

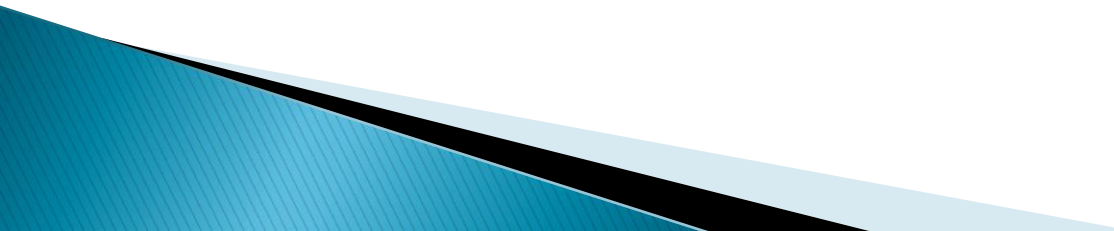
Report Cards

Annistown Elementary
School

Gwinnett County Public
Schools

The teacher of each classroom is responsible for evaluating the individual student's progress toward the AKS as described in the guidelines below.

Kindergarten

1. The Kindergarten Progress Report is designed to be used to assist teachers in evaluating the on-going growth and development of their students, as defined by the AKS.
 2. Each indicator on the Progress Report should be marked at the appropriate level of progress. Indicators should be thought of as signals of development as well as the level of progress toward specific objectives.
 3. The major purpose of the reporting instrument is to inform parents about the growth, development, and academic progress of their child every nine weeks as defined by the AKS.
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Kindergarten Report Card



Annistown Elementary School
 Gwinnett County Public Schools and its schools are accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).
 www.gwinnettk12.ga.us
 3150 Spain Rd - Snellville, GA 30039
 Telephone: (770) 979-2950

Student ID: _____ Student Name: _____ Grade: _____ Teacher: _____

GTID: _____ 1st Quarter Report Date: 10/08/2010

	1st 9 Weeks		2nd 9 Weeks		3rd 9 Weeks		4th 9 Weeks	
	Grade	Notes	Grade	Notes	Grade	Notes	Grade	Notes
Language Arts/Reading								
Language Arts/Writing								
Mathematics								
Science								
Social Studies								
Health								

	1st 9 Weeks		2nd 9 Weeks		3rd 9 Weeks		4th 9 Weeks	
	Grade	Notes	Grade	Notes	Grade	Notes	Grade	Notes
Approaches to Learning								
- Curiosity/Initiative								
- Creativity								
- Attention/Engagement								
- Problem Solving/Reasoning								
Conduct								
- Social Development								
- Personal Development								

Grading Scale
 E - Excellent
 S - Satisfactory
 N - Needs Improvement
 U - Unsatisfactory
 ✓ - Area of Needed Improvement

School Messages
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Attendance	Total YTD	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Unexcused Absences	0	0	0	0	0
Excused Absences	0	0	0	0	0
Days Tardy	0	0	0	0	0
Checkouts	0	0	0	0	0

Teacher Notes

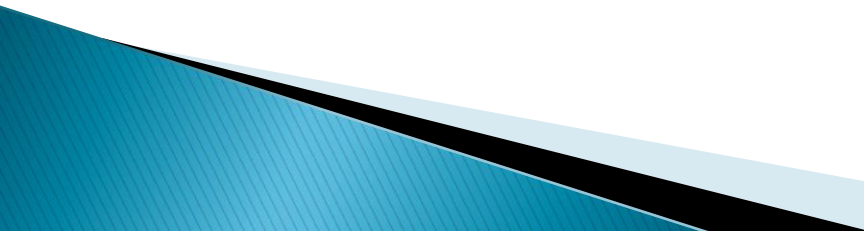
Promotion Criteria
 1) Promotion requires demonstration of proficiency of the grade level AKS.
 - A special education student's promotion is determined by an IEP

First Grade

1. First graders are assessed on progress toward the AKS by the following scale in academic areas, effort, conduct, art, music, health, physical education and:

E	=	Surpasses Standards
S	=	Satisfactory
N	=	Needs to Improve
U	=	Unsatisfactory

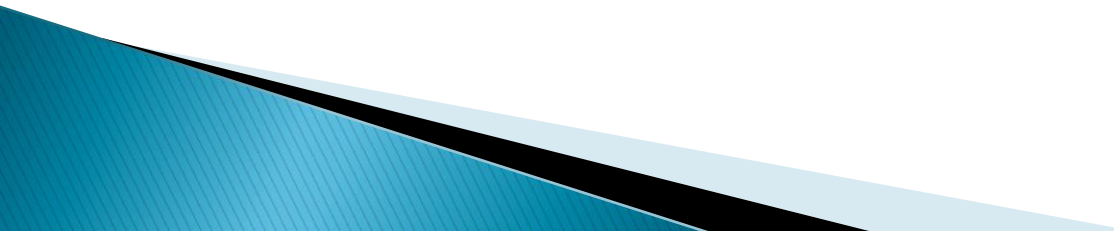
2. To determine a student's grade accurately, the teacher should utilize a variety of learning activities and assessments such as classwork homework, projects and tests. All aspects of the evaluation of student progress, including any tests, should assess mastery of the AKS. Homework is designed to practice mastery, and homework grades should not be weighted so that they become the sole criterion for passing or failing.



4. The teacher's evaluation of student progress toward the AKS should be made continuously available to students and parents. Any major change or trend toward change should be communicated to the parents in a timely manner.

5. Student performance is recorded in the teacher's electronic gradebook. The electronic gradebook is available for parent access through go2.gwinnett (an online resource for parents). Schools provide information to parents on an ongoing basis about how to access this parent portal.

6. Nine-week grade reports (REPORT CARDS) will be issued following the end of each nine-week grading period. The student is responsible for making the report available to his or her parents or guardians. Nine-week grade report envelopes are to be signed by the parents or guardian and returned to the homeroom teacher within five (5) school days.



7. Modifications to the curriculum due to IEP, and/or the AKS Modification and Intervention Plan for ELLs will be noted under the comments section of the report card.

NOTE: GCPS Definitions:

Modifications – changes that are made in a student's instructional program which fundamentally/substantially alter either the standard curriculum or student expectations or both

Interventions – more time and different opportunities to learn the AKS; interventions do not fundamentally/substantially alter the standard curriculum or student expectations

8. The teacher is responsible for evaluating the conduct and work habits of each student in the class. Students and parents should know the criteria for assessment of conduct in each class at the beginning of the year/semester.

Report Card Grades 1-5



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Student:
 Homeroom:
 Grading Period: 1st Quarter

Student ID:
 GTID:
 Grade: 01
 Report Date: 10/08/2010

1st Qtr	Teacher	Grade	Effort	Cmt	Cmt

2nd Qtr	Teacher	Grade	Effort	Cmt	Cmt

3rd Qtr	Teacher	Grade	Effort	Cmt	Cmt

4th Qtr	Teacher	Grade	Effort	Cmt	Cmt

Attendance Year to Date					
Grading Period	1Q	2Q	3Q	4Q	Year
Excused	0	0	0	0	0
Unexcused	0	0	0	0	0
Tardy	1	0	0	0	1
Checkouts	0	0	0	0	0

Grading Scale	
A = 90 - 100	E = Excellent
B = 80 - 89	S = Satisfactory
C = 74 - 79	N = Needs Improvement
D = 70 - 73	U = Unsatisfactory
U = 0 - 69*	
(* By state rule, any grade below 70 is failing.)	

Promotion Criteria:
 Promotion requires demonstration of proficiency of the 1st grade level AKS.
 * Promotion for a Limited English Proficient (LEP) student may be determined by _____

Teacher Comments

Second – Fifth Grade

1. The grade mark is a report of the individual student's progress, as defined by the AKS, to the student, to his or her parents, and to others who are concerned with the student's progress in education.

2. When reporting progress in academic subjects for grades 2–5, the following scale should be used:

Excellent Progress	=	A	=	90 and above
Above Average Progress	=	B	=	80–89
Average Progress	=	C	=	74–79
Below Average Progress	=	D	=	70–73
Unsatisfactory Progress	=	U	=	Below 70

3. When reporting grades for special areas, effort, art, physical education, music, health, and conduct, the following scale should be used

E	=	Excellent
S	=	Satisfactory
N	=	Needs to Improve
U	=	Unsatisfactory

4. To determine a student's grade accurately, the teacher should utilize a variety of learning activities and assessments such as classwork homework, projects and tests. All aspects of the evaluation of student progress, including any tests, should assess mastery of the AKS. Homework is designed to practice mastery, and homework grades should not be weighted so that they become the sole criterion for passing or failing.

5. The teacher's evaluation of student progress toward the AKS should be made continuously available to students and parents. Any major change or trend toward change should be communicated to the parents in a timely manner.

6. Student performance is recorded in the teacher's electronic gradebook. The electronic gradebook is available for parent access through go2.gwinnett (an online resource for parents). Schools provide information to parents on an ongoing basis about how to access this parent portal.

7. Nine-week grade reports will be issued following the end of each nine-week grading period. The student is responsible for making the report available to his or her parents or guardians. Nine-week grade report envelopes are to be signed by the parents or guardian and returned to the homeroom teacher within five (5) school days.

Modifications to the curriculum due to IEP, and/or the AKS Modification and Intervention Plan for ELLs will be noted under the comments section of the report card.

NOTE: GCPS Definitions:

Modifications – changes that are made in a student's instructional program which fundamentally/substantially alter either the standard curriculum or student expectations or both

Interventions – more time and different opportunities to learn the AKS; interventions do not fundamentally/substantially alter the standard curriculum or student expectations

8. The teacher is responsible for evaluating the conduct and work habits of each student in the class. Students and parents should know the criteria for assessment of conduct in each class at the beginning of the year/semester.

9. All teachers are required to keep an accurate record of student grades that reflects the recorded data which are used to determine the student's grade in each area of learning.

10. Early release days, two days in the fall and two days in the spring, are provided to conduct parent conferences for the purpose of discussing student progress.

11. The GCPS K–5 Reading Report, the GCPS K–5 Writing Report, and the GCPS Math Report will be used by all elementary schools to help report student progress in reading and writing. These reports are designed to provide more specific information at the Fall and Spring Early Release Conferences and/or additional communication at other parent conferences or regular grading periods.

Report Card Grades 1-5



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Telephone: (770) 979-2950

Student:

Homeroom:

Grading Period: 1st Quarter

Student ID:

GTID:

Grade: 01

Report Date: 10/08/2010

1st Qtr	Teacher	Grade	Effort	Cmt	Cmt

2nd Qtr	Teacher	Grade	Effort	Cmt	Cmt

3rd Qtr	Teacher	Grade	Effort	Cmt	Cmt

4th Qtr	Teacher	Grade	Effort	Cmt	Cmt

Attendance Year to Date

Grading Period	1Q	2Q	3Q	4Q	Year
Excused	0	0	0	0	0
Unexcused	0	0	0	0	0
Tardy	1	0	0	0	1
Checkouts	0	0	0	0	0

Grading Scale

A = 90 - 100	E = Excellent
B = 80 - 89	S = Satisfactory
C = 74 - 79	N = Needs Improvement
D = 70 - 73	U = Unsatisfactory
U = 0 - 69*	
(* By state rule, any grade below 70 is failing.)	

Promotion Criteria:

Promotion requires demonstration of proficiency of the 1st grade level AKS.
 • Promotion for a Limited English Proficient (LEP) student may be determined by

Teacher Comments

SPECIAL EDUCATION (Grades K–8)

A student receiving special education instruction, grade K–8, is entitled to report card modifications under the following conditions, as determined by the student's IEP.

1. The instruction for the special education student is based on a curriculum that is different from the standard curriculum.
2. The standard curriculum has been significantly modified for the special education student.
3. Regardless of curriculum, the achievement criteria (expectations) for the special education student have been significantly modified from the achievement expectations for non–special education students.

NOTE: A special education student who receives instruction through the standard curriculum and is held to the same achievement criteria as other students, but who requires special intervention strategies in the regular classroom, is generally not entitled to a report card modification.

Determination of Modified Grades for Special Education Students May Include:

1. Teacher assessment and data collection based on the curriculum and instruction that have been modified for the special education student;
2. IEP data and information;
3. Supplemental file evaluation and assessment data and information and;
4. Teacher judgment.

Documentation for Report Card Modifications:

To inform parents that a grade is modified because the curriculum and/or student expectations have been fundamentally/substantially altered from grade level AKS standards, use the Comment "Modified AKS" for that grade.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS and FIRST YEAR MONITORED (Grades K–8)

A Limited English proficient (LEP) student and a student in the first year of ELL monitoring is entitled to Report card modification if the student's "AKS Modification and Intervention Plan for ELL Students" delineates the following:

1. The instruction for the student is based on a curriculum that is different from the standard curriculum for his/her grade placement.
2. The achievement criteria (performance expectations for the LEP student have been significantly modified from the achievement expectations for non LEP students.

Determination of Modified Grades for LEP Students Must be Based on:

The "AKS modification and Intervention Plan for ELLs" prepared and implemented by the ESOL teacher and regular classroom teacher.

Additional information considered may include:

1. SST date and information
2. Additional assessment information

Documentation for Report Card Modifications

To inform parents of report card modifications, the following statements are available as comments for the LEP student's report card:

AKS Modified current LEP
AKS Modified formerly LEP
N/A to ESOL (Scheduling)

REMEMBER:

Your child's teacher is the best resource for your concerns about grades and/or the Report Card. Each Grade Level has specific expectations/guidelines for determining grades for the Report Card. Use the Go Portal to monitor the academic progress of your child throughout the nine week period.

QUESTIONS??

