



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

PARENT GUIDE 2015-2016

INTRODUCTION

Communication between parents and teachers by means of a report card is essential. SCUSD values the ongoing partnership between home and school to support the development of the whole child and has re-designed its K-6 report card to foster clearer communication to families.

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 were 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), or N (needs improvement) that indicates progress in behaviors that support learning which reflect the social emotional learning and work habit skills that are critical to academic success
- New categories for math and English Language Arts aligned to the CA CCSS

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 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. SCUSD's standards based report card reflects the students:

- Current proficiency level on the standards taught during the trimester
- Work in relation to the standards which apply to all students at the grade level
- Demonstration of study and social skills

REPORTING DATES

December	A report card and a parent/teacher conference is required. The conference is normally held in person at the school site
March	A report card is required and a parent/teacher conference is optional. Either the parent or the teacher may request a conference at this time
June	A report card is required

SAMPLE REPORT CARD

SACRAMENTO CITY UNIFIED GRADE 03 REPORT CARD 2015-2016

Student: _____
 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.**

Academic Performance Level for STANDARDS ACHIEVEMENT	
Name	Score
Excels at Standards	4
Consistently Meets Standards	3
Approaching Standards	2
Minimal Progress to Standards	1

Academic Performance Level for BEHAVIORS SUPPORT LEARNING	
Name	Score
Outstanding	O
Satisfactory	S
Needs Improvement	N

Academic Performance Level for ENGLISH LEARNER PROFICIENCY	
Name	Score
Advanced	A
Early Advanced	EA
Intermediate	I
Early Intermediate	EI
Beginning	B
Redesignated	R

***Comments:**

DESCRIPTION OF STANDARDS ACHIEVEMENT FOR STANDARDS TAUGHT WITHIN EACH TRIMESTER

- 4 - Student excels/shows advanced understanding**
 - 3 - Student consistently demonstrates understanding**
 - 2 - Student is approaching standards/shows steady progress**
 - 1 - Student demonstrates minimal understanding**
- *BLANK SPACES = content was not addressed**

ENGLISH LANGUAGE ARTS			
	Term		
	T1	T2	T3
READING			
Reading Literature			
Reading Informational			
Foundational Reading Skills			
WRITING			
Opinion/Argument Writing			
Informative/Explanatory Writing			
Narrative Writing			
LANGUAGE			
Vocabulary Acquisition and Use			
Conventions of Standard English			
SPEAKING & LISTENING			
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			

MATHEMATICS			
	Term		
	T1	T2	T3
Operations and Algebraic Thinking			
Numbers and Operations in Base Ten			
Numbers and Operations-Fractions			
Measurement and Data			
Geometry			
Standards for Mathematical Practice			

OTHER SUBJECTS			
	Term		
	T1	T2	T3
Science			
Social Science			
Visual and Performing Arts			

OTHER SUBJECTS			
	Term		
	T1	T2	T3
Health			
Physical Education			

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			

INTERVENTION APPROACHES			
	Term		
	T1	T2	T3
Small group instruction			
In-class interventions			
Before/after school interventions			
Behavior plan/contract			
Student Study Team (SST)			

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

INDIVIDUALIZED 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			
CELDT			

STUDENT STATUS			
	Term		
	T1	T2	T3
Student is at risk of retention			
Student is being retained			
Conference needed			
Conference attended			

TEACHER COMMENTS			
	Term		
	T1	T2	T3
1st Trimester Comments			
<i>Term 1 Comments: Make sure comments print.</i>			
2nd Trimester Comments			
3rd Trimester Comments			

Placement for 2016 - 2017

Your child will be assigned to the _____ grade.

Teacher Signature

Principal Signature

Parent Signature

UNDERSTANDING THE SCORES/MARKS

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. The chart below explains each mark:

Academic Performance Level for Standards Achievement		
Name	Score	Explanation
Excels at Standards	4	Exceeds grade-level expectations; demonstrates strong independence
Consistently Meets Standards	3	Meets grade-level expectations; requires minimal support
Approaching Standards	2	Student is approaching grade-level standards, shows steady progress
Minimal Progress Towards Standards	1	Student demonstrates minimal understanding of grade-level standards

Academic Performance for Behaviors that Support Learning

This scale is alpha (O, S, N) and provides information on students' work habits as outlined on the report card in the section titled, *Behaviors that Support Learning*. The chart below explains each mark:

Academic Performance Level- Behaviors Support Learning		
Name	Score	Explanation
Outstanding	O	Behaviors are exemplary and reflect those of a leader and model classroom citizenship
Satisfactory	S	Behaviors meet expectations and the student demonstrates good classroom citizenship
Needs Improvement	N	Behaviors do not consistently meet expectations and often do not reflect good classroom citizenship

Academic Performance Level for English Learner Proficiency

This mark is based on student performance on the CA English Language Development Test (CELDT) and provides information on levels of English language proficiency for those students identified as English Language Learners

Academic Performance Level for English Learner Proficiency		
Name	Score	Explanation
Advanced	A	Students are able to communicate effectively with various audiences on a wide range of familiar and new topics to meet complex social and leaning demands
Early Advanced	EA	Students are beginning to combine listening, speaking, reading, and writing in more complex and demanding ways to address both social and leaning demands
Intermediate	I	Students are able to tailor their English language skills to meet communication and learning demands with increasing accuracy
Early Intermediate	EI	Students are beginning to demonstrate some receptive (listening and reading) and productive (writing and speaking) English skills
Beginning	B	Students demonstrate little or no receptive (listening and reading) or productive (writing and speaking) English skills
Re-designated	R	Student has attained the English-proficiency level of their native English-speaking peers

GLOSSARY OF TERMS

ENGLISH LANGUAGE ARTS

READING

Reading Literature/Reading Informational Texts - Includes the student's ability to independently read and understand a range and variety of grade-level texts and:

- Understand Key Ideas and Details - 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.
- Understand Craft and Structure – Determine word meanings, how texts are structured, and point of view and how the author uses them to shape the text.
- Understand the Integration of Knowledge and Ideas - Combine information from different forms of text (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.

Foundational Skills: (K-5) - Includes the student's ability to understand a range and variety of grade-level texts and:

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

WRITING

Includes the student's ability to independently create or write a variety of writing genres for different audiences, tasks, and purposes. The student can:

- Write Opinions/Arguments – Write to share options or arguments about a topic or text using textual evidence to support claims
- Write Informative Explanatory Texts – Write to explain or develop a topic using facts, details, definitions, and/or quotes

- Write Narratives – Write to convey experiences that include detailed descriptions, sequences of events, and characters.

SPEAKING AND LISTENING

Includes the student’s ability to independently speak and listen for different audiences, tasks, and purposes. This includes:

- 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

Includes the student’s ability to understand and effectively use the English language in writing and speaking including:

- 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.

INDIVIDUALIZED PROGRAMS

- Gifted and Talented Education (GATE) – Serves students who have been identified through district criteria as possessing demonstrated or potential abilities that give evidence of high performance capacity in one or more of the following categories: Intellectual ability, specific academic ability, leadership, creativity or visual and performing arts.
- Resource Specialists Program (RSP) - Serves students whose learning needs can be met in the regular program, with modification and support
- Designated Special Services (DIS) – Includes related services such as speech and language, audio-logical services, physical or occupational therapy, vision services, etc. to help children benefit from their special education services.

- Special Day Class (SDC) - Serves students primarily in a self-contained classroom with a small class of students. Class addresses all curriculum areas with modifications appropriate to the students needs.
- Primary Language Support - Uses the student’s primary language to support comprehension of a lesson taught in English.
- Structured English Immersion (SEI): Provides English Language Development and students receive Specially Designed Academic Instruction in English (SDAIE) intended to increasingly move students towards full access to the core curricula and grade level standards. In this program, nearly all classroom instruction is in English, but with a curriculum and presentation designed for children who are learning English as a second language.
- Mainstream English Immersion- In this program, all classes are taught in English. This program is best suited for English Learners who already have “reasonable fluency” in English. Students receive ELD and differentiated instruction in the core content areas.
- Dual Language Immersion - Uses two languages for literacy and content instruction for all students in the class; English and another target language. The goal of dual immersion programs is for students to become fluent and literate in both languages
- Transitional Bilingual Program: Provides students with some level of instruction in their primary language for a certain period of time—generally one to three years—before transition into English-only instructional programs.

MATHEMATICS

There are two types of mathematics standards: Content Standards and Standards for Mathematical Practice. Both types of standards are equally important. Neither is intended to stand alone and 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.

Math Standards

The math 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. The standards encourage students to solve real-world problems and include a progression of learning for the following domains for the grade levels outlined:

- Counting and Cardinality (Grade K Only) – Focuses on early counting and students being able to tell how many are in one group of objects

- Operations and Algebraic Thinking (Grades K-5) - Focuses on the basic operations (addition, subtraction, multiplication, and division) and the kinds of quantitative relationships they model and as a result, the kinds of problems they can be used to solve as well as their mathematical properties and relationships.
- Numbers and Operations Base Ten (Grades K-5) – Focuses on the base ten system, a system for systematically representing all numbers. Using only the ten digits 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 every number can be represented as a string of digits, where each digit represents a value that depends on its place in the string. The system is used to build understanding of place value, extend understanding of standard operations, and build conceptual understanding of standard algorithms for computations within the base-ten system for whole numbers and extend these to decimals.
- Measurement and Data (Grades K-5) – Focuses on students being able to describe and compare measurable attributes (length, weight, etc.), measure lengths indirectly by using length units, measure and estimate lengths in standard units, add and subtract length, and solve problems involving measurement and estimation and conversion. Students also learn to classify and count objects, work with time and money and represent and interpret data. In later grades, students study geometric measurement including area, perimeter, angles, and volume.
- Number and Operations Fractions (Grades 3-5 Only) – Focuses on students developing an understanding of fractions. Students learn to build fractions from unit fractions, understand decimal notation and compare decimal fractions. They then learn to use equivalent fractions as a strategy to add and subtract fractions and extend their previous understanding of multiplication and division
- Geometry (Grades K-6) - Focuses on students learning to identify, describe, analyze, compare, and create shapes. Students then learn to reason with shapes and their attributes, draw and identify shape lines and angles, and to classify these shapes by their properties. In later grades, students learn to graph points on a coordinate plane to solve real world mathematical problems including those involving area, surface area and volume.
- Ratios and Proportional Reasoning (Grade 6 Only) – Focuses on students understanding ratio concepts and using ratio reasoning to solve problems.
- The Number System (Grade 6 Only) – Focuses on students applying previous understanding of multiplication and division to divide fractions, compute fluently with multi-digit numbers and find common factors and multiples, and apply previous understanding of numbers to rational numbers.
- Expressions and Equations (Grade 6 Only) – Focuses on students applying previous understanding of arithmetic to algebraic expressions, reasoning about and solving one variable equations and inequalities, and representing and analyzing

quantitative relationships between dependent and independent variables.

- Statistics and Probability (Grade 6 Only) – Focuses on students gaining an understanding of statistical variability and summarizing and being able to describe distributions.

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.

- SMP 1: Make sense of problems and persevere in solving them - Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.
- SMP 2: Reason abstractly and quantitatively - Mathematically proficient students make sense of quantities and their relationships in problem situations.
- SMP 3: Construct viable arguments and critique the reasoning of others - Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments.
- SMP 4: Model with mathematics – Mathematically proficient students apply the mathematics they know to problems arising in everyday life, the workplace, and society.
- SMP 5: Use appropriate tools strategically - Mathematically proficient students consider the available tools when solving a mathematical problem.
- SMP 6: Attend to precision - Mathematically proficient students try to communicate precisely to others. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.
- SMP 7: Make use of structure - Mathematically proficient students look closely to discern a pattern or structure.
- SMP 8: Look for and express regularity with repeated reasoning - Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts.

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. A student can earn "3" if their work consistently demonstrates that they are meeting the standard for work addressed in the trimester. A student earns a mark of "4" if he or she consistently excels and shows advanced understanding of the standards. The marks reflect work completed in the trimester and may move up or down dependent on performance in subsequent trimesters where more advanced concepts may be addressed.

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 by 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>