the report card. Also if should have guidelines to were they should be to be on level so if the child is below level you know exactly how much.

Only teachers comments reflect my child's ability.

It clearly states whether they are above, below, or at grade level on the front then goes into more detail in the ELA Section.

I have no idea where my children stand as readers.. the best way for me to understand where they are as a reader would be a grade where i can understand where the average child is and where my children are in relationship to that average.

On the bottom of the first page, the text says: Independent Reading Level "Below/On/Above Reading Level" Should it say "Below/On/Above Grade Level"? I found that block confusing, and maybe not necessary given that the next page has two big blocks of detailed information about reading.

Between third and fourth grade there was a big discrepancy between reading levels. This was due to ineffective training for teachers on the assessment tools.

I an glad to see my child's reading level stated clearly on the report card! Especially when there are no comments, so I can check their reading progress on my own.

There is a very good breakdown of the details within the ELA-READING categories.

F&P levels should be given with each report card. Any other progress monitoring assessments should also be given parent when they are available.

I see and hear my child read every day. If I need more information, I will inquire with teacher. Waiting 3 months for report would be a dangerous wait if a problem was to be dealt with.

Adequate breakdown of ELA performance

Same as above..The Teachers comments are also very informative.

I think reading is a tough area since there is so much to reading that as parents we don't; fully understand what our kids do and not do well in educational terms. I like that the report card gives a broader overview of skills.

I wish it had the letter level my child is now on

Again, only because of the comment section do we get a good idea of how our child is as a reader. Fortunately, our child's teacher did put some specific comments in this section and that made a huge difference (beneficial).

Not sure what the grade in the Fountas and Pinnell June Benchmark assessment

represents.

I had to google what my child's reading level they landed on at the conclusion of the school year. It should be defined. What level is expected? And what does the level mean? The current state of a letter in a box tells the reader nothing.

I would like to be informed as to what the reading level should be at each grade, how to specifically achieve that reading level, feedback on resources and websites that allow my child to practice or source books at their reading level. What I can do if they are below reading level. Raz-Kids web site is a great tool for fluency and comprehension and should be available to access by every student in the Arlington district.

I appreciate that I am now given the exact reading levels that my children are on. I had to ask the teacher for that info in the past.

It just states above grade level without providing any information how much above, recommended reading base on reading level until end of year. An explanation with the first trimester report would be helpful.

I suggest that either on the parent portal or attached to the report card provide work that affirms the teachers evaluation of the child. Maybe also consider recording the child's reading out loud while they are not aware to ease tension. This is for parents who don't believe their child does not have a situation reading out loud or never heard their child read out loud.

This new system is very vague i dont like it

The breakdown of each subject group is nice but I am a believer that the upper grades need number grades (1 -100). The state scores 1-4 have large gaps. For example a 3 is 65 - 84. Where does a student fall in that range tells a whole different story. Is my child doing okay, 80, or should I be concerned, 66.

The detailed information provided by the teacher helped us understand exactly what we needed to work on.

The report card breaks down many parts of each area so I can see the areas that may need more attention than others.

First report card child was marked below level, when I called on it and asked what kind of service might be available, was told none for he was right there. I reiterated it stated below, even went up to the principal with this

The report card gave a good level evaluation. I had received a more comprehensive evaluation from the reading teacher regarding my child and his reading progress. What his room teacher sees in a sea of 22 children is very different than that of a specialist working one on one or in a small group. That type of feedback is more valuable than a room teacher grade.

Same information as above.

My child can read, what I want to know, was did she read the book and not do the required work, which really sounds more like her

I like how the report card actually lists what being a good readers means: ex. "Refers to details and examples in text..."

It definitely helped me with both kids, who are strong readers, but the teacher's input and the categories made me realize who was blasting through what without necessarily understanding some parts.

I liked that I could see whether my children were reading at/above grade level. I wish I was able to see at what specific reading level they were at for each marking period to better help me choose books for them or guide them in their decisions.

close reading is atrocious. his level is not based off of how well he can micro-analyze the thoughts of a paragraph, but how well he can read as a whole.

I like that they are given a specific reading level which makes it easy for me to choose books at an appropriate level

Again, I have a very hard time understanding the main catagory reflect 1 - 4 and then seing "- and +" in the sub-catagories, state a different growth.

As discussed above.

Again, plus and minus signs do not allow me to know the exact level my child is functioning or concerns about them.

The rubric is misleading; where as a deficiency often implies average performance based on confusing criteria

I say strongly agree with one caveat. I understood exactly where my children are as readers because I am also an educator and understand the Fountas and Pinnell system and how it correlates to grade level reading benchmarks. I have to imagine that if you aren't an educator that these letters would be meaningless. Talking with a friend who is a veteran math teacher at the secondary level, she said even it's not even being an educator, but having an ELA background, because she had no idea what the letters meant until she talked with a colleague who explained F&P.

I am not sure having the reading level posted gives an accurate measure of my child's reading ability or is it a measure of the teacher's interpretation of my child's ability. As a parent of an above average reader, I have seem little to no growth in the reading level "assigned" to my child over the three years he has attended ASCD, but in reading with him I do know their has been tremendous growth in comprehension and word fluency. This growth in not reflected in the level assigned on the report card.

District should invest in the accelerated reader program. Monitors children's independent reading books with short quizzes and reports reading level..great use for teachers and parents

I did understand, but it felt as though someone (hypothetic someone) was trying to make it as difficult as possible

To understand I really need to speak with the teachers about it.

I need what criteria/ range of scores constituents a given # 1-4. Otherwise I just know if

my child is on grade level. As a parent with children who score 1-3 I find most of the info useless and get lots more out of conversation with my children's teachers.

For such an important subject, an assessment should be sent home in the middle of each marking period. Also Razz kids should be required at every level, and available at home. students in higher reading levels should read a longer amount of time. Also the spell board app is an amazing tool for children to practice spelling, and be assessed..as opposed to the repetitive weekly drills.

Particularly with the teacher's comments - where I can see how she is scoring on unit tests and what level she is reading.

the report card does give the current reading level but does not indicate to me what grade level that corresponds to, so my 4th grader is on level u, is that 6th grade, 5th grade, etc.?

Same as above

The plus and minus didn't do it for me. I would've much rather preferred having a standalone grading system.

The literature part of the reading has too many indicators.

It was beneficial to have my child's independent reading level also indicated.

The Fountas and Pinnell assessment is merely a letter. Where is the description of what that letter means? That information should be presented with the report card.

I think reading levels should be clearly stated on the report card for each trimester rather than at the end of the year. While I can appreciate the On, Above, below...I think specific levels according to F&P or DRAs should be clearly defined each semester. I also think the students across each grade level should be coming home daily with instructional leveled books. There is way too much inconsistency across the district from elem to elem school in regard to practices. Additionally, in this data driven culture, sight word amounts and fluency rates should be considered.

Again, all those pluses and minuses are not too meaningful. How do the teachers feel about filling out all of those categories?

I am unsure of what this question is asking me. I think it's asking I understand what my child's reading level is. Which I can figure out from the report.

nice to know the reading level, but an explanation of the average should be somewhere....when you look up on the internet its hard to decipher the letter from which formula is being used

Again, it's just reinforcing the number grade. I think comments are more helpful.

The indicators are more specific enabling me to observe the skills my children have as strengths and weaknesses.

It would be helpful if a copy of the Fountas and Pinnell June Benchmark Assessment chart that identifies the level and description was provided with the report card to helpf parents understand and determine their child's status.

I had to call the teacher in the beginning of the year to find out if A meant my son's reading level as in A-Z or A as in above average. Since info regarding the A-Z program was also provided at the same time as the new report card came out, it was unclear what the report actually reflected.

i liked having the reading level on the card but maybe there should be a key to explain what the expectation for each grade is - I am not a teacher and would not know if a certain letter level is within the expectations

They only gave a grade the last report card for kindergarten and I had to look it up. Maybe send a explanation home on what the letters mean for parents.

It says nothing of how good readers they are. - plus or minus total grade, still means nothing. Comment box is best

I am very pleased that the reading level is written on the report card.

Conflicting comments between the regular classroom teacher and reading teacher.
detailed subsection

Overall, I feel the report card is much more informative than its previous version. Throughout the year I spoke with my child's classroom teacher about his progress in reading. The report card, coupled with our conversations, helped me form a comprehensive view of my child's progress and how I could support his reading growth.
same as above

Again get rid of Common Core

It's too generic.

No specific detailed info on reading level, fluency and comprehension.

However, I have heard that parents who don't have an educational background didn't understand what the levels meant. For example, they didn't know what the level should have been for that time of the year.

With the current model, all of the + and - are overwhelming. Teachers comments and conferences are more meaningful.

See above comment, I also don't understand how my child could be a Q in second grade but only an N at the end of third grade.

It's just a general overview. Conferences and hand written letters from teachers are more helpful. I say this with the exception of the

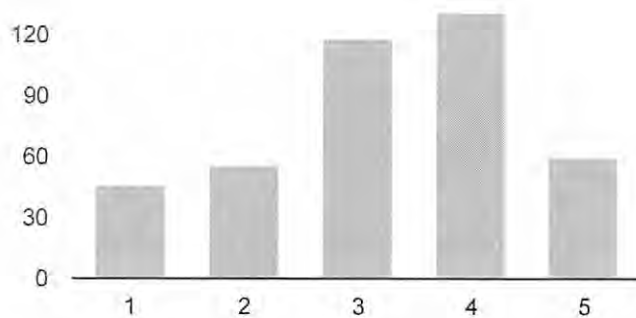
It's is Clear she takes time to help parents understand exactly what level their child is in and what they can do at home to help. I'm really taken away with her detail!!!!

Not really

I love that it tells my children's reading level/Dra.

Again showing percentiles would be more beneficial.

3. "The report card enables me to understand my child(ren) as a writer/s."



Strongly Disagree: 1	46	11.2%
2	55	13.4%
3	118	28.8%
4	131	32%
Strongly Agree: 5	60	14.6%

Please use the box below to comment on specific aspects of the report card that influenced your opinion for Question 3.

The report card format isn't clear on the performance of the child based on the way it's broken down.

I agree, I think the break down of the sub-categories show where my child has strength and weaknesses.

refer to comments above.

Because the district chooses to constantly switch writing programs we can not compare year to year effectively.

Again, lots of check that signify nothing - the comments box is more important

The method of grading is confusing

I've read my child's writing, and if that's considered a 3, we're all in deep trouble.

Again only based on teacher's comments.

Same feeling for this, I feel the report card is too generic.

There is a very good breakdown of the details within the ELA-WRITING category.

Again it is dependent on how much information the teacher gives in the comments

Portfolio with sample writing is best. Showing the writing process.

Particularly with the teacher's comments.

See above.

Teacher comments need to speak this and they didn't. Writing samples are not coming

home with feedback.

The consist and inconsistent categories are too vague. The last report card is the only one that gives your child's level

My child's teacher was wonderful, she, herself was great at letting me know what was going on with my child, if I asked... But if I had to rely on the report card, i would be pretty confused

The report card is more thorough. However, there is too much inconsistency from class to class in writing expectations and instruction. Having multiple children in the school system, I see a major lack of continuity in writing instruction.

This is an area my son struggles with. I never really got a good handle on his progress, also to consider: there is now MORE TIME BETWEEN report cards having gone to trimesters. The writing that came home from class and email/ progress reports from the teacher were the best way.

Same comment as above.

Today's curriculum simply does not teach the phonics and language arts tools to become a better writer. I have no idea whether or not my children are writing at the grade level standard they need to be. And the report card does not give feedback other than, "your child has improved with writing skills"

ratings are to general and broad

Again having a full understanding of what skills are required to meet writing expectations can be hard for parents- when thinking in educational terms, but the volume of information is great to get a sense of where strengths and weaknesses are.

Writing details were good, however, I would have liked to see examples of expected grade-level grammar usage and vocabulary.

Terrible design.

The breakdown of each subject group is nice but I am a believer that the upper grades need number grades (1 -100). The state scores 1-4 have large gaps. For example a 3 is 65 - 84. Where does a student fall in that range tells a whole different story. Is my child doing okay, 80, or should I be concerned, 66.

I feel it is to broad a gap to see if they are having difficulties

I think spelling should be separated into tests and functionally writing . I think certain areas should be separated (spelling vs grammar).

Same information as above.

The sub bullet descriptions are mediocre. The report card should tell a story.

i have no idea how my child is assessed in writing. There is no sections that gives you feedback and areas to work on.

All I know is that my student excels and is consistent. Can you tell me where/how I can push my child improve?

Not really sure what criteria they are using for grading, for kindergarten writing. I feel like

more emphasis is being put on writing, than writing neatly with lined paper.

More of the written feedback and my own experience is what makes me understand my child.

More detailed information is needed.

More information and copies of rubrics would be appreciated.

same as above.

My Child needed help in the reading. I could never understand the - / +. That is an unfair marking. I need to know exactly how my child is doing and a simple - / + is not a clear understand of his reading level

Same comment as above

Same as above. The detailed breakdown is helpful.

same as 2

Not sure what influenced a change in grades between marking periods.

It doesn't state in plain English what skills are learned or need improvement. I'm not sure if or how to intervene.

The write categories are adequate.

Same comments as for #2 above

The plus and minus didn't do it for me. I would've much rather preferred having a standalone grading system.

Same as above

Writing samples in homework and classwork that comes home are a much better sample than 3 reports a year.

Again, need concrete evidence.

too vague

Ditto

Same comment as above (reading).

Writing is a completely subjective grade based on opinion. Some children are expressive in written form and some are expressive in verbal form. Writing is important, but with the widespread use of computers, spell check, dragon, etc., it isn't as restrictive to the written work as it used to be.

Again, things that were not a focus in all three trimesters were still reported on.

More detailed info in the comment section needed

Reading has an actual score, like g, but writing doesn't really

This report card does not reflect the required standards for writing at all. I would like to personally note that my child can not write a fluent piece with proper capitalization and/or punctuation, which if I am not mistaken is a standard requirement for 3rd grade.

There is not enough focus on writing and learning how to write well.

Same as 2, a journal should be kept across the board. A prediction of the weekend on

Fridays/before vacation when children are excited, and an factual experience recorded in the middle of the week to recall/reflect what they actually did.

detailed subsection

same as above

See above

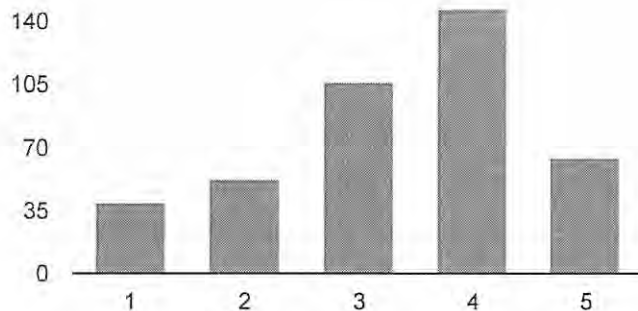
has little or no reflection of writing skills.

Hard to decipher exactly where a child "should be" and what strategies can be implemented at home to foster growth. My children had excellent teachers who sent articles of writing home on a regular basis; this better enabled me to understand my child as a writer. As an educator, I knew the questions to then ask my son's/daughter's teachers in an effort to pull along side their efforts, but other parents would likely benefit from having "points to consider" as a young writer's work is viewed.

Drawback in this area pertains to each trimester is different unit of focus but report card is too general

Standards based report cards can be done well. This report card uses too many.

4. "The report card enables me to understand my child(ren) as a mathematician/s."



Strongly Disagree: 1	40	9.8%
2	52	12.7%
3	106	25.9%
4	147	35.9%
Strongly Agree: 5	65	15.9%

Please use the box below to comment on specific aspects of the report card that influenced your opinion for Question 4.

The report card doesn't clearly correlate to the assigned work, so I'm not sure how to assist my child.

The report card format isn't clear on the performance of the child based on the way it's broken down.

Again, homework, classwork and child/teacher are better resources for progress than 3 reports a year!

End of the unit/module assessments reports would be helpful.

The teachers comments are more meaningful.

More detailed info in the comment sections needed

Again it is dependent on how much information the teacher gives in the comments

It helps me know what to reinforce at home.

Each grade level standards & expectations are different & need to be stated clearly.

The categories are very detailed and shows what was expected.

The detailed breakdown of math skills is very helpful.

concepts, but with "new ways" to arrive at answers is very difficult for a parent to figure out

same as 2

I miss the number grades for evaluating our children in their progress. It was more concrete when we used the 100 point scale system.

The meeting of specific mathematical expectations was clearly outlined.

This was helpful, but again, maybe too much information.

Criteria for math not clear

The number system as a WHOLE is grey, it does not allow a parent to advocate with concrete evidence. I want to see a grading system added on the report card. 1= below 55-63 2= 64-74 3=75-87 4=88-100 If your child has been a 2 in all categories (Progressing = approaching) since 2nd grade, when does he get help in MATH???

Same comment as above.

WHERE were the problems - not just she had problems. Perhaps this COMMON CORE was the problem.

Absolutely not. My son is being forced to solve problems in ways that are not conducive to his learning type. I want to know about his conceptual mastery not whether or not he can solve problems according to a mandated method.

ratings are too general and broad

Same answer

Same comments as #2 above

Ditto.

Some parts were specific enough and others lacked detail.

Because the standards have changed in my child's school career, it is difficult to measure.

The breakdown of each subject group is nice but I am a believer that the upper grades

need number grades (1 -100). The state scores 1-4 have large gaps. For example a 3 is 65 - 84. Where does a student fall in that range tells a whole different story. Is my child doing okay, 80, or should I be concerned, 66.

Math is math - it's black and white, no shades of grey. You either know it or you don't. Hard to progress to a new concept without the understanding of a previous concept.

I feel that overall, the report card is a step in the right direction. However, the level of instruction to meet the expectations on the report card vary greatly. I feel that my children have been used as a guinea pig for math instruction. My youngest has a great handle, my older one is a confused mess. Too much teacher movement, lack of continuity makes one child a math rock star, the other requiring AIS. Not happy at all. Very poor roll out of programs.

I like that there are comments along with the numbers.

Same information as above.

Still a lot of indicators. I think the pacing of the units and what needed to be evaluated was off from the report card dates.

math was easier to understand

sub bullet descriptions are mediocre

Again, same comment as above for both reading and writing.

Again, the core program is debatable, as is the use of calculators, which when working on a collage level with people who use calculators for everything, basically have difficulty thinking. I am not certain that the "new math" is helping, what do we mean by "grade level".

Ditto Ditto

same as above.

children are being forced to learn mathematical methods which are useful in 1/20 or less of mathematical equations, but having to take 5 steps which (in most instances) require 2 steps.

Use percentiles.

Again, seeing the breakout here was helpful and in particular the specific areas of math that each child was working on each marking period.

Again having a full understanding of what skills are required to meet math requirements can be hard for parents who learned math skills in a different format, but the volume of information is great to get a sense of where strengths and weaknesses are.

Same as above

There was a point where I asked why some of the items were only a + or - and in some cases some of the concepts were new or hadn't been started.

The plus and minus didn't do it for me. I would've much rather preferred having a standalone grading system.

Same as above

Like this aspect very much. Great detail here and like the fact it should be a constant spiral review of skills taught earlier in the year.

as stated as above

Math tends to be less subjective and more quantifiable, therefore reporting on grades is easier. I do still have some concerns as to how the "grades" are being calculated or holistically deterrent.

Same comments.

General comments were more helpful in this section.

There is a very good breakdown of the details within the MATHEMATICS categories.

detailed subsection

Way too many categories for younger grades. It is not age appropriate.

Same

A 4 means they excel but not that they are perfect! Where are their strengths? What is the next level/subject they should be working on? What methods kept them engaged? I want more info specific to my child!

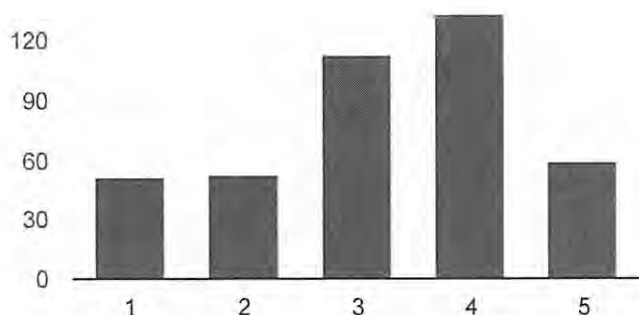
Again, I REALLY like how the teacher can comment separately for ELA, Math, and overall.

Adequate breakdown of math performance

I could never understand the - / +. That is an unfair marking. I need to know exactly how my child is doing and a simple - / + is not a clear understand of his reading level
see above

All aspects - well done.

5. "The report card indicators inform me of expectations related to the grade level standards."



Strongly Disagree: 1 **52** 12.7%

2 **53** 12.9%

3 **112** 27.3%

4 **133** 32.4%
 Strongly Agree: 5 **60** 14.6%

Please use the box below to further comment on Question 5.

Some standards only allow students to achieve a moderate score; leading parents to worry about less than expected performance.

The report card format isn't clear on the performance of the child based on the way it's broken down.

Can the child do the work, or is the child "lazy"

Give me exact qualifications rather than vague notions.

the problem i have is it does not give me any indication of where my child stands in relation to their peers. i want more information, grade level tells me nothing.

I'm not clear on the standards, maybe including cc standards that are simplified for those nit in the education field would help.

I have always felt at the elementary level that the standards grade level has two much of a wide gap.

Also, the 3x/year for report cards is enough. That was a good change.

I don't know what is above or below

Again it is dependent on how much information the teacher gives in the comments

I feel the generic 1-4 grade do give give enough specifics.

The comments written by the teacher(s) indicates what is expected
 letter or number grades would be easier to understand.

I felt that a lot of the evaluation was not quantifiable and was a subjective evaluation. I was also discouraged to see my child rated on pre-assessments and not on mastery of the standard post instruction.

The 1, 2, 3, 4 scale is relatively clear. But what if they are "at grade level" for 1/2 of the subcategories and "above grade level" for 1/2? Why not allow a "3+" (or even a 3-) to indicate that they are a little above or a little below, but not consistently above or consistently below?

It was very clear as to what is accepted at each grade level and where my child falls on that line.

a number as a benchmark is not descriptive enough. Spell it out in words - what sets the definition for a benchmark as it relates to reading on grade level? And math skills?

Expectations change per teacher. What's expected to get a 1,2,3 or 4, varies from teacher to teacher and school to school.

You might want to consider sending home something to parents that outlines the common core expectations, for each grade level, in parent friendly language.

There is no explanation for how the student is assessed or what skills are necessary for that category. There is no explanation for a student receiving a 1, 2, 3 or 4.

ratings are too general and broad

Although I have used the report card for my older children to compare their abilities to grade level standards. This report took so long to come, it would have been too late to do anything constructive about an issue if we waited to get the report to do anything about an issue! I also do not like the way it is laid out, there is not as much written by the teacher as I have seen in the past and with the advantages of electronics, more reports with simple statements of progress are better than long reports given so infrequently!

The plus/minus seemed unclear.

Yes, this helped me understand what my child is being evaluated on!

The 1-4 grading system is clearly explained on the report card

This may be the strongest positive of the report cards. However, the same goal could be accomplished via a parent handout on the standards within the grade level.

If you can decipher what the standards are actually asking for.

ABSOLUTELY NOT! What concerns me most is, which standard are you referring to, NYSED or ACSD standards?

Standard unclear. Min and max clear, but without percentile rank relative to peers and my state the numbers are kind of meaningless... when static over trimesters.

The student performance key allowed for appropriate grade-level standards and expectations understanding.

Yes, it is clear if the grade is below, at or above expected grade level

Use percentiles.

Too many standards for K level. I wish there was more of an emphasis on items that build character and demonstrate tactics that help them make decisions that are good.

NO explanation of what the standards are - and why they should be what they are.

I assume each sub-category pertains to a standard. Still, it seems too complicated and convoluted. I would still prefer one score per subject and some anecdotal comments about strengths and weaknesses.

Not at all.

same as above

It's nowhere close to grade standard levels. If it were, she would be able to ace a state test. And since . . . only has a 48% rate as far as kids being at State levels. It clearly shows that a 3 in . . . really doesn't mean anything when it comes to having to compete on a state level.

You made a terrible reporting system even worse. Would prefer grades a, b, c, d, f.

No discussion of grade level standards was given, only if she met the standards

consistently or not

This question was the only indication that I had that the new report cards intended to provide this information.

Go back to 4 MPs

Same as above

The plus and minus didn't do it for me. I would've much rather preferred having a standalone grading system.

as new topics/concepts are being taught it would be very helpful to receive a detailed explanation at home.

From the report card I'm not sure what standards are... Such as reading levels.

The + and - are nice, but why not stretch the scale a bit and have 3-, 3, and 3+ rather than lump kids into huge groups.

expectations have no basis on reality for where they should be. these standards for a grammar school child have no statistical basis for evaluating what they should know by college.

Report Cards are confusing!

there is no indication as to what the levels are.

Unfortunately the curriculum has been narrowed and there is a significant lack of creativity and innovation.

No, criteria is vague. I just know overall if my child is on grade level-sort of

The comments provided by the teacher helped me - but I think you need to provide a link somewhere of what exactly the grade level standards ARE.

It again offers a lot of information, but I think it is hard to figure out how to use the information to help our children meet standards when they have 2's.

I do not agree with this statement because every child learns differently. The expectation of one child may be different to the next child. Each child will perform and grow differently. Each child is unique and to put expectations across the board and then label them with 1 - 4 and "- & +" is silly and unrealistic.

No expectations are stated

Consistent/inconsistent does not give me sufficient information. It does not tell me how well the student is performing. It does not indicate how the student is doing as expected for grade level. I would much rather have more information, such as a letter grade or number grade (as in the 1-4 as explained on the front page of the report card.) If there is a rating of "1" in a category, an option of specific notes would be appreciated on how to raise that number.

I do not get what the expectations are from this report card. I just get what she does wrong/right

Comments from the teacher are the most helpful.

Using numbers correlates fine

Not really it was confusing on the where it tells you if your child passing to the next grade level like K going into 1st.

The categories are detail enough to communicate expectations

6. Please use the box below to offer any additional comments about any area of the report card.

An additional space for any children with an IEP. For every report card, including the last, I had to call to have them sent to me. Of the three parts of his IEP only one was consistently sent. If it was included in the report card, maybe I wouldn't need to call and request one.

I appreciate the thoughtful comments made by my children's teachers.

The report cards concentrates on Reading & Writing to show growth at grade level. Each child does not grow at the same rate. Additinally, the promote to next grade level and retain at grade level is missing from the back of the report cards.

I think great improvements can be made with more attention to providing details around what the numbers and letters mean. Keep in mind, many of us grew up with "NS" "S" non satisfactory and satisfactory for grades in elementary school. With the additional line items and numeric and alpha references, additional information will be needed to help parents understand what it means to their child. The district can afford this by posting references and resources online. Thank you!

My child's classroom teacher has been helpful as we have transitioned to this new report card. Overall, I think it is better than the previous report card that was utilized for my older child.

3 report cards/year is not sufficient. Should go back to 4x per year.

I wish the district would consider going back to a quarterly report or build in a system where teachers supply parents with mandatory narratives and progress notes.

It is very unclear what measures are being used to determine the grades on the report cards. It seems difficult for the teachers to keep accurate records for so many standards. The report cards do not align with the philosophy of showing growth over time. This is only currently accomplished via a narrative from the teacher or a parent teacher conference. I believe the current format of the report cards are a poor use of teacher time.

Overall I have no concerns about the report card measurements. My child fortunately is incredibly bright. Ask me about the common core and standardized 3rd grade testing epic fails to providing true learning opportunities. I would happily provide an objective opinion.

Not enough commentary on science and social studies. Perhaps include percentages of students at each reading or math level to let parents know where their kids fall in the

group. Each report card should have suggested areas to Work on.

quarterly reports cards are better than trimesters. Too much time elapsed before we are informed of progress, especially the first trimester. It'd be almost december before parents get to know how their child is doing in the new grade.

The old report card format allowed me to understand the skills under the umbrellas of reading, writing, and math that my child was excelling or struggling with with more specificity. The + and - system does not provide that. It only tells me that the child is generally meeting expectations.

Would like report cards more frequently instead if just trimesters at the elementary level at least

I dont like the new report cards but i guess it goes with all new common core system

I would like to see some letter grades mixed in with the plus and minus and gym, music and art the plus and minus are fine but really the number is not really telling us how well they are really doing.

I thought the report cards were well detailed and gave me a complete understanding on what my kids were learning in each subject.

If you're going to stick with the trimester, you need a progress report. As a High School teacher, we use them for the quarterly system - so that's triple the amount of contact I have with a family in the same time period. As the parent of a kindergartener, I have NO idea what needs to be done to help my child until it's late in the year.

While I know they are detailed reports. It seems so long in between report cards. What about a quick progress report for elementary students so that parents are able to know what to work on.

The letter for the fountas and pinnell reading level doesn't mean anything to you but the on, below or above grade level score is helpful. The "inconsistent" (minuses) aren't clear. The minus implies no progress or moving backwards. Overall, though, the report card language is clear.

I would ask the administration to strongly encourage all teachers to write as much detail as possible in the Comment section of all their childrens' report cards so we parents have as much information as possible. It is the most important part of the report card in my opinion. Of course, it is essential to know where our child is in terms of the expectation to their grade level and so the ranking (1-4) is also necessary.

I prefer a quarterly method of reporting grades because the amount of time that occurs between trimesters can be monumental in a child's learning. If switching to trimester, maybe progress reports can be utilized half way through each trimester in order for parents to get a better understanding of where their child is, in terms of grade level expectation.

As stated above this report card is very difficult to read the + and - marks make no sense to me

I believe that teacher personalizing comments is invaluable. Some teachers put additional comments which is extremely beneficial. Also, there were indicators that were never addressed/measured during the school year, what is the purpose of those?

Stop participation in common core!

they are inconsistent poorly done and you have no idea what your child is doing in class. There work they do in class reflects nothing on the report card

It's too general and non specific

I am not sure I found the report cards helpful. I hope that if a child is having a problem in an area the teacher would let us know before the report card comes out so we can work on things at home. I did not have any problems this year and was very happy with Mrs. Randall. I think my daughter did great this year (but don't all parents think that...)

I appreciated how the comments helped clarify the report card indicators.

We had a hat time understand the report card. Me and my husband both said multiple time how much easier it would be if we just had the standard report card with a grade on it. Then if you are concerned you have a meeting with teacher, and or send an email. I really hope they stop using this grading system!

An emphasis really should be made on the comment section. As parents we need to know what we can do at home to support the teachers and of course of children during these foundational years! Thank you for asking!

I don't like it, its too lengthy, report cards should be short, explanations from teacher should be there but this report card is a book. and also if you are going to have a book for a report card, why is there no commentary for behaviors on the back. it would seem that would help to curb negative behaviors that would impede educational growth.

Teachers, need to send school work home and write explicit comments for us as parents to gather a lucid report of our children's progress. Otherwise, the report cards are useless. Most classes are approximately 20 students, this is not an unreasonable request. Yes, I am very upset with the lack of input on my daughters progress. We did not receive any class work or assessments home all year, so the report card card is a complete surprise, and for me useless.

It would be nice to personalize them a bit more...seems to "choose one". I always looked forward to the explanation from the teacher. Please simplify what students should know at each grade level, the state's standards are too wordy.

The indicators for each area attempt to let a parent know about the child's progress. However, comments are absolutely necessary in order for teachers to clearly elucidate *the relationship* between the verbiage and the actual child. Using a Fountas and Pinnell reading level on the report card is inappropriate, as it can be very misleading for parents.

I need More Communication. Three times a year is ineffective. By the time I learn that there's a suspected learning defeciency, THREE months have passed and then I have to wait longer for all the hurdles of RTI.

Report cards are a small snapshot of what children do in relation to the district's benchmarks. They do not give a in depth understanding of my children. Face to face conferences offer a much better understanding of my children's progress. A second conference in the spring would be much more helpful. The fall conference is a good start, but there needs to be second one so that progress or lack thereof can be addressed.

The teacher comments section is the most helpful since the teacher can explain strengths and weaknesses in more detail.

Overall, I think it's a better system and can help me identify what my child may need to improve.

For "Library", what does it mean to "Performs grade-level library skills"? How does one acquire above-grade library skills? No the librarian left no comments about my daughter in any marking period. Also, there are about 20 subcategories each for ELA and Math, but only 2 each for Science and Social Studies. Did the kids really spend 10 times as much time on ELA and Math as Science and Social Studies? If not, shouldn't "relative" focus be placed on these subjects in their evaluations?

For me, the report card is great. I love the detail about what specific skills the children are expected to demonstrate at their grade levels. But I'm also a fluent and avid reader, and I think parents who are not might have a hard time with some elements of the report card. For instance: "Applies skills in phonological awareness (rhyming, blending, segmenting)." For sure, it's a balancing act to simplify enough without losing valuable detail or making the report card 12 pages long. Cheers!

PLEASE GO BACK TO QUARTERS!!!!!!! or BETTER YET, SEND OUT REPORTS MORE OFTEN LIKE EVERY 5 weeks like the high school/ middle school does in a format that the teacher can do quickly to give feed back to the parent with out making the parent instigate the need for more frequent contact!!!! EVEN 6 REPORTS A YEAR WOULD BE BENEFICIAL NOT LESS THAN 4!!! THERE IS NOT ENOUGH NEW INFORMATION GIVEN ON NEW REPORTS TO WARRANT THE FEWER NUMBERS! PARENTS WHO WANT MORE IN DEPTH INFORMATION COULD SEEK IT OUT WITHOUT JEOPARDIZING THE FREQUENCY OF CONTACT!

I DO NOT LIKE the trimester report cards. It leaves too much time in between to work with my children on their progress. Mandatory progress reports should be required in between report cards. My struggling son takes NO motivation from the report cards. His efforts are not reflected in the report cards - he gets straight 2's and does not see why he should try harder because it will be a "2" regardless. Reports seem very impersonal for elementary children. I feel the only useful report card is the 2nd semester one - the 1st report card is a "getting to know you" report - the 2nd is a true reflection of how your child is progressing and the 3rd is goodbye, move on to the next grade. VERY DISAPPOINTING reporting system for the parent and the student - PLEASE REQUIRE PROGRESS REPORTS

Since the report card is typed, it is easy to read. Thank you for that.

I wish there had been a place on the report card to tell me if my child promoted to the next grade level. The layout is a bit awkward.

Not a big fan of it, felt like a lot of things overlooked and felt my child could of easily fell behind if I did not stay on top of it. Didn't feel the teacher was on top of it either

I think the district should explore adopting the practice on the report card of "NY- not yet"...in doing so, it alleviates the stress and anxiety of students that do not yet understand a concept to mastery but are equally aware they are not measuring up to peers. Using "not yet" makes a goal more attainable and creates a mind shift about reaching benchmarks. It is takes away the negative stigma of not getting a concept right away while allowing a positive shift toward gaining on a skill.

I found these report cards to be more useful and easier to understand than the previous report cards. I also like the fact that there is 3 rather 4 report cards a school year.

Thanks so much for asking for our input as parents. I like this new report card. I have seen 15 years of elementary report cards. This one is the best.

Put the legend for meaning of grades on each page.

I feel that this report card is much more informative than the previous one. The only concern I have is that a reading level (letter) is placed on the report card. I feel that the children will be comparing their reading levels to those of their friends. It also does not have much meaning to me, as a parent. Knowing if my child is above, on, or below grade level reading expectations is enough information for me. When shopping for books at the store, I am not able to find specific levels by letter.

The new report card is like the new Core Curriculum - the concepts have always been around, they just have new names to them. At the end of the day, there aren't any "failing" grades, just below, at, above, or superior. Are we doing a dis-service to our children by not letting them fail at a young age? How will they cope when/if the fail as they get older?

I eschew report cards that use pre-fabricated comments and would prefer a candid narrative if possible.

I would prefer to see the "+" and "-" used if my child is in between scores rather than inconsistent vs. consistent. Example - If my child is in between a 3 and a 4, I would like to see the grade as 3+. I think the inconsistent/consistent concept could be discussed in the comments if necessary. Thank you for the opportunity to comment.

Using the 1-4 and plus minus system is more harmful than helpful. Students believe a 1 is horrible and a four is the best. Using percentiles will able them to see how much they truly understand.

In all areas the contents are helpful in explaining the grades

There was only one thing on the report card that I still do not understand. On the front page at the bottom, it says "Fountas and Pinnell June Benchmark Assessment" - And

the letter "D" in the box. I have no clue what this assessment is nor when it was done. And does a D mean my son did poorly?

Since the school takes so many snow days, and delayed openings, I don't understand why they don't just go to a semester, rather than a trimester. Most of my daughters second marking period was spent at home.

If something ain't broke, why we always feel the need to fix it?

I hate that there is only 3 report cards. All other levels of education have 4 semesters- it helps to keep the parent and child on track. We need more contact seeing as we seem to not be allowed in the classrooms as parents. Parents should be part of the education system not just homework supervisors.

I think the new forms are great!

The only part of the report card that was useful to me was the teacher comments. There is no correlation between the + and -, and the overall grade of 1,2,3,4.

With the move to a trimester model, the district should consider an interim, brief progress note to be issued, as there are long periods of time between report cards.

Please consider having G for Good for effort and behaviors. I think there is a wide span between S for satisfactory and O for outstanding.

The report card was very easy to understand. We prefer to go back to the quarterly report cards. It is easier to track the child's progress.

communication lacks from the teacher so the report card is the only tool that can be used to measure progress. This is too general and the canned comments lack any personalization towards the children, the teacher could copy the same card 25 times. There is nothing to substantiate the grades. Also, 3 times a year is too far between to determine if intervention and enrichment is needed

I thought this report card was very informative- it's very specific which I like. So you know exactly where your child excels and where they need help.

Overall, I felt informed throughout the school year and I was ok with the district's move to three reporting periods. My son had a great school year. Thank you!

What will happen when the common core standards go away? We will change the report card again?

Although I find the report card to be more informative. I DO NOT LIKE the change in only have 3 reports in a year. I much prefer the original way of grade reporting so that you have a better handle on your child's progress.. The perfect solution would be to incorporate the more detailed report card in the 4 times a year format but I know that will never happen and since my child has been promoted to Middle School this isn't an issue for me any longer.

I appreciate the changes that were made however, having 4 children go through the Arlington schools, it's never an easy task to implement something new and receive rave reviews. My children are successful and that's all that matters. The report card

pigeonholes children. Not much room to speak to an individual's accomplishments except in the comment section. Overall I feel it's very generic but does give me some insight on my child's progress.

There are too many variables used on the report card to show assessment of my students progress. I am able to observe their progress through the teacher's comments but it doesn't provide an adequate quantitative analysis.

I am probably one of the few parents who prefers the old report card. I liked to see the plus and minus..some kids who are a 2 plus may be approaching a 3. I also prefer the personal comments about my child. The new one is quite impersonal.

One thing I really DISLIKE about the report card are the categories for Behaviors That Support Learning. The jump from Satisfactory to Outstanding is too big; you need Good. I actually scheduled a conference with my child's teacher because she scored Satisfactory in two areas but Outstanding in the rest. I thought there was a problem because to me satisfactory implies just above acceptable. The teacher told me that she struggled with this, as did other teachers because there is really no middle ground between the two.

I am not fond of the trimesters. It is too long to wait for progress updates, especially for students who struggle. Middle and high school give you 5 week updates AND use parent portal for daily progress. Elementary should have the same as these younger years are the time to build foundations and good study habits. I feel a huge disconnect with my son's academic progress vs being involved with my 8th grade daughter's.

The + and - are confusing. Would rather see consistent or inconsistent used. Also the reading level O stands for "on grade level" but for behaviors that support learning it means "outstanding" - very misleading to parents!

I also think that only receiving feedback three times a year puts parents and the students at a disadvantage. If a child is struggling that is a long period in which one waits to know this.

Comments are very vague and seem to be from a standard option. There is nothing on the report card that identifies my child in comparison to the next. The reading grade, although confusing is a score that my child received however everything else is based on someones opinion. It would be nice if there were some test grades included. They seem to take many classroom, school, district, state tests but nowhere do we ever see the results or feedback from these exams. The report cards do not strongly represent what the kids are being tested on. That of course should not be the only factor but should be provided.

Quarterly reports would be more effective.

i never saw a problem before with the old report cards, they were way more personal and more easily understood

I'd rather see an emphasis on what area's need work and lump all the good stuff together in a general area, so that it's easier to focus on the problem areas.

I felt that the report cards didn't give enough opportunity for the teachers to individualize it for each student.

I think for an educated parent, who is invested in their child's education, standards based report cards are most informative. However, parents that are Spanish speaking or less educated need to be more informed of the standards and how to interpret the report card.

There was no grade for Library in the final report card with no explanation. Was the omission intentional or an oversight?

Having child's reading level only once doesn't show me anything. I have nothing to compare it with nor would I know what the letter meant if I wasn't a teacher. I would like another parent conference at the end of the year to go over my child's progress and see the work he did that aligns with the report card so I can understand it better and have a learning plan for each of my children over summer if needed. It would help me know specifics of how I could help my child. Comments in person are way more valuable to me than what I received in the report card.

Please go back to the old report card format.

Please include whether the child has been promoted to the next grade on the report card. Thank you.

My husband made a great point. No where is there any mention that my son successfully completed the requirements necessary to move on to the next grade. Parents and students look for that affirmation. Comments and Suggestions regarding the comments should be mandatory from the teachers.

The report card is not age appropriate. There is no explanation of the expectations for that grade level. It is way too long and doesn't give any helpful information like areas of concern or things to work on.

It would be much easier for parents if the elementary report card followed a graded system like the middle school. It would also help if we knew what the expectations were for each child/grade. Having a parent/teacher conference prior to the first report card is a waste of time and just plain foolish on the district's part. At that point, without a report card the teacher is not telling me anything I don't already know.

I prefer to get a report card more often with less information. The new report card seems to make things much more difficult than necessary. I prefer the old way much better.

In my opinion I would love to see a number grade. I am fine with trimesters but want to know in detail where they stand grade wise. This system does not help me understand how my child is progressing.

Prefer 4 quarter report card, poor communication from teachers leave a parent more in the dark

I like the old report cards.

Teachers' comments were also very crucial in understanding my child's progress. It

would have been more valuable to have comments from every teacher.

As parents we also need to see quarterly report cards. The trimester is ridiculous. "If it's not broke don't fix it". Why did we need to change the report card at all? I have an older child at the high school and they still do quarterly report cards. It would be nice to have the district agree on one thing for all of the kids and not confuse us parents.

I would love to see the report cards go back to the frequency they had been to help children who are struggling to get the intervention at a faster rate

Go back to the old format!!! This one provides no information it's only plus or minus which is way too vague.

Thank you for providing the parents of the district the opportunity to voice their opinions.

The report card seemed fairly comprehensive. However, I would like to see the quarterly timeframe reinstated. I felt like we went for a long time without any feedback as to how our students were performing. More frequent reports allow parents more opportunities to redirect their kids if they seem to be getting off course during the year.

This is our first year with a child going through the public school system. Our daughter had a fantastic kindergarten experience with a wonderful teacher. She was great about giving feedback throughout the year and responding to e-mails with questions or concerns. If she was not so wonderful with communication, I don't know that the three times yearly feedback from the report card would be enough. We are hopeful though that we will continue to have teachers that are as responsive and communicate effectively. I also like that the report cards come home and are not simply through parent portal as is the case with neighboring districts.

Although the report is easy to read and the categories are clear, I find the +/- system to be very confusing. I understand that it is supposed to represent whether the child is performing consistently or not, but I don't understand it's meaning in context with the overall number grade (eg, 3). For instance, if the child got a 4, but is showing one or minuses (-), does that mean the child is inconsistently a 4? Or said another way, if the child is performing inconsistently, shouldn't the child already be rated a 2 or maybe a 3? I just don't understand what the +/- means in comparison to the overall number grade for the category. Perhaps it would be clearer if the +/- was changed to a S/U/E (satisfactory, unsatisfactory, exceeding).

How do the teachers feel about it? Are they really able to give comprehensive summative assessments in each of those areas in which they are having to give a number, plus, or minus? That seems unrealistic. I wonder if the teachers find these report cards meaningful? Please survey them as well. They are the experts on what needs to be communicated to the parents and how best to do it.

If anything, the report card is too detailed. I would rather my children's teachers spend their time instructing my children, rather than being burdened with documenting and gathering data for an excessive number of indicators on the report card.

Not very impressed with the information it contained. My husband and myself are both

educators and found it confusing to understand. We didn't get a clear sense of how well our student was performing.

I liked the added detail in the report cards this year. I do wish the teachers added more comments.

There is just so much paper, it's wasteful... With all of the details for each academic area you forget these assessments are pertaining to children...

More information about the A-Z reading levels would be helpful to gear students to appropriate reading selections for independent reading. Simply knowing they are "above level" or "below level" doesn't describe enough.

you didn't ask for parents or teachers to go to trimesters, yet you want information AFTER the fact? common core is terrible. close reading is killing children's love for reading. why is handwriting put on the back burner? why are children being given homework that is well beyond their years and which requires 1-2 hours a night for a 3rd grader? finland, which is considered one of the top countries in the world for their schools, doesn't given anywhere near the amount of homework or tests that we do. <http://www.cnn.com/2014/10/06/opinion/sahlberg-finland-education/> by the way, according to these false 'standards', my child is doing quite well. fortunately we are paying for extra services which are helping fill in the gaps that the schools have now eliminated. how many parents can't afford to do this, and will watch as public schools 'fail' their children? kill this common core junk, standardized overtesting, and go back to how things were 15 years ago.

So in this era of "enhanced communication" we get fewer report cards, with lots of check boxes, that overall tell us nothing. THESE REPORT CARDS STINK! I would rather have four reports a year, with thoughtful comments by the teachers, than this garbage. But I guess that 's what we get when we "teach to the test" as is required by this curriculum. Overall, this was the WORST year in terms of curriculum and communication we have had since we began schooling in this district. We move here because of the good schools - how mistaken we were.

There should be an area designated within the report card for PARENT COMMENTS for the 1st, 2nd, and 3rd quarters.

Even with the changes in the report card I still found that the most valuable information I received about my child was either from teacher comments or conversations. I felt that the hardest part of trimester report cards is that their is a long gap of time from November conferences to when you see another report card in end of March beginning of April. I requested a conference with my child's teacher in March, which I felt necessary with the gap in time from the first report card.

We were a little surprised and disappointed that elementary schools went down to 3 report cards instead of 4, as is still done in the middle and high schools. I don't believe I ever saw an explanation of why that happened. Having more checkpoints allows for more chance for corrective action to be taken mid-year. And my child at least likes

getting the feedback and getting that report card with good grades! She also was disappointed because she didn't get report cards at the same time as her old sibling who is in middle school. Also, it would be nice to know what the grades are for the "common" tests that are taken for assessments (not the state tests, just the Arlington tests).

What were the methods used that helped my child to excel? What subjects were more difficult for my child? How far above grade level was my child allowed to venture? These are questions that engaged parents need to have answered via the report cards.

I think the previous model of a rating system of 1-4 or an I/S/O standard is a bit better in helping parents track progress and understand where the children's strengths and weaknesses are.

I feel more feedback from teachers is needed. The +/- system is not very informative alone and the limited feedback from teachers is not enough.

Son hates the report card ...as a teacher I agree. You are asking them to excel at grade level to get a 4. If a kid is doing everything they should on grade level they should be getting a 4 the expectation is that the child completes grade level requirements. If a child excels note that in the comment section.

It would be nice if the phys ed teacher, art teacher, music teacher and librarian were required to write comments. Even though these are considered specials it is still nice to receive some feedback other than just a numerical grade. Sometimes they do make a comment but it is not on a consistent basis.

overall the report card is OK I feel the comments made by teachers were too generic and did not give me specific details about my child's individualized needs/strengths - I liked the reading level being included but would love a key that explained what is the goal per grade level . the +/- system took getting used to - I did find the breakdown of goals under each section to be well defined - but overall I would love more individualized comments by the staff

I liked the old report card better.

I think you should keep the current format. Even though we may have a hard time figuring out the information presented, and how to use it to help our children, it is great to have all the data. I also like the feedback provided by the teachers to get a better overall view of strengths and weaknesses and suggestions for improvements.

Unfortunately, I couldn't understand from the report card whether my child progressed or not in all of the areas. The teacher graded my child mostly 3+ throughout the year. I was very disappointed that the report card didn't show how my child improved in all areas. Useless.

Prefer 4 quarters instead of 3 trimesters!

Number of daily responses

