



MORRIS SCHOOL DISTRICT

K-5 REPORT CARD

Student: [REDACTED]

Grade: 2

Teacher: [REDACTED]

Attendance: 66 Absent: 1 Tardy: 0

Date: 6/21/10

COMMUNICATING STUDENT PROGRESS

Keys to Success:

The report card is one form of communication between school and home. Each child will have a very different profile which reflects his or her uniqueness. All children will not show the same progress in each category. Developmental learning is affected by the age and maturity level of the child, his or her out of school experiences, as well as classroom learning. At the second through fifth grades it is a collaborative evaluation in that the student's self-reflection is a key component along with the teacher's narrative profile.

Children in the Morris School District progress along continuums in a child-centered, developmentally appropriate, non-comparative, non-competitive environment. This individualized progress report indicates your child's place along the reading and writing continuums, as well as his/her achievement in developing math knowledge, skills and concepts. The school community promotes academic excellence by empowering children to set and achieve high standards, develop problem solving skills, be self-reflective, make responsible decisions and become life long learners. Parents/guardians are encouraged to be education partners by responding in writing to your child's progress report.

Learning Continuum:

Children may exhibit characteristics from more than one stage on the continuum. Your child exhibits a majority of the characteristics in the area(s) checked on the reverse side of this page. The level to which the child exhibits these characteristics is noted by the use of a key:

I- Independently uses skill

P- Progressing and developing

E- Experiencing difficulty



READING CONTINUUM

<input type="checkbox"/> Readiness	<input type="checkbox"/> Pre-conventional	<input type="checkbox"/> Early Emergent	<input type="checkbox"/> Emergent	<input type="checkbox"/> Beginning	<input type="checkbox"/> Early Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Bridging	<input type="checkbox"/> Expanding	<input type="checkbox"/> Fluent
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EMERGENT

- I Retells Emergent text w/beginning, middle and end
- I Reads Emergent fiction and nonfiction independently
- I Uses text to gain meaning (semantics)
- P Uses sentence structure to help read (syntax)
- P Reads with fluency

✓ Skills and strategies observed

- Listens and explores questions related to a topic of interest
- Sequences letters alphabetically
- Uses short vowel patterns
- Uses long vowel patterns
- Uses initial blends and digraphs
- Has Emergent sight vocabulary
- Increases interest in various genres
- Begins to read and follow directions
- Uses end marks (,?!)
- Engages in 10 minutes of uninterrupted silent reading
- Decodes words using simple inflecting endings (s, ed, ing)
- Makes predictions and conclusions based on text
- Connects books to own experiences
- Chooses to read independently when given options
- Identifies main characters
- Identifies main idea and setting

INSTRUCTIONAL LEVEL GRADE 1-2



WRITING CONTINUUM

<input type="checkbox"/> Readiness	<input type="checkbox"/> Pre-conventional	<input type="checkbox"/> Early Emergent	<input type="checkbox"/> Emergent	<input type="checkbox"/> Beginning	<input type="checkbox"/> Early Developing	<input type="checkbox"/> Developing	<input type="checkbox"/> Bridging	<input type="checkbox"/> Expanding	<input type="checkbox"/> Fluent
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BEGINNING

- I Forms all letters legibly
- I Spacing between words is clear
- I Uses sound symbol relationships to write words
- P Writes pieces that others can read
- P Writes a variety of complete sentences
- P Begins to write in paragraphs
- I Uses end punctuation correctly
- I Writes a story with beginning, middle and end incorporating details
- I Writes about observations and experiences
- P Uses reference materials to revise
- P Uses simple checklists and/or rubrics to improve writing

✓ Skills and strategies observed

- Begins to use capital letters correctly when writing proper nouns
- Spells priority words correctly
- Begins to edit own writing independently
- Shares own writing with others
- Enjoys writing independently
- Chooses own writing topics
- Revises own writing with purpose e.g. adding details with guidance
- Writes nonfiction with guidance
- Independently writes for extended period of time

INSTRUCTIONAL LEVEL GRADE 1-2



2nd GRADE MATHEMATICS PROGRESS REPORT

KEY

I - Independent
 P - Progressing
 E - Experiencing Difficulty
 N/A - Not Accountable



NAME _____

Feb	June	Number Sense and Numerical Operations
	I	Understands place value through thousands
	I	Compares numbers to three digits (<, >, =)
	I	Orders and identifies numbers up to 999
	I	Understands addition/subtraction fact families
	P	Masters basic addition facts up to a sum of 20
	P	Masters basic subtraction facts up to a sum of 20
	I	Uses and extends patterns by determining rules to solve problems
	I	Creates patterns by skip counting
		Calculates addition and subtraction problems using:
	I	pencil/paper using a taught method
	P	mental math
	P	calculator
		Adds numbers:
	I	With regrouping up to two digit numbers
	P	Uses estimation to decide upon reasonable answers
		Subtracts numbers:
	I	without regrouping with numbers less than 100
	P	Uses estimation to decide upon reasonable answers
		Estimates whole numbers to the nearest:
	I	tens
	I	hundreds
		Understands money concepts:
	I	uses dollar/cent notation correctly
	I	counts money combinations accurately
	I	Understands fractions as part of a whole number:
	I	identifies numerator and denominator
	I	names fractional parts of region (1/4, 1/2, 1/8)
	I	compares simple fractions

Feb	June	Mathematical Processes and Problem Solving
	P	Identifies questions asked in word problems
	P	Uses problem-solving strategies to solve number stories
	P	Identifies missing information in number stories
	P	Describes the mathematical thinking used to solve a problem
	P	Writes, solves and creates number sentences from word problems
		Data Analysis, Probability and Discrete Math
	I	Reads and interprets tables and graphs
	I	Predicts the outcome of a problem
	P	Collects and organizes data
		Geometry and Measurement
	I	Identifies, classifies and describes 2-Dimensional shapes
	I	Identifies, classifies and describes 3-Dimensional shapes and figures
	I	Identifies triangles, quadrilaterals, pentagons and hexagons
	I	Identifies symmetric figures and draws lines of symmetry
		Tells time:
	I	to nearest quarter hour
	I	by five-minute intervals
	I	by digital notation (e.g. 6:45)
	I	Identifies relationships of time (minute: hour, month: year)
		Units of measurement:
	I	properly uses measuring tools (ruler, tape measure, meter stick)
	I	Selects appropriate unit of measure to solve a problem
		Measures and estimates to the nearest:
	I	centimeter
	I	meter
	I	inch
	I	foot
	I	yard
	P	Estimates and measures area using other objects
	P	Estimates and measures using cups and pints
	P	Estimates and measures temperature

GRADES K-2 PROGRESS REPORT

STUDENT _____

ASSESSMENT KEY

- I – Independently uses skill
- P – Progressing and developing
- E – Experiencing difficulty

	Feb	June
LISTENING/SPEAKING		
Listens for enjoyment		I
Listens carefully to and follows directions		I
Demonstrates active listening skills		I
Responds to peer presentations		I
Participates in discussions		I
Consistently communicates meaningful ideas to the group		I
Uses complete sentences when speaking		P
Clearly expresses ideas		P
SOCIAL AND EMOTIONAL DEVELOPMENT		
Accepts responsibility for choices		I
Exhibits willingness to try new tasks; is a risk-taker		I
Makes positive statements about self and his/her accomplishments		I
Exhibits self-control and shares feelings appropriately		I
Interacts with peers and adults appropriately, exhibiting respect, courtesy and good manners		I
Exhibits a willingness to help others		I
Shows concern for others' feelings		I
Accepts guidance and tries to improve		I
Respects personal and school property		I
Independently follows school and class routines		I
Thinks independently and solves own problems		P
WORK STUDY HABITS		
Displays effort		I
Takes pride in work		I
Completes class work within an appropriate time frame		I
Takes responsibility for completing homework assignments completing them regularly		I
Independently chooses a variety of learning options		I
Keeps work and materials organized		I
Works well independently to accomplish goals		I
Works cooperatively in a group		I
Takes pride in the presentation of neat and organized work		I
Participates in classroom activities		I

	Feb	June
SCIENCE Grades K-2		
Participates in activities and experiments		I
Demonstrates understanding of science concepts		P
Exhibits good conduct		P
Follows directions		P

	Feb	June
PHYSICAL EDUCATION/HEALTH Grades K-2		
Demonstrates age appropriate movement skills		P
Engages in fitness enhancing activities		P
Demonstrates understanding of health concepts		P
Demonstrates positive behaviors		P

	Feb	June
ART Grades K-2		
Uses materials and employs techniques appropriately		P
Understands the concepts of art		P
Completes class work in an appropriate time frame		I
Shows effort		I
Listens to and follows directions		I

	Feb	June
VOCAL MUSIC Grades K-2		
Performs age appropriate rhythms accurately		P
Matches pitch consistently		P
Applies musical skills and knowledge		P
Actively participates in musical activities		P
Exhibits good conduct		P

	Feb	June
MEDIA LITERACY Grades K-2		
Takes proper care of books, materials and the media center		I
Locates appropriate materials in the media center		I
Recognizes a variety of fiction and nonfiction materials		I
Locates title, author and parts of the book		I
Properly uses mouse, keyboard, and basic computer vocabulary		I
Aware of safe Internet usage		P
Listens attentively		I

STUDENT NAME: _____



REPORT CARD COMMENTS

Narrative based on positive growth seen this year (Reading, Writing, Math, Social and Emotional)

Anton has made great progress since his arrival. His comprehension and use of English while speaking have increased amazingly well. Anton has improved slowly, yet steadily in reading and writing. Learning to read and write in one's own language takes time. Anton has done well to improve his comprehension and phonics of English. In math, Anton has learned fast and scored among the top of the class consistently. In all subjects, he would not have improved so much without a wonderful attitude. He takes a lot of pride in his work and tries his best. Socially, Anton has proved to be very energetic and humorous. Anton is well liked in class. But his expectation and insistence on classmates sometimes sets him apart. He would do well in the future to understand culture and customs are very different here than in Germany. Anton has been a real pleasure to have in class and will be missed.

GOALS (Drawn specifically from the continuum and other report card aspects)

Anton can improve his phonemic awareness, spelling, comprehension and vocabulary. If his effort in school continues, many of these goals will be achieved naturally. Anton can read as much as possible, have play dates, and keep a journal this summer to improve in these areas.

Teacher signature _____

A handwritten signature in black ink, appearing to be "RR", written over a horizontal line.

-----Tear here-----

PARENT COMMENT(s) – [Please sign and return this section of the page only to your child's homeroom teacher]

Parent signature _____

Morris School District

160 HILLCREST AVENUE
MORRISTOWN, NEW JERSEY 07960
Phone: 973-292-2240 Fax: 973-292-2240



Hillcrest School

[Redacted], Principal

July 30, 2010

Dear Parent or Guardian,

This past spring, ELL (English Language Learning) students in Kindergarten through grade twelve participated in the administration of the ACCESS for ELLs language proficiency test. With this information, we will be able to monitor individual student progress in English language acquisition on an annual basis.

Enclosed you will find your child's results on the ACCESS test. The Parent/Guardian Report provides information about your child's **English Language Proficiency Level**. This information is for you to review and keep.

If you have any questions regarding these tests or the information that is being sent to you about how your child did on these tests, please contact your child's ELL/BIL teacher.

Sincerely, [Redacted]





Principal

Parent/Guardian Report - 2010

District: Morris	Student: [REDACTED]	
School: Hillcrest ES	State ID: 8274567186	District ID: 613714
Grade: 2	Birth Date: [REDACTED]	

Report Purpose: This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student's English Language Proficiency Level

Test Section	1 - Entering	2 - Beginning	3 - Developing	4 - Expanding	5 - Bridging	6 - Reaching
Listening 	[REDACTED]					
Speaking 	[REDACTED]					
Reading 	[REDACTED]					
Writing 	[REDACTED]					
Comprehension ^A (Listening and Reading)	[REDACTED]					
Overall Score ^B <small>(Listening, Speaking, Reading, and Writing)</small>	[REDACTED]					

Proficiency Level	Description of English Language Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support
2 - Beginning	Knows and uses some social English and general academic language with visual support
3 - Developing	Knows and uses social English and some specific academic language with visual support
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	<p>Test Section Is Blank - If the student was absent for this Section of the test</p> <p>A - Comprehension Score = 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections</p> <p>B - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections</p>

Teacher Report – 2010

District: Morris			Student: _____		
School: Hillcrest ES			State ID: 8274567186		District ID: 613714
Grade: 2	Tier: B	Grade Level Cluster: 1-2	Birth Date: _____		

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band					Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	
Listening	313			267 ---♦---	359		4.2
Speaking	333			300 --♦--	366		3.5
Reading	312			290 -♦-	334		5.0
Writing	284			268 -♦-	300		2.9
Oral Language ^A	323			298 --0-	348		3.8
Literacy ^B	298			285 0-	311		3.5
Comprehension ^C	312			293 -0-	331		4.7
Overall Score ^D (Composite)	306			295 0	317		3.6

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English Language Proficiency Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	8	10
Language of Language Arts	6	9
Language of Mathematics	7	10
Language of Science	10	10
Language of Social Studies	9	9

SPEAKING TASKS

English Language Proficiency Standards	Raw Score	Total # of Items
Social & Instructional	3	3
Language Arts/Social Studies	4	5
Mathematics/Science	1	5

NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

WRITING TASKS

English Language Proficiency Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional	4	12	4	12	4	12
Mathematics		0		0		0
Science		0		0		0
Language Arts & Social Studies	3	6	2	6	2	6

Description of Proficiency Levels

- 1 Entering - Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning - Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing - Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding - Knows and uses social English and some technical academic language
- 5 Bridging - Knows and uses social English and academic language working with grade level material
- 6 Reaching - Knows and uses social and academic language at the highest level measured by this test