



**COMMON CORE-ALIGNED
K-6 REPORT CARD**

PARENT GUIDE 2014-2015

CHANGES TO THE K-6 REPORT CARD

The SCUSD K-6 report card has been revised to align to the California Common Core State Standards (CA CCSS) for mathematics and English Language Arts that will be implemented state-wide in 2014-15. Parents will notice the following on the new report card:

- A 4-point grading scale indicating the four levels of standards achievement
- An alpha scale of O (outstanding), S (satisfactory), P (progressing), or N (needs improvement) that indicates progress in the learning expectations for each domain or strand of standards
- New categories for math and English Language Arts aligned to the CA CCSS
- A section on *Behaviors that Support Learning* reflecting social emotional learning competencies and work habit skills that are critical to academic success

A STANDARDS-BASED REPORT CARD

Similar to the previous report card, the new report card is a standards-based report card. This type of report card lists the most important standards students should learn in each subject at their particular grade level. Instead of traditional letter grades, students receive a mark of 1-4 that indicates how well they have mastered the required standards. The marks will show their level of achievement with the Common Core State Standards. Students will get separate marks for effort and work habits. Standards-based grading focuses on the student's achievement rather than how quickly they learned or how many times it took them to master the standards.

A SAMPLE REPORT CARD

SACRAMENTO CITY UNIFIED GRADE 03 REPORT CARD 2014-2015

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Student:

Student ID

School:

Teacher:

Attendance Summary:

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0	0	0	0	0	0	0	0

**This Report Card only lists absences. Lack of attendance means there were no absences.

Achievement is reported on two scales

Academic Performance Level for Standards Achievement	
Name	Score
Exceeds Standard	4
Meets Standard	3
Approaching Standards	2
Minimal Progress	1

Academic Performance Level for Learning Expectations	
Name	Score
Outstanding	O
Satisfactory	S
Progressing	P
Needs Improvement	N
Not Applicable	NA

Academic Performance Level for English Learner Proficiency	
Name	Score
Advanced	A
Early Advanced	EA
Intermediate	I
Early Intermediate	EI
Beginning	B
Redesignated	R

Academic Performance Level for Program Service Notifications	
Name	Score
Marked	X
Unmarked	-

*Comments:

ENGLISH LANGUAGE ARTS			
	Term		
	T1	T2	T3
READING LITERATURE			
READING LITERATURE ACHIEVEMENT	2		
READING LITERATURE EXPECTATIONS			
Key Ideas and Details	P		
Craft and Structure	P		
Integration of Knowledge and Ideas	S		
Range of Reading and Text Complexity	P		
READING INFORMATIONAL TEXT			
READING INFORMATIONAL TEXT ACHIEVEMENT			
READING INFO TEXT EXPECTATIONS			
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			
Range of Reading and Text Complexity			
WRITING			
WRITING ACHIEVEMENT			
WRITING EXPECTATIONS			
Opinion/Argument Writing			
Informational/Explanatory Writing			
Narrative Writing			
Production and Distribution of Writing			
Research to Build and Present Knowledge			
Range of Writing			
LANGUAGE			
LANGUAGE ACHIEVEMENT			
LANGUAGE EXPECTATIONS			
Conventions of Standard English			
Vocabulary Acquisition and Use			

ENGLISH LANGUAGE ARTS			
	Term		
	T1	T2	T3
SPEAKING AND LISTENING			
SPEAKING AND LISTENING ACHIEVEMENT			
SPEAKING/LISTENING EXPECTATIONS			
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			
FOUNDATIONS			
FOUNDATIONS ACHIEVEMENT			
FOUNDATIONS EXPECTATIONS			
Phonics and Word Recognition			
Fluency			

MATHEMATICS			
	Term		
	T1	T2	T3
MATHEMATICS ACHIEVEMENT			
OPERATIONS & ALGEBRAIC THINKING EXPECTATIONS			
Represent and solve problems involving multiplication and division*			
Know multiplication properties & relationship btw multiplication/division*			
Multiply and divide within 100*			
Solve problems with 4 operations; identify and explain patterns in math*			
NUMBER & OPERATIONS IN BASE TEN EXPECTATIONS			
Use place value and operation properties to perform multi-digit arithmetic			
NUMBER & OPERATIONS-FRACTIONS EXPECTATIONS			
Develop understanding of fractions as numbers*			
MEASUREMENT & DATA EXPECTATIONS			

MATHEMATICS			
	Term		
	T1	T2	T3
Solve problems using measurement and estimation of time, volume, and mass			
Represent and interpret data			
Understand concepts of area; relate area to multiplication and addition			
Recognize perimeter and area as attributes of plane shapes			
GEOMETRY EXPECTATIONS			
Reason with shapes and their attributes			
STANDARDS FOR MATHEMATICAL PRACTICE (SMP)			
STANDARDS FOR MATHEMATICAL PRACTICE ACHIEVEMENT			
STANDARDS FOR MATHEMATICAL PRACTICE EXPECTATIONS			
Make Sense of Problems and Persevere in Solving Them			
Reason Abstractly and Quantitatively			
Construct Viable Arguments/Critique the Reasoning of Others			
Model with Mathematics			
Use Appropriate Tools Strategically			
Attend to Precision			
Look for and Make Use of Structure			
Look for and Express Regularity with Repeated Reasoning			

SOCIAL STUDIES			
	Term		
	T1	T2	T3
SOCIAL STUDIES ACHIEVEMENT			
SOCIAL STUDIES EXPECTATIONS			
Describe physical and human geography using graphics to organize info			
Describe American Indian Nations long ago and in the recent past			
Use resources to describe local historical events and the impact of settlement periods			
Understand the role of rules and laws and structure of government			
Demonstrate economic reasoning skills and understand economy of the region			

SCIENCE			
	Term		
	T1	T2	T3
SCIENCE ACHIEVEMENT			
SCIENCE EXPECTATIONS			
Physical Sciences			
Life Sciences			
Earth Sciences			
Investigation and Experimentation			

PHYSICAL EDUCATION			
	Term		
	T1	T2	T3
PHYSICAL EDUCATION ACHIEVEMENT			
PHYSICAL EDUCATION EXPECTATIONS			
Demonstrate motor skills/movement patterns to perform physical activities			
Know movement concepts/strategies to learn/perform physical activities			
Assess/maintain a level of physical fitness to improve health/performance			
Know physical fitness concept/strategies to improve health/performance			
Use psychological/sociological concepts/strategies for physical activity			

OTHER SUBJECTS			
	Term		
	T1	T2	T3
HEALTH ACHIEVEMENT			

BEHAVIORS THAT SUPPORT LEARNING			
	Term		
	T1	T2	T3
Makes respectful choices and considers the well-being of others			
Works independently and productively			
Works collaboratively and productively			
Makes responsible decisions			
Solves problems appropriately with self-control and self-awareness			
Completes assignments on time			

STUDENT STATUS			
	Term		
	T1	T2	T3
Student is working below grade level			
Student is not progressing			
Student is at risk of retention			
Conference regarding student is needed			
Student is being retained			

INTERVENTION APPROACHES			
	Term		
	T1	T2	T3
Small group instruction			
Additional classroom intervention			
Behavior plan / contract			
Student study team			
Extended day / after school			

SPECIAL PROGRAMS			
	Term		
	T1	T2	T3
Gifted and Talented Education (GATE)			
Resource Specialist Program (RSP)			
Designated Instructional Services (DIS)			
Special Day Class (SDC)			

ENGLISH LEARNER PROGRAMS			
	Term		
	T1	T2	T3
Primary Language Support			
Structured English Immersion Program			
Mainstream English Immersion Program			
Dual Language Immersion Program			
Transitional Bilingual Program			

ENGLISH LEARNER PROFICIENCY			
	Term		
	T1	T2	T3
RFEP			
CELDI			

TEACHER COMMENTS			
	Term		
	T1	T2	T3
1st Trimester Comments			
2nd Trimester Comments			
3rd Trimester Comments			

UNDERSTANDING THE PERFORMANCE LEVELS

Academic Performance Level for Standards Achievement

This scale is a numeric (1-4) and provides information on overall achievement in the major categories of the subject area. This mark appears next to the headers with the word “ACHIEVEMENT” in the title. For example, READING LITERATURE ACHIEVEMENT, WRITING ACHIEVEMENT, MATHEMATICS ACHIEVEMENT, etc.. The chart below explains each mark:

Academic Performance Level for Standards Achievement					
Score	4	3	2	1	NA
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Applicable
Explanation of Scores	Exceeds grade-level expectations; demonstrates strong independence	Meets grade-level expectations; requires minimal support	Approaching grade-level expectations; requires moderate support	Minimal progress on grade-level expectations; requires significant support	Standards were not addressed in the marking period

Academic Performance Level for Learning Expectations

This scale is alpha (O, S, P, N) and provides information on a student’s progress on the skills and standards that make up each major category. This mark will assist parents in understanding the areas of strength and challenge for each category. The mark appears under the headers with the word “EXPECTATIONS” in the title. For example, READING LITERATURE EXPECTATIONS, WRITING EXPECTATIONS, MATHEMATICS EXPECTATIONS, etc.. The chart below explains each mark:

Academic Performance Level for Learning Expectations					
Score	O	S	P	N	NA
Name	Outstanding	Satisfactory	Progressing	Needs Improvement	Not Applicable
Explanation of Scores	Exceeds grade level expectations	Meets grade level expectations	Student is near to meeting grade level expectations	Does not meet grade level expectations	Standards were not addressed in the marking period

FREQUENTLY ASKED QUESTIONS

Q. WHAT ARE THE CA COMMON CORE STATE STANDARDS AND WHY IS THE REPORT CARD ALIGNED TO THEM?

A. In 2010, California joined the majority of states to adopt a shared set of learning expectations in mathematics and English language arts - the Common Core State Standards. The CA Common Core State Standards are rigorous academic content standards that focus on college and career readiness. The standards indicate what students should know and be able to do at each grade level by the end of the school year. More information about the standards can be found at www.scusd.edu/common-core.

The district has aligned the K-6 report card to align to the CA Common Core State Standards to provide more information on how your child is progressing towards meeting the standards.

Q. WHY A STANDARDS-BASED REPORT CARD?

A. The purpose of a standards-based reporting system is to provide parents/guardians, teachers and students with more accurate information about students' progress toward meeting content standards. By monitoring the concrete skills and knowledge listed on the report card, we will know whether all students are learning what they should in each grade. Parents/guardians will be more aware of what their children should know and be able to do by the end of each grade level.

Q. HOW DOES THIS HELP PARENTS?

A. Standards-based report cards provide detailed information about how your child is doing in each subject. You will see whether students need extra assistance in certain areas or when they need to be challenged even more. By using these clearly defined standards, teachers and parents can work together to ensure that students succeed.

Q. SHOULD I BE WORRIED IF I SEE "2"s ON MY CHILD'S REPORT CARD?

A "2" reflects normal progress and is expected in the first two trimesters. A student is expected to progress towards meeting the standards over the course of the year because the standards are end of grade-level expectations. The goal is for all students to be at a level "3" by the end of the school year.

Q. CAN MY CHILD EARN A "3" OR "4" IN THE FIRST TRIMESTER?

A. While this is not the norm, it is possible for a student to score a "3" or "4" in the first trimester. The student can earn "3" if their work consistently demonstrates that they have

fully mastered the grade level standards. A student earns a mark of “4” if he or she is consistently working at the level of expectation of the next grade level’s standards. These marks are not expected in the first trimester, but may occur.

Q. HOW CAN I USE THE NEW REPORT CARD TO HELP MY CHILD?

During parent-teacher conferences, ask to see samples of your child’s work. Talk to his or her teacher about whether the work samples are satisfactory, or how your child could have done a better job on the assignments. Ask how you can help your child improve or excel in various subjects and what resources are available to use outside the classroom to encourage his or her progress.

SCUSD has created *CCSS Parents Guides* for math and ELA for grades K-8 that offer specific tips for how to support your child’s learning at home. These guides are available on the Common Core State Standards page of the district’s Web site www.scusd.edu/common-core.

Q. WHERE CAN I FIND MY CHILD’S REPORT CARD?

Student report cards will be available through your personalized and secure Infinite Campus Parent Portal. A hard copy will also be sent home with students. The Infinite Campus Parent Portal is on the district’s home page at www.scusd.edu and clicking on the “Parents” tab. If you have any questions, or don’t have means to review report cards online, please contact your child’s school office.

Q. HOW MAY I PROVIDE FEEDBACK?

Report cards are designed to communicate with parents - they should be helpful and easy to understand. If you have questions or concerns about your school’s report card or suggestions for making the report easier to understand, please share them with us by calling the number below or emailing the address below. Your comments will help us improve the new reporting system.

Call: 916.643.9120

Send Message: <http://www.scusd.edu/pod/contact-curriculum-department>

GLOSSARY OF TERMS

READING: (Literature and Informational)

Key ideas and Details-With grade level texts, students can make inferences, cite evidence, determine ideas and themes, summarize key ideas and details and understand how and why people, events and ideas develop and interact within a text.

Craft and Structure-Students can understand word meanings, how texts are structured, and point of view and how the author uses them to shape the text.

Integration of Knowledge and Ideas-Students can combine information from different forms of media (visual, audio and written) on the same topic to increase knowledge or compare how authors think. They can judge arguments and claims in a text.

Range of Reading and Level of Text Complexity -Students can independently read and understand texts within the grade-level range of complexity (literary and informational).

Foundational Skills: (K-5)

- **Print Concepts**-Students can show an understanding of the organization and basic features of print.
- **Phonological Awareness**-Students can show an understanding of spoken words, syllables and sounds.
- **Phonics and Recognition**-Students can sound out and read words accurately.
- **Fluency**-Students can read words correctly and fluently for understanding.

WRITING

Production and Distribution of Writing-Students can create writing for different audiences and purposes. Students can develop and strengthen their writing through the writing process (planning, revising, editing, rewriting). Students can use technology to work with others and to create and publish writing.

Research to Build and Present Knowledge-Students can conduct research projects by gathering information from multiple sources (print and digital) to provide evidence.

Range of Writing-Students can write for a variety of tasks, audiences, and purposes.

SPEAKING AND LISTENING

Comprehension and Collaboration-Students can work with others by expressing themselves and building on others' ideas. Students can combine information presented in different formats and evaluate speakers.

Presentation of Knowledge and Ideas -Students can present information for a variety of tasks and audiences. Students can include digital and visual displays and change their speech depending on the context of the task.

LANGUAGE

Conventions of Standard English-Students can correctly use standard English when writing and speaking. Students can correctly use standard English capitalization, punctuation and spelling when writing.

Knowledge of Language-Students can use their knowledge of how language works to fully understand when reading and listening.

Vocabulary Acquisition and Use-Students can figure out the meaning of words and figurative language and correctly use vocabulary.

MATH

There are two types of mathematics standards: Standards for Mathematical Practice and content standards. Both types of standards are equally important. Neither is intended to stand alone; both support and enhance the development of the other. Together, they weave a new picture of what the teaching and learning of mathematics should look like to ensure students have a deeper understanding of the math content.

Standards for Mathematical Practice (SMP)-The SMP describe the habits of mind or the dispositions of a mathematical thinker. These standards, which are included at each grade level, help students grapple with, make sense of, and grow in their ability to think mathematically about the grade-specific content standards..

Content Standards – The content standards are grade specific, and each grade concentrates on a clear set of math concepts and skills. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems.