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Dear Elementary Parents,

During our annual fall parent-teacher conference season, we are happy to provide you specific information regarding our elementary reporting process. We value all of you as the most important partners in our students' education. We welcome your feedback and have high hopes that we will reach our goal of having parents of 100% of our students participate in parent-teacher conferences this November.

Silver Strand and Village Elementary Schools are on a semester calendar. At your November parent-teacher conference, you will be updated with data, work samples, and other important information on your child's progress since the start of the school year. However, your child's official semester 1 report card will be brought home on Friday, February 3, 2016. Below is important information about our elementary reporting system, which accompanies the sample report card provided by your child's teacher.

Essential components of CUSD's standards-based reporting system are the following:

Each grade has standards for teaching and learning. The adopted California Standards describe what a student should know and be able to do at a given grade level. This includes English language arts, mathematics, science, social studies, health, physical education, and visual and performing arts. For more information on each grade's standards, please go to <http://coronadousd.net/elementary-learning/>.

1. **Grades are a snapshot of student progress during a finite period of time and are not a "label".** During each semester of the year, there are different standards that are taught. Though each semester's standards in a given subject area usually build upon one another, sometimes they are unique units of instruction as well. Report card grades provide feedback to parents on student progress for a finite time period based on the standards taught during that period of time. It is not uncommon for a student's grades to fluctuate depending on student's mastery of the subject for that time period. In addition, the rigor of the standards typically increase as the year goes on, and as such student performance may reflect that.
2. **CUSD values a growth mindset, and believes that all students have the ability to learn.** Each learner's brain is unique and as such, some learners require more time than others and need different strategies and opportunities to master the learning objective.
3. **There are many ways to assess a learner.** Many types of assessments are used by the teacher during instruction to measure the extent to which a student has met the standards. All assessments are used formatively, that is, to *inform* what a teacher's next steps are in order to move students towards mastery of standards. These assessments include, but are not limited to: daily teacher MAP assessments (grades 2-5), MAP for Primary Grades (K-2), common grade-level assessments, performance tasks, etc. Sometimes the term interim assessment is used to mean assessments for a given period of time, while summative assessment means those given at the end of a unit of instruction, at the end of the semester, or the year to determine overall achievement.
4. **The report card serves as only one component of positive parent-teacher communication.** A report card allows a teacher to communicate accurately a student's progress toward meeting standards at predetermined points throughout the school year. Other components of effective parent-teacher communication include phone calls, notes, conferences, personalized education plans (PEPs), feedback on classroom assignments and portfolios, open houses, newsletters, classroom Haiku pages, parent nights, and other means.

How are marks determined?

In a standards based reporting system, each semester students are evaluated based on expected progress at that particular point in the school year. A four-point scale is necessary if we are to accurately reflect the range of student performance. Our academic proficiency scale is as follows:

E	Student performance consistently and independently exceeds grade level expectations for this semester with accuracy and a high level of quality
S	Student performance is secure and meets grade level expectations for this semester
D	Student performance is developing steadily toward grade level expectations for this semester
B	Student performance is below grade level expectations for this semester

What are some of the features of the report card?

- Learning and Behavioral Outcomes – these reflect 21st Century learning skills. Each outcome will be scored as *exceeding, secure, developing, or below grade level expectations*.
- Academic Scoring Key – these reflect the levels of proficiency used to report achievement in the content areas. This scoring system is consistent across TK-5. Both semesters will be scored on one report card.
- Standards for Mathematical Practice (SMP) - these eight standards reflect the definition of mathematics proficiency for all students regardless of grade and are behaviors that lead to fluency, application, and a deep understanding of math. They are provided as information; performance in these areas is reflected in the scores in the math section underneath the SMP.
- Assessment Data – student progress on local/district assessments is provided in this section.
- Comments – teachers choose from a menu of comments provided below. The numbers relating to the comments will appear in the appropriate field. There is an “additional comments” field which may be used by the general education teacher and/or by other teachers who support students such as special educators, academic support and enrichment teachers, specialized content teachers, and PE teachers as appropriate.

Comments Key The following are comments available to elementary teachers for feedback to parents in a variety of areas. Parents will see the number relating to the comment in the appropriate semester’s field:

Successes/Strengths

1. Sets goals for him/herself and works towards them
2. Takes pride in his/her work
3. Is eager to learn
4. Is responsible and considerate to others
5. Occupies his/her time constructively
6. Works well in a group setting and makes contributions to the group
7. Enjoys participating in conversations and discussions
8. Organizes him/herself well

Growth

9. Is making steady progress as a learner
10. Is learning to become more self-reliant during independent work periods
11. Has shown improvement in the quality of his/her work
12. Is listening to and following directions more carefully
13. Is developing more positive ways to interact with others
14. Is learning to be more responsible

Needs Assistance

15. Absences/tardies/early check-outs are impacting student ability to learn
16. Requires guidance in cooperating and interacting with others

17. Requires guidance to remain focused and complete tasks
18. Tends to look to others for assistance rather than being self-reliant
19. Needs to listen more carefully
20. Tends to talk at inappropriate times
21. Tends to work too quickly, which may result in careless/poor work
22. Tries to do his/her best, however the work is difficult for him/her
23. Organization needs improvement
24. Completing homework would improve student progress

End of Term

25. Is a wonderful student, and I am happy to have him/her in my class!
26. Thank you for your cooperation and assistance at home.
27. Please continue to work on skills at home.
28. Please contact teacher to schedule a conference.

How do I know what constitutes meeting standards?

For all content areas, please look to your child's teacher to provide information on what constitutes meeting concepts and skills learned during a given semester. For students needing additional support to meet standards, CUSD schools have a range of supports and interventions to meet student needs. If a parent is concerned about a student's progress for any reason, the best and most important place to start is with the classroom teacher. As required by California Education Code (49067), parents of students who are at risk of receiving a Below-grade level mark on the upcoming report card, shall receive a CUSD Progress Report at the mid-semester mark along with suggestions from the teacher (and signed by the site administrator) as to how a student may improve in that area. Progress reports for students not meeting standards will be shared at your child's November parent-teacher conference and again in April.

When is it appropriate to give a student an E?

Standards-Based report cards encourage students to demonstrate their ability to apply skills and knowledge beyond grade level expectations for the semester. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality.

Communication and Conferences

The report card provides detailed feedback to parents regarding the progress their child is making toward specific learning goals at each grade level for each period of time. CUSD encourages regular communication between teacher and parent, realizing that there is no better way to do this than face-to-face or by telephone. Email is a great way to access or request information about classroom events, a quick homework question and the like. Though annual parent conferences traditionally occur at the end of the winter semester, before or after school conferences can be held at any time of the year when requested by parent or teacher. We regard the report card as essential, confidential information between parent, teacher, and child and we encourage conferences in which the student is a part or even leads.

Where did the language on the standards-based report card come from?

The report card language in all content areas are based on the adopted CA Content Standards, and has been designed to preserve consistency from one grade level to the next. In order to ensure the report card is understandable, some standard language was simplified. In addition, language may have been modified when multiple standards were combined into one marking category. For more information on each grade level's standards, please go to <http://coronadousd.net/elementary-learning/>.

My student is leaving before the end of the semester as we are moving. Do I need to complete a report card?

Yes. A report card must be completed when a student withdraws from a class. Scores should be reported based upon the student's progress up to the date of withdrawal and the following placed in the comment box. *'Grades reflect student progress through (date). (Student name) disenrolled prior to the end of the (1st/ 2nd) semester grading period.'*

Parents are our most important partners in education. Please let us know if you have questions, need support, or more information.

Sincerely,

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