



# Proposed Elementary CA Content Standards Progress Report Card

## *Board Curriculum Instructional Educational Equity*

Division of Instruction, March 1, 2016

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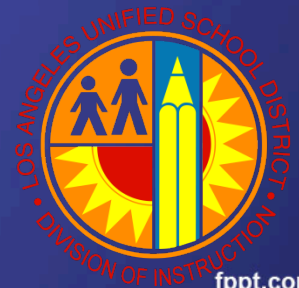
A photograph of several blue graduation caps (mortarboards) on a stage, with the heads of graduates visible in the background. The image is partially obscured by a blue triangular graphic element on the right side of the slide.

## Guiding Questions

**What** is the purpose of the report card?

**Why** change the report card?

**How** do we support teachers, parents, and students in understanding and using it?



A photograph of several blue graduation caps (mortarboards) on a stage, with the heads of graduates visible in the background. The image is partially obscured by a blue overlay at the bottom.

## Purpose of a Report Card

- To communicate information about students' achievement to parents and others
- To provide information to students for self-evaluation
- To select, identify, or group students for certain educational programs
- To provide incentives for students to learn
- To evaluate the effectiveness of instructional programs
- To provide evidence of students' effort or responsibility

According to Guskey and Bailey in *Developing Standards-Based Report Cards* (2010)



# Why Change Now?

	2010	11-12	12-13	13-14	14-15	15-16
<b>CA State Content Standards (formerly CCSS)</b>	State adoption of CCSS LAUSD planning for transition	LAUSD launch to learn CCSS	Initial implementation of CCSS	Transition to full implementation SBAC piloting State adoption of NGSS	Full implementation of CASCS SBAC full implementation Launch to learn NGSS	
<b>Focus Groups</b>	X	X	X	X	X	X
<b>MiSiS Production</b>				X	X	X
<b>Pilot new report card</b>	Piloting is scheduled for 2016-2017: Alignment with ESSA and new gradebook is essential.					

# Why change the report card?

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS**  
5<sup>th</sup> Grade REPORT CARD  
SY 2011-2012

Student Name: \_\_\_\_\_ School: \_\_\_\_\_  
Student ID#: \_\_\_\_\_ Teacher: \_\_\_\_\_

**REPORTING KEY**

For Overall Progress in Subject Area:  
4 = Exceeds the Standard (Advanced); Student takes initiative to exceed the standard; consistently produces excellent work, showing independent creativity, shows initiative and insight.  
3 = Meets the Standard (Proficient); Student produces work that meets the standard; frequently produces work of high quality; applies independent initiative.  
2 = Approaches the Standard (Basic); Student shows a basic working knowledge of skills/concepts; produces satisfactory work; quality shows independent capacity.  
1 = Does not Meet the Standard (Below Basic); Student does not show basic working knowledge of skills/concepts; seldom shows work of satisfactory quality.

For Multiple Expectations Within Subject Area:  
A = Exceeding B = Beginning C = Not Introduced

A Note to Parents/Guardians: Please keep in mind that many of the standards are just being introduced during the early term periods. Students may learn proficiency or exceed proficiency on these standards until the end of the school year.

Subject Area	1	2	3	4
Reading				
Writing				
Mathematics				
Science				
Language Arts				
Physical Education				
Visual & Performing Arts				
Learning Behaviors				
Social Studies				
Science				
Modified/Adapted Curriculum				
Special Programs				

**Tustin Unified School District**  
REPORT TO PARENTS - GRADE 4  
2013-14 School Year

Student Name: \_\_\_\_\_ ID Number: \_\_\_\_\_ English Proficiency Level: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Teacher: \_\_\_\_\_ CELDT 2013-14 Proficiency: \_\_\_\_\_  
Assigned to Grade: \_\_\_\_\_ Principal: \_\_\_\_\_ CELDT 2013-14 Proficiency: \_\_\_\_\_

PERFORMANCE LEVELS (for Academic and Learning Behaviors)	EFFORT	ATTENDANCE	11	12	13
1. Proficient Performance Level	E - Excellent	Met Expectations			
2. Approaching Performance Level	S - Satisfactory	Met Expectations			
3. Minimal Performance Level	N - Needs Improvement	Met Expectations			
NA - Not Assessed	U - Unsatisfactory	Met Expectations			

Note: Performance Level grades are given to all content strands and cluster areas shaded gray. Students will receive an 'X' for CCR Standards that are areas of concern, including a Performance Level equivalent to 1 or 2.

READING	11	12	13	OVERALL PERFORMANCE	11	12	13
Overall Performance							
Effort							
Literature							
Play Issues and Details							
Craft and Structure							
Integration of Knowledge and Ideas							
Range of Reading and Text Complexity							
Informational Text							
Play Issues and Details							
Craft and Structure							
Integration of Knowledge and Ideas							
Range of Reading and Text Complexity							
Foundational Skills							
Phonics and Word Recognition							
Overall Performance							
Effort							
Text Types & Purposes							
Language							
Informative and Expository							
Research and Media							
Production & Distribution of Writing							
Writing Clearly and Concisely							
Use of Language Conventions							
Use of Technology to Produce Writing							
Research Skills							
Media Skills							
Knowledge							
Skills							
Use of Technology to Support Learning							
Range of Writing							

**Milpitas Unified School District**  
REPORT TO PARENTS - COMMON CORE STATE STANDARDS REPORT CARD  
Year: 2014-2015  
Grade: 4

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Parent ID: \_\_\_\_\_  
School: \_\_\_\_\_  
Principal: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_  
Zip: \_\_\_\_\_

Mathematics	11	12	13
Overall Performance			
Effort			
Operations & Algebraic Thinking			
Number and Operations in Base Ten			
Number and Operations - Fractions			
Measurement and Data			
Geometry			
Physical Education			
Overall Performance			
Effort			
Visual & Performing Arts			
Overall Performance			
Effort			
Learning Behaviors			
Overall Performance			
Effort			
Social Studies			
Overall Performance			
Effort			
Science			
Overall Performance			
Effort			
Modified/Adapted Curriculum			
Overall Performance			
Effort			
Special Programs			
Overall Performance			
Effort			

# Washington, DC

**Los Angeles Unified School District**  
2014-2015  
Parent Report Card

Student Name: \_\_\_\_\_  
Teacher: \_\_\_\_\_  
Parent: \_\_\_\_\_

Subject Area	1	2	3	4
Reading				
Writing				
Mathematics				
Science				
Language Arts				
Physical Education				
Visual & Performing Arts				
Learning Behaviors				
Social Studies				
Science				
Modified/Adapted Curriculum				
Special Programs				

# Long Beach USD

# Milpitas USD



# How do we support the change?



# Supporting the Change

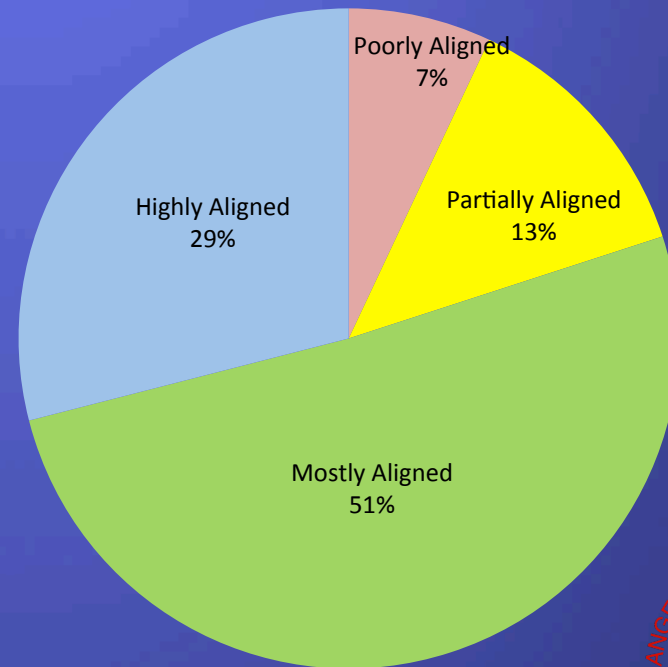
- Collaboration: ITD, ITI, MMED, Elementary Instruction, Special Education, UTLA, AALA
- Teacher and parent guides
- Professional development modules
- Job aids and handbooks
- Surveys and public input



# Feedback from the Field

**Academic Scoring:** *How accurately aligned is this section with the California State Standards and college-prepared, career-ready expectations?*

Value	Percent	Count
Poorly Aligned	6.9%	17
Partially Aligned	13.1%	32
Mostly Aligned	51.4%	126
Highly Aligned	28.6%	70
Total		245

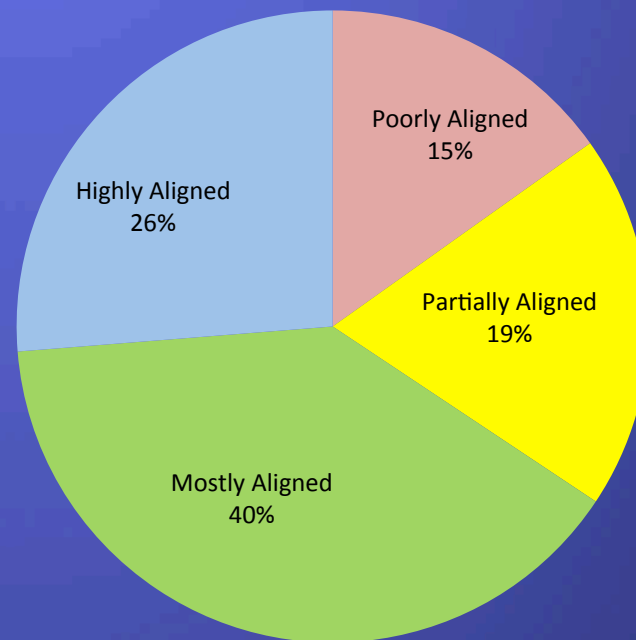




# Feedback from the Field

**Characteristics and Behaviors Scoring:** *How accurately aligned is this section with the California State Standards and college-prepared, career-ready expectations?*

Value	Percent	Count
Poorly Aligned	15.0%	34
Partially Aligned	19.5%	44
Mostly Aligned	39.4%	89
Highly Aligned	26.1%	59
Total		226



A photograph of several blue graduation caps (mortarboards) on a stage, with the heads of graduates visible in the background.

## Feedback from the Field

“I feel this is detailed enough to give parents an accurate description of their child’s abilities”

“Very detailed. Increased potential for communicating progress that’s more explicit”

“I like that the verbiage aligns to the domains...that the practices are included...that the VAPA and engineering standards are included”

“I like the link to 21<sup>st</sup> century skills”





**Format 1 EO, IFEP, RFEP**

Los Angeles Unified School District  
*College-Prepared Career-Ready for All*  
 CALIFORNIA CONTENT STANDARDS ELEMENTARY PROGRESS REPORT  
ELEMENTARY SCHOOL NAME

**Language and Literacy themes from the CA ELA/ELD Framework**

**Mathematical Topics by Domains**

**Higher-order relationships of Mathematical Practices as grouped by Common Core**

**... will only show on the appropriate grade-level report card**

Reporting Period	1st	2nd	3rd
Present:			
Absent:			
Tardy:			

Academic Subjects	Demonstrated Standards	1st	2nd	3rd
<b>English Language Arts</b>	Foundational Reading Skills			
	Making Connections from Text			
	Language Conventions			
	Effective Expression			
<b>Mathematics Content</b> *TK/K ONLY **3 <sup>RD</sup> THROUGH 5 <sup>TH</sup> /6 <sup>TH</sup> ONLY	Counting and Cardinal Numbers			
	Operations and Algebraic Thinking			
	Number and Operations in Base Ten			
	Measurement and Data			
	Geometry			
<b>Mathematical Practices</b>	Number and Operations—Fractions**			
	Problem Solving and Precision			
	Reasoning and Explaining			
	Modeling and Using Tools			
	Seeing Structure and Generalizing			

<b>Science-DCI</b>				Content and Concepts			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>				
	Earth			Conducts Investigations			
	Physical			Constructs Relevant Questions			
				Content and Concepts			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>				
	Engineering			Conducts Investigations			
				Constructs Relevant Questions			
<b>History-Social Science</b>				Content and Concepts			
				Historical and Social Science Analysis Skills			
<b>Visual and Performing Arts</b>				Dance			
				Music			
				Theatre			
				Visual Arts			
<b>Physical Education</b>				Content and Concepts			
<b>Health Education</b>				Content and Concepts			

**Science  
Disciplinary Core  
Ideas**

**Teachers will  
indicate which  
area was taught  
during the  
reporting period**

**Concepts of  
Engineering taught  
in each reporting  
period**

<b>Science-DCI</b>				Content and Concepts			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>				
	Earth			Conducts Investigations			
	Physical						
	Life			Constructs Relevant Questions			
				Content and Concepts			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>				
	Engineering			Conducts Investigations			
				Constructs Relevant Questions			
<b>History-Social Science</b>				Content and Concepts			
				Historical and Social Science Analysis Skills			
<b>Visual and Performing Arts</b>				Dance			
				Music			
				Theatre			
				Visual Arts			
<b>Physical Education</b>				Content and Concepts			
<b>Health Education</b>				Content and Concepts			

**Topics per CA  
VAPA  
Framework**

**Similar to SBA  
levels in  
student report**

### Academic Scores Key

4 = Exceeds Grade Level Standards	3 = Meets Grade Level Standards	2 = Progressing Toward Meeting Grade Level Standards	1 = Minimal Progress Toward Grade Level Standards	N/A = Not assessed in current reporting period	<input checked="" type="checkbox"/> = Assessed during reporting period
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**Option to show that  
topic/s will be taught/  
assessed in other  
reporting periods  
throughout the year**

**Option for indicating  
which Science DCI  
was taught/  
assessed during the  
reporting period**





## Characteristics and Behaviors of a College-Prepared and Career-Ready Learner

C=Consistently S=Sometimes R=Rarely

1st

2nd

3rd

Effectively Communicates and Collaborates

Understands Other Perspectives

Thinks Critically, Solves Problems Creatively, and Values Evidence

Acts Responsibly, Ethically, and is a Productive Citizen

Uses Technology and Digital Media Strategially and Capably

**Based on 21<sup>st</sup> Century Skills and College and Career Readiness Expectations from the CDE**

## Master Plan Program

Your child is enrolled in the following English Learner Master Plan Program: [<name of program here>](#)

California ELD Standards Part I	Reporting Period			California ELD Standards Part II	Reporting Period		
	1st	2nd	3rd		1st	2nd	3rd
<b>ELD Part 1</b> Interacting in Meaningful Ways				<b>ELD Part 2</b> Learning About How English Works			
Collaborative (engagement in dialogue with others)				Structuring Cohesive Texts			
Interpretive (comprehension and analysis of written and spoken texts)				Expanding and Enriching Ideas			
Productive (creation of oral presentations and written texts)				Connecting and Consensing Ideas			

### English Language Development Key

4 = Exceeds the standards for the ELD proficiency level

3 = Meets the standards for the ELD proficiency level

2 = Demonstrates some progress towards mastery of the ELD proficiency level standards

1 = Demonstrates little or no progress towards mastery of the ELD proficiency level standards

BR	<b>Bridging:</b> Students at this level continue to learn and apply high level English language skills in a variety of contexts, including highly technical texts. Students are ready to transition to full engagement in grade level academic tasks and activities without the need for extended ELD instruction.
EX	Expanding: Students are challenged to increase their English skills in more contexts, and learn to use English in more sophisticated ways appropriate to the secondary and postsecondary environments.
EM	Mastering: Students demonstrate proficiency in English for immediate academic and social contexts.

**Overall mark of progress in ELD for Part I and II (numeric)**

**Identification of student ELD proficiency level (BR, EX, or EM) within each mode and process**

**Identification of Master Plan Instructional Program**



**Instructional Services**

**Intervention Dates** Xxxxx mm/dd/yy Xxxxx mm/dd/yy Xxxxx mm/dd/yy (Max 3 entries)

**Gifted and Talented (GATE) Program:** <desc 1> <desc 2>

**Reporting Period 1:** MM/DD/YY - MM/DD/YY **Conference Held:** \_Yes \_No \_N/A **Warning Notice Sent On:** MM/DD/YY  **May Be Retained**

**Teacher Comments:**

(max of #n comments)

Teacher Signature (First, Last Name):

Date:

**Reporting Period 2:** MM/DD/YY - MM/DD/YY

MM/DD/YY  **May Be Retained**

**Teacher Comments:**

(max of #n comments)

Teacher Signature (First, Last Name):

Parent/Guardian Signature (First, Last Name):

Date:

**Reporting Period 3:** MM/DD/YY - MM/DD/YY

MM/DD/YY  **Will Be Retained**

**Teacher Comments:**

(max of #n comments)

**Grade Level Next Year:** \_\_\_\_

Teacher Signature (First, Last Name):

Date:

Parent/Guardian Signature (First, Last Name):

Date:

**Areas for  
teacher  
comments,**

**warning notice dates  
and potential  
retention  
notification,**

**reporting period  
and parent  
conference dates,**

**and teacher  
and parent  
signature.**

A photograph of several blue graduation caps (mortarboards) on a stage, with the heads of graduates visible in the background.

## Purpose of a Report Card

**Elementary CA Content Standards  
Progress Report Card Survey (case sensitive):**

**<http://bitly.com/NewReportCards>**

Additional Comments & Questions?

Please contact the Division of Instruction at  
(213) 241-5333



	Level 1	Level 2	Level 3	Level 4
<b>Additional Standards</b>				
Science				
History/Social Science				
Music				
Physical Education				
Art				
Health				
Other				

	Tri 1	Tri 2	Tri 3
<b>Special Services</b>			
<b>English Language Learner</b>			
Structured English Immersion			
English Language Mainstream			
Alternate Program			
<b>Special Education</b> (IEP Progress Report Attached)			
Speech			
RSP			
SDC			
GATE/Excel			
Specialist Teacher			
Literacy Classroom			
Supplemental Instruction			

<b>Modification/Modified Standards*</b>	
<b>Language Arts</b>	Grade Level _____ Modifications <input type="checkbox"/>
<b>Mathematics</b>	Grade Level _____ Modifications <input type="checkbox"/>

**Teacher Comments**

**Trimester 1**

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Conference Date \_\_\_\_\_ Teacher Signature \_\_\_\_\_

**Retention**  
 Possible \_\_\_\_\_ Parent Signature \_\_\_\_\_

**Trimester 2**

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Conference Date \_\_\_\_\_ Teacher Signature \_\_\_\_\_

**Retention**  
 Possible \_\_\_\_\_ Parent Signature \_\_\_\_\_

**Trimester 3**

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Conference Date \_\_\_\_\_ Teacher Signature \_\_\_\_\_

**Retention**  
 Possible \_\_\_\_\_ Parent Signature \_\_\_\_\_

Recommended \_\_\_\_\_ Parent Signature \_\_\_\_\_



**Long Beach Unified School District  
FIRST GRADE ACHIEVEMENT REPORT  
2014-2015**

**Purpose Statement**

A standards-based Achievement Report communicates to parents the student's individual progress toward consistent and independent mastery of the grade level standards in preparation for high school graduation and post-secondary/career options.

School \_\_\_\_\_

Student \_\_\_\_\_

Principal \_\_\_\_\_

Teacher \_\_\_\_\_

**Attendance**

	Tri 1	Tri 2	Tri 3
<b>Number of Days Present</b>			
<b>Number of Days Absent</b>			
<b>Number of Days Tardy</b>			
<b>Early Out</b>			

**Foundational Reading Skills Assessment (FRSA)**

Grade	Component	Number of Items	Component	Number of Items	Component	Number of Items
Grade 1	N/A	N/A	Phonological Awareness	/10	Phonics & Word Recognition	/80

**Promotion/Retention Criteria**

<b>Benchmark Reading Level</b>											
Tri 1		Tri 2		Tri 3							
Fiction	Nonfiction	Fiction	Nonfiction	Fiction	Nonfiction						

<b>Basic Math Facts</b>											
Tri 1		Tri 2		Tri 3							
+	-	x	÷	+	-	x	÷	+	-	x	÷

First grade students must read at mid-year first grade in fiction and nonfiction Benchmarks AND achieve a Level 3 in **addition and subtraction math facts with sums up to 10** by the end of the school year. *If your child does not meet these expectations, he/she will be recommended for retention.*

**Approaches to Learning/Citizenship and Social Skills Descriptors**

Level 4	<b>Consistent Mastery</b> of grade level expectations
Level 3	<b>Approaching Mastery</b> of grade level expectations
Level 2	<b>Partial Application</b> of grade level expectations
Level 1	<b>Minimal Application</b> of grade level expectations

	Level 1	Level 2	Level 3	Level 4
<b>Approaches to Learning</b>				
Sets and monitors goals for learning				
Makes effective use of class time				
Completes tasks/assignments				
Communicates personal strengths, needs, and interests				
Manages materials				
Demonstrates initiative and sustained effort				
Solves problems using a variety of resources				
Uses technology as a tool to research, synthesize, evaluate, and communicate				
<b>Citizenship/Social Skills</b>				
Accepts feedback and responsibility for actions				
Adjusts to transitions and changes in routine				
Solves conflicts according to school guidelines				
Regulates behavior effectively in structured settings				
Respects school and personal property				
Interacts respectfully with adults				
Interacts respectfully with peers				

**First Grade Levels of Growth and Achievement Descriptors**

Level 4	<b>Consistent Mastery</b> of the grade level standard
Level 3	<b>Approaching Mastery</b> of the grade level standard
Level 2	<b>Partial Application</b> of the grade level standard
Level 1	<b>Minimal Application</b> of the grade level standard

	Level 1	Level 2	Level 3	Level 4
<b>ENGLISH/LANGUAGE ARTS</b>				
<b>Foundational Reading Skills Achievement</b>				
Demonstrates an understanding of the spoken word, syllables, and sounds				
Reads grade level text with accuracy and fluency				
<b>Reading Literature and Informational Text</b>				
Asks and answers questions about key details in a text				
Uses key details to identify main topics and retell stories				
Determines meaning of words and phrases in text				
Identifies common types of text and text features				
Makes connections between texts				
<b>Writing Opinions, Informational Texts, and Narratives</b>				
Organizes and maintains focus to support purpose				
Uses appropriate details and precise language to develop the topic				
Spells simple words using common spelling patterns and more difficult words phonetically				
Applies grade level appropriate rules for capitalization and punctuation				
<b>Speaking and Listening</b>				
Engages in collaborative conversations about grade level topics and texts				
Listens and interprets information and ideas				
Plans, speaks, and presents information and ideas				
Uses grade-appropriate language and vocabulary				

**First Grade Levels of Growth and Achievement Descriptors**

Level 4	<b>Consistent Mastery</b> of the grade level standard
Level 3	<b>Approaching Mastery</b> of the grade level standard
Level 2	<b>Partial Application</b> of the grade level standard
Level 1	<b>Minimal Application</b> of the grade level standard

	Level 1	Level 2	Level 3	Level 4
<b>MATHEMATICS</b>				
<b>CONCEPTS AND PROCEDURES</b>				
<b>Operations and Algebraic Thinking</b>				
Problem Solving and Modeling				
Communicating Reasoning				
<b>Number and Operations in Base Ten</b>				
Represents and solves problems involving addition and subtraction				
Understands and applies properties of operations and the relationship between addition and subtraction				
Adds and subtracts within 20				
Works with addition and subtraction equations				
<b>Measurement and Data</b>				
Extends the counting sequence				
Understands place value				
Uses place value understanding and properties of operations to add and subtract				
<b>Geometry</b>				
Measures lengths indirectly and by iterating length units				
Tells and writes time				
Represents and interprets data				
<b>Reasons with shapes and their attributes</b>				
Reasons with shapes and their attributes				

Student: \_\_\_\_\_

Student ID: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Attendance Summary:**

T1		T2		T3		Total	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0	1	0	0	0	0	0	1

Academic Performance Level for Standards Achievement	
Name	Score
Exceeds Standard	4
Meets Standard	3
Approaching Standards	2
Minimal Progress	1
Not Applicable	NA

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:

To Parent/Guardian of

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

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

MATHEMATICS			
	Term		
	T1	T2	T3
MATHEMATICS ACHIEVEMENT			
<b>OPERATIONS &amp; ALGEBRAIC THINKING EXPECTATIONS</b>			
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			
<b>NUMBER &amp; OPERATIONS IN BASE TEN EXPECTATIONS</b>			
Use place value and operation properties to perform multi-digit arithmetic			
<b>NUMBER &amp; OPERATIONS-FRACTIONS EXPECTATIONS</b>			
Develop understanding of fractions as numbers			
<b>MEASUREMENT &amp; DATA EXPECTATIONS</b>			

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			
<b>GEOMETRY EXPECTATIONS</b>			
Reason with shapes and their attributes			
<b>STANDARDS FOR MATHEMATICAL PRACTICE (SMP)</b>			
STANDARDS FOR MATHEMATICAL PRACTICE ACHIEVEMENT			
<b>STANDARDS FOR MATHEMATICAL PRACTICE EXPECTATIONS</b>			
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			
<b>SOCIAL STUDIES EXPECTATIONS</b>			
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			
<b>SCIENCE EXPECTATIONS</b>			
Physical Sciences			
Life Sciences			
Earth Sciences			
Investigation and Experimentation			

PHYSICAL EDUCATION			
	Term		
	T1	T2	T3
PHYSICAL EDUCATION ACHIEVEMENT			
<b>PHYSICAL EDUCATION EXPECTATIONS</b>			
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			
CELDT			

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

# Milpitas Unified School District

## REPORT TO PARENTS - COMMON CORE STATE STANDARDS REPORT CARD

**Student:** \_\_\_\_\_ **School:** Anthony Spangler Elementary **Year:** 2014-2015  
**Teacher:** \_\_\_\_\_ **Principal:** Catherine Waslif **Grade:** 4  
**Perm ID:** \_\_\_\_\_ **08/18/2014 - 11/14/2014**  
**BirthDate:** \_\_\_\_\_

### EXPLANATION OF MARKS

**ELD Common Core Standards**

**E** Emerging  
**X** Expanding  
**B** Bridging

**Effort**

**O** Outstanding  
**S** Satisfactory  
**N** Needs Improvement  
**NA** Not Applicable

**Academic Content Standards (CCSS)**

**4** Thorough understanding of Grade-level CCSS  
**3** Adequate understanding of Grade-level CCSS  
**2** Partial understanding of Grade-level CCSS  
**1** Minimal understanding of Grade-level CCSS  
**NA** Not Assessed at This Time

**Language Fluency Information**

Language Fluency \_\_\_\_\_  
 Current Language Designation \_\_\_\_\_

	1	2	3
<b>Reporting Period</b>			
<b>At Risk of Retention</b>			
Yes			
No			
Retained			
Promoted			
<b>Additional Support/ Services or Modified Program in the Area(s) of:</b>			
(See attached document)			
ELA			
Math			
Science			
Social Studies			
<b>ENGLISH LANGUAGE DEVELOPMENT (ELD Standards)</b>			
Reading			
Writing			
Language			
Listening/Speaking			
<b>ENGLISH LANGUAGE ARTS - READING</b>			
<b>Foundational Skills</b>			
Word analysis and phonics			
Fluency			
<b>Informational Text</b>			
Key ideas & details			
Craft & structure			
Text complexity			
<b>Literature</b>			
Key ideas & details			
Craft & structure			
Text complexity			
<b>ENGLISH LANGUAGE ARTS - WRITING</b>			
<b>Text Types and Purposes</b>			
Opinion/Argument			
Narrative			
Informational Writing			
Conducts research reports			
Strengthens Writing by planning, revising, and editing			

	1	2	3
<b>Reporting Period</b>			
<b>ENGLISH LANGUAGE ARTS - LANGUAGE</b>			
<b>Written Language Foundations</b>			
Sentence Structure and Grammar			
Punctuation, Spelling, and Capitalization			
Application of vocabulary			
<b>ENGLISH LANGUAGE ARTS - SPEAKING AND LISTENING</b>			
Comprehension and Collaboration / Classroom and Group Discussion			
Presentation of Knowledge and Ideas			
<b>SOCIAL STUDIES</b>			
Demonstrates an understanding of Social Studies content and concepts			
Applies critical thinking to extend understanding of content and concepts			
<b>MATHEMATICS</b>			
Operations & Algebraic Thinking			
Numbers and operations in Base 10			
Number Sense and Operations - Fractions			
Measurement and Data			
Geometry			
<b>Mathematical Reasoning and Real World Application</b>			
Makes sense of problems and perseveres in solving them			
Clearly constructs arguments and critiques the reasoning of others			
Models with mathematics			
Synthesizes and analyzes patterns to create equations			
<b>SCIENCE</b>			
Physical Science			
Earth Science			
Life Science			
Investigation and Experimentation			
<b>ART/MUSIC/PE/Habits of Success - Effort Key</b>			
Art			
Music			
Physical Education			



Student:

Teacher:

Grade: 4

Reporting Period	1	2	3
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Habits of Success; Lifelong Learning, 4 C's			
Creativity, Collaboration, Communication, and Critical Thinking.			
Works independently and asks for help when needed			
Works/shares/plays respectfully and cooperatively			
Exercises self-control and follows rules and directions			
Demonstrates organizational skills			
Actively participates in learning			
Completes homework			
Presents work clearly			
Uses technology ethically and effectively			

ATTENDANCE	1	2	3
Days Enrolled			
Days Absent			
Days Tardy			

TEACHER COMMENTS
1st Trimester:
2nd Trimester:
3rd Trimester:
Teacher Signature _____

**DISTRICT OF COLUMBIA PUBLIC SCHOOLS**  
**5<sup>th</sup> Grade REPORT CARD**  
**SY 2011-2012**



Student Name: \_\_\_\_\_  
 Student ID#: \_\_\_\_\_

School: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

**REPORTING KEY**

**For Overall Progress in Subject Area**

- 4 = Exceeds the Standard (Advanced):** Student takes initiative to exceed the standard; consistently produces excellent work, applying skills/concepts correctly; shows creativity and insight.
- 3 = Meets the Standard (Proficient):** Student produces work that meets the standard; frequently produces work of high quality; applies skills/concepts correctly.
- 2 = Approaches the Standard (Basic):** Student shows a basic working knowledge of skills/concepts; produces satisfactory work; usually applies skills/concepts correctly.
- 1 = Does not Meet the Standard (Below Basic):** Student does not show basic working knowledge of skills/concepts; seldom produces work of satisfactory quality.

**For Skills/Expectations Within Subject Area**

**S = Secure                      D = Developing                      B = Beginning                      N = Not Introduced**

**A Note to Parents/Guardians:** Please keep in mind that many of the standards are just being introduced during the early term periods. Students may not reach proficiency or exceed proficiency on those standards until later in the school year.

Term	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>ENGLISH LANGUAGE ARTS (OVERALL)</b>				
<b>Reading Standards: Literature and Informational Text</b>				
Able to quote accurately from a text when explaining what a text says and draw inferences				
Able to determine a theme of a text, including how characters respond to challenges				
Compares and contrasts two or more characters, settings, or events in a story				
Understands how chapters, scenes, or stanzas fit together to create an entire text				
Understands how a narrator's and speaker's point of view influences how events are described				
Able to answer questions about the text and understand its overall purpose, including how visual elements contribute to the meaning and tone of a text				
<b>Reading Standards: Foundational Skills</b>				
Able to use previous knowledge to read unfamiliar, multisyllabic words				
Reads with sufficient accuracy and fluency				
<b>Writing Standards</b>				
Effectively includes an introduction, supporting paragraphs, and conclusion in written opinion, explanatory, and narrative pieces.				
Produces clear and coherent writing				
Employs technology to produce and publish writing in the classroom, when necessary				
Demonstrates understanding of how to conduct research and gather information on a particular topic				
Writes routinely over both extended time frames and shorter time frames				
<b>Speaking and Listening Standards</b>				
Effectively engages in collaborative classroom discussions and demonstrates preparedness, awareness of the rules, and makes meaningful contributions				
Able to summarize written texts read aloud and information presented orally				
Speaks clearly and logically while presenting an opinion or topic				
<b>Language Standards</b>				
Demonstrates command of standard English grammar and usage when writing and speaking and writing				
Understands the usage of English language while writing, speaking, reading, and listening				
Determines or clarifies the use of unknown words, using knowledge and appropriate resources				
Understands figurative language and word relationships				
<b>MATHEMATICS</b>				

<b>Number Sense and Operations</b>				
Applies the number theory concepts of common factor, common multiple, and divisibility rules for 2, 3, 5 and 10. Demonstrates an understanding of prime and composite numbers				
Demonstrates proficiency with division, including division with positive decimals and long division with multi-digit divisors				
Adds and subtracts fractions (including mixed numbers) with like and unlike denominators (of 2, 3, 4, 5 and 10), and expresses answers in the simplest form				
<b>Patterns, Relations, and Algebra</b>				
Represents real situations and mathematical relationships with concrete models, tables, graphs, and rules in words and with symbols (e.g., input-output tables)				
Uses the properties of equality to solve problems with whole numbers				
<b>Geometry</b>				
Identifies polygons based on their properties, including types of interior angles, perpendicular or parallel sides, and congruence of sides (e.g., squares, rectangles, rhombuses)				
Identifies, describes and compares special types of three-dimensional shapes (e.g., cubes, prisms, spheres, cones, and pyramids) based on their properties, such as edges and faces				
<b>Measurement</b>				
Applies the concepts of perimeter and area to the solution of problems involving triangles and rectangles; applies formulas where appropriate				
Identifies, measures, and describes circles and the relationships of the radius, diameter, circumference, and area (e.g., $d=2r$ ), and uses these concepts to solve problems				
<b>Data Analysis, Statistics and Probability</b>				
Constructs, draws conclusions, and makes predictions from various representations of data sets, including tables, line graphs, circle graphs, and bar graphs				
<b>SCIENCE (OVERALL)</b>				
Constructs relevant questions and conducts careful investigations while using appropriate tools				
Observes, demonstrates, and discusses how science and technology impact each other				
Recognizes and describes that the solar system consists of planets and other bodies that orbit the sun in predictable paths				