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# Report Card

The Report Card provides up-to-date information for families about their child's skills, knowledge, and abilities. This report displays information about the child's current abilities, as well as what next steps can be expected.

To create a Report Card, access the Report area and select **GO** for the Report Card.

### When should I use the Report Card?

The Report Card can be used after each checkpoint period to communicate with family members. The Report Card takes information directly from the checkpoint decisions a teacher has made for each child and organizes the information in a way that a family member can independently understand. This report is most appropriate for kindergarten classes or above.

## Report Criteria

**1** Customize your report by selecting the appropriate **CHILDREN, OBJECTIVES AND DIMENSIONS,** and **LANGUAGE.**

**2** Select **GENERATE REPORT.**

The screenshot shows the MyTeachingStrategies interface for creating a Report Card. The top navigation bar includes 'Teach', 'Assess', 'Develop', 'Report', and 'Family'. The 'Report' tab is active. On the right, the user is identified as 'Preschool SJ' with a notification badge '1'. The main content area is titled 'Report Card' and includes instructions: 'To create this report, select a checkpoint period, at least one child, and at least one objective/dimension, then select "Generate Report."'. Below this are several sections: 'Checkpoint Period' with radio buttons for 'Fall 2017/2018', 'Winter 2017/2018', and 'Spring 2017/2018' (selected); 'Select Children' with a 'Class' dropdown and a table with columns 'Children', 'Child', and 'Status' (the 'Child' checkbox is checked); 'Select objectives and dimensions +' (a collapsed section); and 'Language' with radio buttons for 'English' (selected) and 'Spanish'. On the right side, a 'Report Summary' panel shows the selected values: 'Checkpoint Period: Spring 2017/2018', 'Class', 'Children', 'Objectives / Dimensions: All', and 'Language: English'. A 'Generate Report' button is located at the bottom of this panel. Two callout boxes are present: callout '1' points to the 'Checkpoint Period', 'Select Children', 'Select objectives and dimensions', and 'Language' sections; callout '2' points to the 'Generate Report' button.

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## Report Results

In the right column, the report will first outline the skills and abilities the selected child currently displays. Below, the report will outline the skills and abilities the child will display next.

At the top of the report you will see a summary of the information represented in the report.

<b>Annie Mitchell</b> Class / Grade: Pre-K Teacher: Tim Reed School / Program: School District		Checkpoint 1 (CP1): Fall 2016/2017 Checkpoint 2 (CP2): Winter 2016/2017 Checkpoint 3 (CP3): Spring 2016/2017 Checkpoint 4 (CP4): Summer 2016/2017  ○ E = Exceeding Expectations ○ M = Meeting Expectations ○ P = Progressing Toward Expectations				
<b>Skills, knowledge, and behaviors</b>		<b>Assessment</b>				
	<b>Social-Emotional</b>	<b>CP1</b>	<b>CP2</b>	<b>CP3</b>	<b>CP4</b>	<b>Assessment Comments</b>
1a	Manages feelings	○ E ● M ○ P	○ E ● M ○ P	○ E ○ M ○ P	○ E ○ M ○ P	<p><b>Currently, Annie:</b> Is beginning to be able to look at a situation differently or delay gratification</p> <p><b>Next, Annie will:</b> Be able to look at a situation differently or delay gratification</p>
1b	Follows limits and expectations	○ E ● M ○ P	○ E ● M ○ P	○ E ○ M ○ P	○ E ○ M ○ P	<p><b>Currently, Annie:</b> Is beginning to manage classroom rules, routines, and transitions with occasional reminders</p> <p><b>Next, Annie will:</b> Manage classroom rules, routines, and transitions with occasional reminders</p>
1c	Takes care of own needs appropriately	○ E ● M ● P	○ E ● M ○ P	○ E ○ M ○ P	○ E ○ M ○ P	<p><b>Currently, Annie:</b> Demonstrates confidence in meeting own needs</p> <p><b>Next, Annie will:</b> Begin to take responsibility for own well-being</p>

Each area of development and learning is represented in its own table.

For each objective/dimension, the Report Card will indicate if the child is Exceeding Expectations (E), Meeting Expectations (M), or Progressing Toward Expectations (P).