

FAQs

Why are report cards in McKinney ISD elementary schools different from more traditional report cards?

The simple answer is that they provide a more comprehensive assessment of student performance. Consider the following analogy:

“What if, before getting your driver’s license, you received a grade every time you sat behind the wheel to practice driving? What if your final grade for the driving test was the average of all of the grades you received while practicing? Because of the initial low grades you received during the process of learning to drive, your final grade would not accurately reflect your ability to drive a car. In the beginning of learning to drive, how confident or motivated to learn would you feel? Would any of the grades you received provide you with guidance on what you needed to do next to improve your driving skills? Your final driving test, or summative assessment, would be the accountability measure that establishes whether or not you have the driving skills necessary for a driver’s license—not a reflection of all the driving practice that leads to it.” (Garrison and Ehringhaus, 2007)

How does this report card transfer to other districts and states?

The report card is aligned with the state standards. Another district would use your child’s rubric scores to determine mastery of grade-level standards.

I noticed several skills marked with an asterisk indicating that it is an area of concern. What can I do to help my child improve in those areas?

There are many ways parents can help their child improve in areas of concern (i.e., reading with their child for 20 minutes each night, practicing math facts, asking open ended questions, writing about a special family event or trip, etc.)

If my child has an area of concern noted for a nine week marking period, how will I know whether or not he/she masters that skill/concept later?

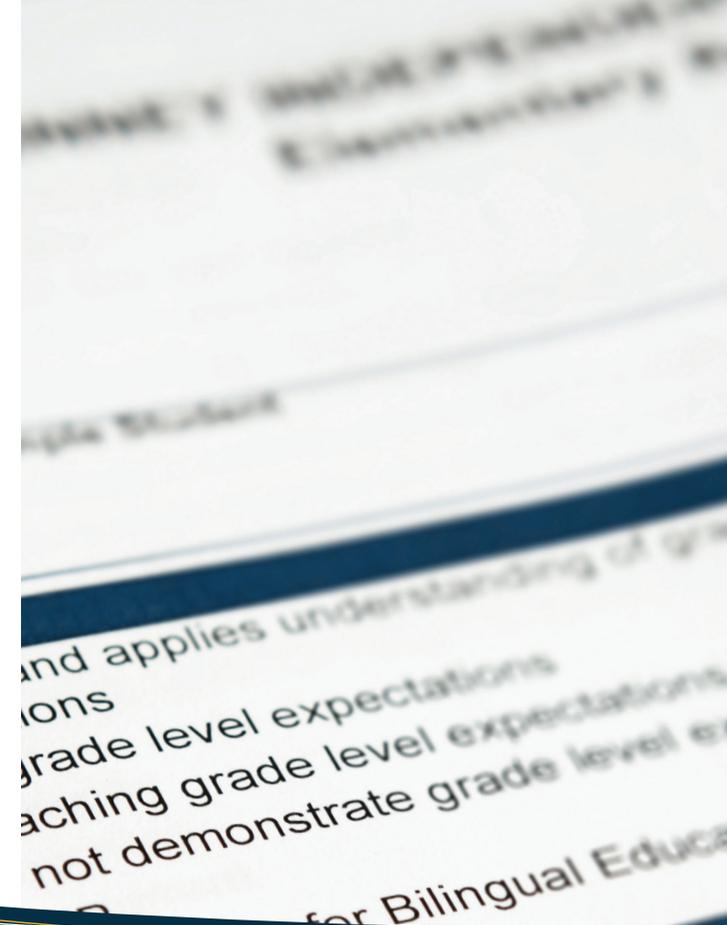
If a child has an area of concern noted for a nine week marking period and later acquires that skill, it will be noted on the following nine week marking period with no asterisk appearing. If the child is continuing to have difficulty, an asterisk will continue to appear.

VISIT US ONLINE AT WWW.MCKINNEYISD.NET

MCKINNEY
INDEPENDENT SCHOOL DISTRICT

1 Duvall Street • McKinney, Texas 75069
www.mckinneyisd.net
469.302.4000

EXPLORING ELEMENTARY REPORT CARDS



ELEMENTARY REPORT CARDS

VIEW REPORT CARD INFORMATION ONLINE AT WWW.MCKINNEYISD.NET/REPORTCARDS

Each student will receive a rubric score of 1, 2, 3, or 4 in each content area.

Report cards are a tool to create a connection between students, parents, and teachers. Our elementary report cards go beyond the traditional reporting of grades to ensure continued communication between you, your child, and your child's teacher. The information and FAQs will explain why our elementary report cards are designed and presented in this unique and valuable way.



To view detailed information on the elementary report card, visit us online at: www.mckinneyisd.net/reportcards

MCKINNEY INDEPENDENT SCHOOL DISTRICT Elementary Report Card

Sample Student

Principal:
Phone:

Student Name:	Sample Student	Counselor:	
Student ID:		Reporting Periods:	Q1
Homeroom:		Grade:	03

Asterisks indicate an area of concern.

Performance Criteria	Skills Code
<ul style="list-style-type: none"> ④ Extends and applies understanding of grade level expectations ③ Meets grade level expectations ② Approaching grade level expectations ① Does not demonstrate grade level expectations IEP See IEP BE Assessed only for Bilingual Education Program students 	<ul style="list-style-type: none"> * NA Area of Concern Not assessed this quarter

An NA or shaded area on the report card indicates that the competency was not assessed during the quarter.

Supplemental Support	Specials Performance
v Supplemental grading reports attached or student participates in program	<ul style="list-style-type: none"> S Satisfactory N Needs Improvement U Unsatisfactory NA Not assessed this quarter

- Report Card Competencies for Reading in English
- Report Card Competencies for Writing in English
- Report Card Competencies for Reading in Spanish (Bilingual Education)
- Report Card Competencies for Writing in Spanish (Bilingual Education)
- Report Card Competencies for Science

Teacher	QTR1	QTR2	QTR3	QTR4
3				
BE				
BE				
2				

The student received a rubric score of 3 in the content area of Reading.

A BE on the report card in the "Reading in Spanish" and "Writing in Spanish" sections indicates that the student does not participate in the Bilingual Education Program (BEP). Only students who participate in the BEP will be assessed in the Spanish Language Arts sections of the report card.