



Orange Unified School District Educational Services Division

Standards-Based Report Card

Parent and Legal Guardian Handbook

Elementary

Transitional Kindergarten – Grade 6

A Message from the Executive Director of Elementary Education

Dear Parents/Guardians,

We are excited to announce that the Orange Unified School District is now using a standards-based report card for all elementary students in grades Transitional Kindergarten through Sixth. This report card is an important step for our district as we work towards ensuring that all students receive a high-quality, 21st century learning experience that encompasses the California State Standards. This report card is the result of the collaborative effort of classroom teachers and administrators. The Standards-Based Report Card reflects OUSD commitments to providing you the best information possible regarding student learning and overall achievement.

The standards describe what your child should know and be able to do at each grade level in all core subjects. The report card is designed to give you more information about how your child is progressing, by skill and standard. The report card also provides information about your child's study and social skills development. This guide includes an overview of what is included in the Standards-Based Report Card, explains the standards that are being measured and details on the layout of key features in the report card.

We hope that the Standards-Based Report Card is a useful tool that enhances school and home communication, and that it provides the basis for ongoing dialogue to support each student's success.

Sincerely,

Anne Truex

Executive Director of Elementary Education

Acknowledgements

The Office of Elementary Education and Office of Curriculum & Instruction would like to express their appreciation of the efforts of those teachers who provided input in the report card design process. The feedback and year-long professional dialogue provided by the teacher stakeholders influenced very important decisions and refinements in the report card.

Standards-Based Report Card

Standards are statements of what students should know and be able to do. In August, 2010 the State of California adopted the State Standards which explain *what a student is expected to know and be able to do at each grade level*. Standards are written at each grade level and are developed in a way that one grade level leads to another; ensuring a strong foundation for future learning as the student progresses through each grade level. Marks provided on the report card are based on the student performance of standards associated with each grade. These standards are available for viewing on the California Department of Education (CDE) website: <http://www.cde.ca.gov/be/st/ss/>

A Standards-Based Report Card reflects the student's:

- Current proficiency level of the standards taught during the trimester
- Work in relation to the standards which apply to all students at his/her grade level
- Effort in subject areas
- Performance of Study Skills and Social Skills

The most important thing that all parents, educators, and community members can do is help students master the standards for their grade level so that students can continue to progress at an appropriate pace; ensuring preparation and success for college and career readiness.

A Look at the California Standards Across the Grade Levels

English Language Arts

California's English Language Arts Standards define the literacy expectations students need in order to graduate from high school ready for college and the workforce. According to the California English Language Arts Standards, students who are College and Career Ready in Reading, Writing, Speaking and Listening, and Language exhibit the following capabilities of the literate individual:

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

There are four strands to the standards: Reading, Writing, Speaking and Listening, and Language. The grade level specific standards build upon each other through the grades and translate the broad goals of the standards into age-appropriate expectations. As a result of minimal space on the report card, the standards are a shortened version of the actual standards provided by CDE.

A complete list of grade level specific standards can be accessed at:
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsststandards.pdf> .

Mathematics

The California Mathematics Standards are linked within and across grades, relevant to the real world, reflecting the knowledge and skills that are needed to be successful in college and career. The standards consist of two types of standards: Eight Mathematical Practice Standards (identical for each grade level) and Mathematical Content Standards (different at each grade level). Together these standards address both "habits of mind" that students should develop to foster mathematical understanding and expertise and skills and knowledge—what students need to know and be able to do. The mathematical content standards were built on a progression of topics across grade levels. As a result of minimal space on the report card, the standards are a shortened version of the actual standards provided by CDE.

A complete list of grade level specific standards can be accessed at:
<http://www.cde.ca.gov/be/st/ss/documents/ccsmathstandardaug2013.pdf>

Below is a chart of the Eight Mathematical Practices that are the same at each grade level.

STANDARDS FOR MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

English Language Development

Students in transitional kindergarten through grade twelve whose home language is not English are required by law to be assessed in English language proficiency (ELP). In California, the ELP assessment is currently the CELDT. The CELDT allows schools to identify students who need to improve their skills in listening, speaking, reading, and writing in English. Schools give the CELDT test each year to students who are still learning English (English Learners). If your student is classified as an English learner you will see an English Language Development grade, as well as their CELDT level on the report card.

Students are reclassified when they meet the district's reclassification criteria. Please ask your school site for further information about the district reclassification criteria.

Frequently Asked Questions About the Report Card

1. **Why did the report card change?** We have revised our report cards to align to the current California English Language Arts and Mathematics standards.
2. **What does a check mark by a standard mean?** This means that this is an area where improvement is needed.
3. **What should I do if "Academic Intervention Required" or "Student at Risk of Retention" is marked on the report card?** If either is checked, parents and teachers should have ongoing discussions about student's progress and needs.
4. **Why does my student not have a grade for English Language Development?** Only students who are designated as an English Learner will have a grade for English Language Development.
5. **Who do I contact if I have additional questions about the report card?** Please contact your child's teacher.

Educational Tips

Please discuss the report card thoroughly with your child. If improvement is needed, please have your child set a specific study time each day, make a list of daily assignments, complete all assignments before leaving the study area, spend extra time to thoroughly prepare for tests, and promote daily reading.

We ask parents to monitor your child's work. If good effort is shown, please let your child know that you appreciate the good work. Your child has every right to be proud of his/her own achievements.

Parents, child, and teacher working together will make successful students and terrific schools! Please feel free to speak with your child's teacher for specific concerns.

For more information on helping your child to succeed, you can visit the following web sites:

California Department of Education Child Development Resources –Information for parents and families about early childhood education: <http://www.cde.ca.gov/sp/cd/re/parentresources.asp>

California Department of Education Math Resources: <http://www.cde.ca.gov/re/cc/mathinfoparents.asp>

Be a Learning Hero- A collection of resources to help parents and families support their child’s success in school. You can search for resources in English or Spanish: <http://belearninghero.org/#intro>

Council of the Great City Schools Roadmaps – This site contains parent roadmaps in English and Spanish for understanding the ELA and math standards K-8. The roadmaps explain to parents what children will be learning and how parents can support learning outside the classroom: <http://www.cgcs.org/Domain/36>

National PTA – The National PTA has created “Parent Guides for Student Success” in English and Spanish that give an overview of what students will learn in English Language Arts and Mathematics. They also include suggestions for parents who would like to help support student learning at home: <http://www.pta.org/content.cfm?ItemNumber=2909>