



Report Card Parent Guide **Grades 1-5**

Adopting the Common Core State Standards is a commitment to ensuring that all students acquire the skills they will need for success in a college and/or career when they graduate from high school. Regularly reporting each student's progress toward mastering those standards is important to everyone – students, families, and teachers.

The 2014-2015 school year introduces the method of reporting progress toward those standards with an approach that aligns with both this commitment and the new state assessment. This report card was developed to capture and report student academic progress in a clear and effective manner. It communicates your child's progress toward mastering the California Common Core State Standards, as well as progress in learner behaviors.

You are encouraged to discuss this report card with your child. Please review your child's accomplishments and areas needing improvement that are noted on the report card. Recognize and celebrate the progress your child is making; and if necessary, work together to bring about improved achievement. Communicate with your child's teacher about any concerns. A report card will be issued every quarter and parent conferences will be held twice a year. We believe that all children can perform to a high standard and it is important that we continue to work together to help your child succeed.

Explanation of Marks

| Progress Towards Standards | Meaning |
|----------------------------|--|
| 4 | Advanced: Student performance in cluster of standards for the reporting period consistently excels in grade-level expectations as demonstrated by a body of evidence that <u>shows depth of understanding and flexible application of grade level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation. |
| 3 | Proficient: Student performance in cluster of standards for the reporting period consistently meets grade-level expectations as demonstrated by a body of evidence that <u>shows independent understanding and application of grade level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation. |
| 2 | Approaching: Student performance in cluster of standards for the reporting period is just below grade-level expectations as demonstrated by a body of evidence that <u>shows partial/inconsistent understanding and application of grade level concepts</u> as determined by formal, informal, oral and/or assessments, and teacher observation. |
| 1 | Minimal: Student performance in cluster of standards for the reporting period is far below grade-level expectations as demonstrated by a body of evidence that <u>shows limited understanding and application of grade level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation. |
| X: Area of Concern | Students will receive an "X" for CCR Anchor Standards that are areas of concern, indicating a Performance Level equivalent to 1 or 2. |


Effort or Learner Behaviors

| | |
|----------|--|
| E | Excellent: The student consistently meets and regularly exceeds expectations. |
| G | Good: The student regularly meets expectations. |
| S | Satisfactory: The student usually meets expectations. |
| N | Needs Improvement: The student does not consistently meet expectations. |
| U | Unsatisfactory: The student does not meet expectations. |

The report card is meant to show a snapshot of how each student is performing at that moment in time. It captures how your child's teacher conveys the tracking of student progress. Teachers will be using multiple measures of assessment such as formal assessments, informal assessments, observations, anecdotal notes on assignments, partner or group work, oral responses, etc. The report card captures what your child does on a daily basis.

How Do I Read My Child's Report Card?

The Washington Unified School District's grades 1-5 report cards are standards-based and align with the California Common Core State Standards. Standards-based grading is designed to guide students toward excellence by measuring proficiency on clear objectives. Your child will receive performance level grades for the overall Content Strands and Clusters. These grades will be based on your child's performance on grade-specific standards for each grading quarter through multiple modes of assessment as well as planned and purposeful teacher observation. Specific College and Career Readiness (CCR) standards that are of concern will be marked "X"; otherwise the space will remain blank.

| | | Reporting Period | | | | | |
|---|----------------|---|----------|---|---|--|--|
| | | 1 | 2 | 3 | 4 | | |
| <p>CONTENT STRAND </p> <p>Clusters Progress towards Standards (4, 3, 2, 1)</p> <p>CCR Anchor Standards x = Area of Concern</p> | READING | Progress | 2 | 3 | | | |
| | | Effort | G | E | | | |
| | | Literature | Progress | 3 | 3 | | |
| | | Key Ideas and Details | | | | | |
| | | Craft and Structure | | | | | |
| | | Integration of Knowledge and Ideas | | | | | |
| | | Range of Reading and Level of Text Complexity | | | | | |
| | | Informational Text | Progress | 2 | 3 | | |
| | | Key Ideas and Details | | | | | |
| | | Craft and Structure | | | | | |
| | | Integration of Knowledge and Ideas | | X | | | |
| | | Range of Reading and Level of Text Complexity | | X | | | |
| | | Foundational Skills | Progress | 2 | 3 | | |
| | | Phonics and Word Recognition | | X | | | |
| | Fluency | | X | | | | |

Frequently Asked Questions

Why a standards-based report card?

A standards-based report card conveys what students should know and be able to do within each content area at each grade level. It provides real-time monitoring of student performance and reflects a more accurate picture of student achievement. This kind of feedback helps to inform classroom instruction and allows both teachers and families to understand exactly where students stand in relation to the learning standards.

How will a standards-based report card support my child's learning?

One of the biggest adjustments for students and families is that standards-based report cards focus on progress towards standards. This means that, for each reporting period, a student's marks will note how much progress he or she has made toward end-of-the-year standards. As the expectations for each quarter increase, students will be marked according to their proficiency level for each individual quarter. Learning targets are articulated clearly to the students throughout instruction. At the end of each reporting period parents can see if students are proficient at certain learning targets or whether or not re-teaching and continued practice are needed.

Can a student be proficient in one quarter and then move to a lower mark in the next marking period?

The expectations change from one marking period to the next as students move towards the end-of-grade-level expectations. This means that a student may meet the grade level expectation during the first marking period, but as the expectations increase, the student may not demonstrate the same level of proficiency during the next marking period. Therefore, a student might receive a 3 in the first marking period and then receive a 2 in the second marking period.

Why are there no letter grades?

A standards-based report card provides information about student achievement at that moment in time. It sends a clear, identifiable message about what a student knows, understands, and is able to do-as opposed to simply averaging grades/scores over the course of the grading period, which can mask what a student has or has not learned.

What should I do if I have concerns about my child's progress on a standards-based report card?

Ask your child's teacher to explain anything about the report card that you don't understand or that is confusing. You may also want to visit the links for parents listed in this guide to find out more about the Common Core State Standards themselves as well as how they translate into a standards-based report card.

What Parents Need to Know

- The California Common Core State Standards (CCSS) will help all children learn the skills and knowledge to assist them in becoming college and career ready when they graduate.
- College and Career Readiness (CCR) application of skills includes, but is not limited to, the following:
 - Demonstrating independence
 - Making sense of problems and persevering in solving them
 - Constructing viable arguments and critiquing the reasoning of others
 - Utilizing technology, digital media, and appropriate tools strategically
 - Communicating, collaborating, and displaying creativity
- The new standards set clear expectations for what your child should know and be able to do in key ideas: reading, writing, speaking and listening, language, and mathematics.

Resource Links for Parents

Below are links to parent resources that will help you learn more about the California Common Core State Standards. You can work along with your child's teacher and help your child prepare for success in the California Common Core State Standards.

California Department of Education CCSS Resources for Parents

<http://www.cde.ca.gov/re/cc/ccssresourcesparents.asp>

California State PTA Parent CCSS Resources

<http://www.capta.org/sections/programs/e-standards.cfm>

The Common Core State Standards

<http://www.corestandards.org/>