



CUSD ELEMENTARY REPORT CARDS

reflecting Common Core State Standards and 21st Century Learning

2014-15

There are four essential components of CUSD's standards-based reporting system:

1. The California Common Core State Standards describe what a student should know and be able to do at a given grade level.
2. Proficiency level descriptors help determine trimester expectations.
3. Three types of assessments are used by the teacher during the course of instruction to measure the extent to which a student has met the standards: *formative* (information is used to inform instruction), *interim* (benchmarks for a given period of time used formatively) and *summative* (usually given at the end of a given time period such as the end of the year to determine achievement). These assessments include, but are not limited to: classroom quizzes and tests, teacher observations, district benchmark assessments, Measures of Academic Progress (MAP) assessments (grades 2-5), common grade-level assessments, performance tasks, etc.
4. The reporting tool(s) that allow a teacher to communicate accurately a student's progress toward meeting standards at predetermined points throughout the school year. The report card serves as only one component of a comprehensive communication system. Other components of an effective parent-teacher communication system 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.

The standards-based report card is a tool for CUSD to communicate a student's progress toward achieving Common Core State Standards (CCSS). Report cards are completed and shared with CUSD families at the end of each of three trimesters in grades TK-5. A standards-based report card lists the key expectations for each content area, based on the CCSS grade level expectations. On a standards-based report card, each content area is divided into a list of key standards and skills students are responsible for learning. Students receive marks showing how well they have mastered the content and skills expected during the trimester. The marks show whether the student *exceeds*, is *secure* or meets, is *developing* toward, or is only *beginning* to progress toward grade level expectations for the trimester. Each child is a unique learner and we strive to provide information personalized to students' varied needs, interests, and goals.

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. This report card allows parents and students to understand more clearly what is expected at each grade level. With this understanding, everyone will be better able to guide and support the child, helping him/her to be successful in a rigorous academic program. CUSD also 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. CUSD strives for 100% parent participation at conferences held at the end of the first trimester, and arrangements can easily be made to conference via Skype if parents are deployed or otherwise unavailable in person. 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 is based on the CCSS, 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.

How are marks determined?

In a standards based reporting system, each trimester students are evaluated based on expected progress at that particular point in the school year. In the third and final reporting period, the report card proficiency level reflects a student's achievement of the grade level standards in all content areas.

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 trimester with accuracy and a high level of quality
S	Student performance is secure and meets grade level expectations for this trimester
D	Student performance is developing steadily toward grade level expectations for this trimester
B	Student performance is beginning to progress toward grade level expectations for this trimester with additional time and/or support

How do I know what constitutes proficiency?

For the content areas of math (and the standards for mathematical practice) and English language arts (reading, writing, and language), proficiency level descriptors have been developed. These documents help teachers understand what *exceeding*, *secure*, *developing*, and *beginning* look like for each report card line item each trimester. For students needing additional support to become proficient, 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 progress report at the mid-trimester mark along with suggestions from the teacher (and signed by the site administrator) as to how a student may improve in that area.

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 trimester. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy, independence, and a high level of quality. See Proficiency Level Descriptors for more information.

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

Yes. A report card must be completed when a student withdraws from your 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, or 3rd) trimester grading period.'*

These report cards are in DRAFT form.

CUSD is finalizing all components of the new report cards, including digitizing them. Parents are required to sign a copy of the trimester 1 and 2 reporting periods. Parents will receive a hard copy of the report card each trimester.

Some new report card features include:

- The Learning and Behavioral Outcomes section which reflects 21st Century learning skills. Each outcome will be scored as *exceeding*, *secure*, *developing*, or *beginning to meet expectations*.
- The Academic Scoring Key section reflects the levels of proficiency used to report achievement in the content areas. This scoring system is consistent across TK-5. Refer to Proficiency Level Descriptors for support. All three trimesters will be scored on one report card.
- Only students in grades K-1 will receive one combined mark for Social Studies and Science.

For more information, please contact:

Whitney DeSantis, Principal
Tom Bevilacqua, Assistant Principal
Village Elementary
wdesantis@coronadousd.net
tbevilacqua@coronadousd.net
619 522-8915

Bill Cass, Principal
Silver Strand Elementary
wcass@coronadousd.net
619 522-8934

Claudia Gallant, Senior Director
Learning and Instruction for CUSD
cgallant@coronadousd.net
619 522-8900, x1014

Student Name:

Teacher Name:

Purpose of Report Card

Coronado Unified School District’s elementary standards-based report card communicates students’ achievement of trimester-specified standards. Scores are earned based on students’ demonstration of mastery of core curriculum standards. Effort, attitude, homework, and participation are reported separately from progress toward academic standards.

The report card communicates:

- an accurate portrayal of student learning that is consistent throughout the district
- unique needs of a student
- present levels of student performance and achievement

Attendance:

	1	2	3
Absent			
Tardy			
Days Present			

Learning and Behavioral Outcomes	
These Learning and Behavioral Outcomes are essential for students at all grade levels:	
E	Student consistently <i>exceeds</i> expectations for this learning outcome
S	Student is <i>secure</i> in this learning outcome
D	Student is <i>developing</i> steadily in this learning outcome
B	Student is <i>beginning</i> to progress toward this learning outcome with additional time and/or support

	1	2	3
Self-Directed Learner			
The ability to be responsible for one’s own learning			
<ul style="list-style-type: none"> •Works independently and asks for help when needed •Makes productive use of class time 			
Community Contributor			
The understanding that it is essential for human beings to work together			
<ul style="list-style-type: none"> •Demonstrates respect to peers and adults •Follows school and classroom rules 			
Complex Thinker			
The ability to demonstrate critical thinking and problem-solving strategies			
<ul style="list-style-type: none"> •Explains answers and makes adjustments •Solves problems in different ways 			
Quality Producer			
The ability to recognize and produce quality performance and quality products			
<ul style="list-style-type: none"> •Strives to complete work neatly, correctly, and on time •Demonstrates fine motor skills (cut, copy, pencil control, etc.) 			
Effective Communicator			
The ability to communicate effectively			
<ul style="list-style-type: none"> •Listens to and builds upon others’ ideas and expresses thoughts, feelings, and ideas audibly and clearly •Communicates ideas in a variety of formats and for a range of audiences and purposes 			
Effective and Ethical User of Resources, Including Technology			
The ability to use a variety of resources effectively and ethically			
<ul style="list-style-type: none"> •Draws upon multiple resources to produce quality products •Organizes and uses classroom resources responsibly 			

Kindergarten

Standards for Mathematical Practice		1	2	3
These Mathematical Practices are behaviors that lead to fluency, application, and a deep understanding of the standards	Makes sense of problems and perseveres in solving them			
	Reasons abstractly and quantitatively			
S Student is secure in this practice	Constructs viable arguments and critiques the reasoning of others			
	Models with mathematics			
D Student is developing steadily in this practice	Uses appropriate tools strategically			
	Attends to precision			
B Student is beginning to progress in this practice with additional time and/or support	Looks for and makes use of structure			
	Looks for and expresses regularity in repeated reasoning			

Academic Scoring Key	
Scores based on student’s academic progress toward trimester standards:	
E	Student performance consistently and independently <i>exceeds</i> grade level expectations for this trimester with accuracy and a high level of quality
S	Student performance is <i>secure</i> and meets grade level expectations for this trimester
D	Student performance is <i>developing</i> steadily toward grade level expectations for this trimester
B	Student performance is <i>beginning</i> to progress toward grade level expectations for this trimester with additional time and/or support

Mathematics		1	2	3
Counting and Cardinality				
Knows number names and count sequence				
Counts to tell the number of objects				
Compares numbers				
Operations and Algebraic Thinking				
Understands addition as putting together and adding to and understands subtraction as taking apart and taking from				
Number and Operations in Base Ten				
Works with numbers 11-19 to gain foundations for place value				
Measurement and Data				
Describes and compares measurable attributes (i.e., more/less or taller/shorter)				
Classifies objects and counts the number of objects in each category				
Geometry				
Identifies and describes shapes				
Analyzes, compares, creates, and composes shapes				

Reading	1	2	3
Foundational Skills			
Demonstrates understanding of the organization and basic features of print			
Demonstrates understanding of spoken words, syllables, and sounds (phonemes)			
Knows and applies grade-level phonics and word analysis skills in decoding words both in isolation and in text			
Reads emergent texts with purpose and understanding			
Literature and Informational Text			
Asks and answers questions about key details in literature and informational texts			
Retells stories and identifies the main topic and key details in informational texts			
Asks and answers questions about unknown words in literature and informational texts			
Describes the relationship between illustrations and the text in which they appear			
Compares and contrasts the experiences of characters in stories and the features of informational text on the same topic			
Writing			
Uses a combination of drawing, dictating, and writing to compose narratives			
Uses a combination of drawing, dictating, and writing to compose opinion pieces			
Uses a combination of drawing, dictating, and writing to compose informative/explanatory texts			
Uses correct grammar, conventions, and spelling when writing			
Language			
Acquires and uses grade-appropriate vocabulary			
Participates in collaborative discussions, asking and answering question relevant to the topic or text under discussion, using the conventions of Standard English grammar and usage			

Social Studies and Science
District Goals:
<ul style="list-style-type: none"> Students will acquire core content knowledge and develop critical thinking skills in social studies and science.

Fine Arts and Physical Education			
Visual and Performing Arts			
District Goals:			
<ul style="list-style-type: none"> Student identifies and understands the elements, principles and expressive qualities of a variety of styles of visual and performing arts at grade level. Through creating and performing, the student understands how works of art are produced. 			
Physical Education			
District Goals:			
<ul style="list-style-type: none"> Student demonstrates competency in a variety of skills and health-enhancing activities at grade level while participating in a safe, cooperative environment. 			

Assessment Data:	1	2	3
English Language Arts			
MAP			
Read Well/DRA2			
Mathematics			
MAP			
Benchmark Assessment			

Comments:

Trimester 1 **Date:**

Trimester 2 **Date:**

Trimester 3 **Date:**

 Parent Signature (required) Personalized Learning Conference Trimester 1 Date

 Parent Signature (as needed) Personalized Learning Conference Trimester 2 Date

 Teacher Signature Grade Next Year



Student Name:

Teacher Name:

First Grade

Purpose of Report Card

Coronado Unified School District's elementary standards-based report card communicates students' achievement of trimester-specified standards. Scores are earned based on students' demonstration of mastery of core curriculum standards. Effort, attitude, homework, and participation are reported separately from progress toward academic standards.

The report card communicates:

- an accurate portrayal of student learning that is consistent throughout the district
- unique needs of a student
- present levels of student performance and achievement

Attendance:

	1	2	3
Absent			
Tardy			
Days Present			

Learning and Behavioral Outcomes

These Learning and Behavioral Outcomes are essential for students at all grade levels:

E	Student consistently <i>exceeds</i> expectations for this learning outcome
S	Student is <i>secure</i> in this learning outcome
D	Student is <i>developing</i> steadily in this learning outcome
B	Student is <i>beginning</i> to progress toward this learning outcome with additional time and/or support

	1	2	3
--	---	---	---

Self-Directed Learner

The ability to be responsible for one's own learning

- Works independently and asks for help when needed
- Makes productive use of class time

Community Contributor

The understanding that it is essential for human beings to work together

- Demonstrates respect to peers and adults
- Follows school and classroom rules

Complex Thinker

The ability to demonstrate critical thinking and problem-solving strategies

- Explains answers and makes adjustments
- Solves problems in different ways

Quality Producer

The ability to recognize and produce quality performance and quality products

- Strives to complete work neatly, correctly, and on time
- Demonstrates fine motor skills (cut, copy, pencil control, etc.)

Effective Communicator

The ability to communicate effectively

- Listens to and builds upon others' ideas and expresses thoughts, feelings, and ideas audibly and clearly
- Communicates ideas in a variety of formats and for a range of audiences and purposes

Effective and Ethical User of Resources, Including Technology

The ability to use a variety of resources effectively and ethically

- Draws upon multiple resources to produce quality products
- Organizes and uses classroom resources responsibly

Standards for Mathematical Practice		1	2	3
These Mathematical Practices are behaviors that lead to fluency, application, and a deep understanding of the standards	Makes sense of problems and perseveres in solving them			
	Reasons abstractly and quantitatively			
S Student is secure in this practice	Constructs viable arguments and critiques the reasoning of others			
	Models with mathematics			
D Student is developing steadily in this practice	Uses appropriate tools strategically			
	Attends to precision			
B Student is beginning to progress in this practice with additional time and/or support	Looks for and makes use of structure			
	Looks for and expresses regularity in repeated reasoning			

Academic Scoring Key

Scores based on student's academic progress toward trimester standards:

E	Student performance consistently and independently <i>exceeds</i> grade level expectations for this trimester with accuracy and a high level of quality
S	Student performance is <i>secure</i> and meets grade level expectations for this trimester
D	Student performance is <i>developing</i> steadily toward grade level expectations for this trimester
B	Student performance is <i>beginning</i> to progress toward grade level expectations for this trimester with additional time and/or support

Mathematics	1	2	3
-------------	---	---	---

Operations and Algebraic Thinking

Represents and solves word problems involving addition and subtraction within 20
Applies properties of operations as strategies to add and subtract

Adds and subtracts within 20, demonstrating fluency within 10
Works with addition and subtraction equations

Number and Operations in Base Ten

Extends the counting sequence within 120
Understands place value up to 2 digits

Uses place value understanding and properties of operations to add and subtract within 100

Measurement and Data

Measures lengths indirectly and by iterating length units
Tells and writes times to the hour and half hour
Represents and interprets data

Geometry

Reasons with shapes and their attributes
Partitions circles and rectangles into two and four equal shares

Reading				1	2	3			
Foundational Skills									
Knows and applies phonics, word skills, and decoding both in isolation and in text									
Reads with sufficient accuracy and fluency to support comprehension									
Literature		1	2	3	Informational Text		1	2	3
Asks and answers questions about key details in a text					Asks and answers questions about key details in a text				
Retells stories, demonstrating understanding of their central message or lesson					Identifies the main topic and retells key details				
Identifies how words and phrases are used in stories and poems					Clarifies the meaning of words and phrases and uses text features and structures to locate key facts and information				
Compares and contrasts the experiences of characters in stories					Identifies similarities and differences between two texts on the same topic				
Writing				1	2	3			
Writes narratives with appropriately sequenced events and some details									
Writes opinion pieces that name a topic or book and give reasons for the opinion									
Writes informative/ explanatory texts that name a topic and supply facts on the topic									
Uses correct grammar, conventions, and spelling when writing									
Language				1	2	3			
Acquires and uses grade-appropriate vocabulary									
Speaks, reads aloud, and recites fluently and with expression, using the conventions of Standard English grammar and usage									
Social Studies and Science				1	2	3			
Demonstrates an understanding of social studies and science content and concepts and applies critical thinking to extend understanding									
Fine Arts and Physical Education									
Visual and Performing Arts									
District Goals:									
<ul style="list-style-type: none"> Student identifies and understands the elements, principles and expressive qualities of a variety of styles of visual and performing arts at grade level. Through creating and performing, the student understands how works of art are produced. 									
Physical Education									
District Goals:									
<ul style="list-style-type: none"> Student demonstrates competency in a variety of skills and health enhancing activities at grade level while participating in a safe, cooperative environment. 									

Assessment Data:	1	2	3
English Language Arts			
MAP			
Read Well/DRA2			
Mathematics			
MAP			
Benchmark Assessment			

Comments:

Trimester 1

Date:

DRAFT Teachers will choose from a dropdown menu of various comments

Trimester 2

Date:

DRAFT Teachers will choose from a dropdown menu of various comments

Trimester 3

Date:

DRAFT Teachers will choose from a dropdown menu of various comments

Parent Signature (required) Personalized Learning Conference Trimester 1 Date

Parent Signature (as needed) Personalized Learning Conference Trimester 2 Date

Teacher Signature Grade Next Year



Student Name:

Teacher Name:

Second Grade

Purpose of Report Card

Coronado Unified School District's elementary standards-based report card communicates students' achievement of trimester-specified standards. Scores are earned based on students' demonstration of mastery of core curriculum standards. Effort, attitude, homework, and participation are reported separately from progress toward academic standards.

The report card communicates:

- an accurate portrayal of student learning that is consistent throughout the district
- unique needs of a student
- present levels of student performance and achievement

Attendance:

	1	2	3
Absent			
Tardy			
Days Present			

Learning and Behavioral Outcomes

These Learning and Behavioral Outcomes are essential for students at all grade levels:

E	Student consistently <i>exceeds</i> expectations for this learning outcome
S	Student is <i>secure</i> in this learning outcome
D	Student is <i>developing</i> steadily in this learning outcome
B	Student is <i>beginning</i> to progress toward this learning outcome with additional time and/or support

	1	2	3
Self-Directed Learner			
The ability to be responsible for one's own learning			
<ul style="list-style-type: none"> •Works independently and asks for help when needed •Makes productive use of class time 			
Community Contributor			
The understanding that it is essential for human beings to work together			
<ul style="list-style-type: none"> •Demonstrates respect to peers and adults •Follows school and classroom rules 			
Complex Thinker			
The ability to demonstrate critical thinking and problem-solving strategies			
<ul style="list-style-type: none"> •Explains answers and makes adjustments •Solves problems in different ways 			
Quality Producer			
The ability to recognize and produce quality performance and quality products			
<ul style="list-style-type: none"> •Strives to complete work neatly, correctly, and on time •Demonstrates fine motor skills (cut, copy, pencil control, etc.) 			
Effective Communicator			
The ability to communicate effectively			
<ul style="list-style-type: none"> •Listens to and builds upon others' ideas and expresses thoughts, feelings, and ideas audibly and clearly •Communicates ideas in a variety of formats and for a range of audiences and purposes 			
Effective and Ethical User of Resources, Including Technology			
The ability to use a variety of resources effectively and ethically			
<ul style="list-style-type: none"> •Draws upon multiple resources to produce quality products •Organizes and uses classroom resources responsibly 			

Standards for Mathematical Practice		1	2	3
These Mathematical Practices are behaviors that lead to fluency, application, and a deep understanding of the standards	Makes sense of problems and perseveres in solving them			
	Reasons abstractly and quantitatively			
S Student is secure in this practice	Constructs viable arguments and critiques the reasoning of others			
	Models with mathematics			
D Student is developing steadily in this practice	Uses appropriate tools strategically			
	Attends to precision			
B Student is beginning to progress in this practice with additional time and/or support	Looks for and makes use of structure			
	Looks for and expresses regularity in repeated reasoning			

Academic Scoring Key	
Scores based on student's academic progress toward trimester standards:	
E	Student performance consistently and independently <i>exceeds</i> grade level expectations for this trimester with accuracy and a high level of quality
S	Student performance is <i>secure</i> and meets grade level expectations for this trimester
D	Student performance is <i>developing</i> steadily toward grade level expectations for this trimester
B	Student performance is <i>beginning</i> to progress toward grade level expectations for this trimester with additional time and/or support

Mathematics	1	2	3
Operations and Algebraic Thinking			
Represents and solves word problems involving addition and subtraction within 100			
Adds and subtracts within 20, using mental strategies			
Works with equal groups of object to gain foundations for multiplication			
Number and Operations in Base Ten			
Understands place value up to 3 digits			
Uses place value understanding and properties of operations to add and subtract within 1000			
Measurement and Data			
Measures and estimates lengths using standard units			
Relates addition and subtraction to length			
Works with time and money			
Represents and interprets data			
Geometry			
Reasons with shapes and their attributes			
Partitions circles and rectangles into two, three, and four equal shares			

Reading				1	2	3			
Foundational Skills									
Knows and applies phonics, word skills, and decoding both in isolation and in text									
Reads with sufficient accuracy and fluency to support comprehension									
Literature		1	2	3	Informational Text		1	2	3
Asks and answers questions to demonstrate understanding of key details in a text					Asks and answers questions to demonstrate understanding of key details in a text				
Recounts stories, determining their central message, lesson, or moral					Identifies the main topic and the focus of specific paragraphs within the text				
Explains how words, phrases and text structure are used to supply meaning in stories and poems					Determines the meaning of words and phrases and uses text features to locate key facts and information				
Compares and contrasts two or more versions of the same story					Compares and contrasts the most important points presented by two texts on the same topic				
Writing							1	2	3
Writes narratives to develop experiences using descriptive details and clear event sequences									
Writes opinion pieces on topics or texts, supporting a point of view with evidence									
Writes informative/ explanatory texts that examine a topic and use facts to convey ideas and information clearly									
Uses correct grammar, conventions, and spelling when writing									
Language							1	2	3
Acquires and uses grade-appropriate vocabulary									
Plans and delivers oral presentations, using the conventions of Standard English grammar and usage									
Social Studies							1	2	3
Demonstrates an understanding of social studies content and concepts and applies critical thinking to extend understanding									
Science							1	2	3
Demonstrates an understanding of science content and concepts and applies critical thinking to extend understanding									
Fine Arts and Physical Education									
Visual and Performing Arts									
District Goals:									
<ul style="list-style-type: none"> Student identifies and understands the elements, principles and expressive qualities of a variety of styles of visual and performing arts at grade level. Through creating and performing, the student understands how works of art are produced. 									
Physical Education									
District Goals:									
<ul style="list-style-type: none"> Student demonstrates competency in a variety of skills and health enhancing activities at grade level while participating in a safe, cooperative environment. 									

Assessment Data:	1	2	3
English Language Arts			
MAP			
Read Well/DRA2			
Mathematics			
MAP			
Benchmark Assessment			

Comments:

Trimester 1	Date:
DRAFT Teachers will choose from a dropdown menu of various comments	
Trimester 2	Date:
DRAFT Teachers will choose from a dropdown menu of various comments	
Trimester 3	Date:
DRAFT Teachers will choose from a dropdown menu of various comments	

Parent Signature (required) Personalized Learning Conference Trimester 1 Date

Parent Signature (as needed) Personalized Learning Conference Trimester 2 Date

Teacher Signature Grade Next Year



Student Name:

Teacher Name:

Third Grade

Purpose of Report Card

Coronado Unified School District's elementary standards-based report card communicates students' achievement of trimester-specified standards. Scores are earned based on students' demonstration of mastery of core curriculum standards. Effort, attitude, homework, and participation are reported separately from progress toward academic standards.

The report card communicates:

- an accurate portrayal of student learning that is consistent throughout the district
- unique needs of a student
- present levels of student performance and achievement

Attendance:

	1	2	3
Absent			
Tardy			
Days Present			

Learning and Behavioral Outcomes

These Learning and Behavioral Outcomes are essential for students at all grade levels:

E	Student consistently <i>exceeds</i> expectations for this learning outcome
S	Student is <i>secure</i> in this learning outcome
D	Student is <i>developing</i> steadily in this learning outcome
B	Student is <i>beginning</i> to progress toward this learning outcome with additional time and/or support

	1	2	3
--	---	---	---

Self-Directed Learner

The ability to be responsible for one's own learning

- Works independently and asks for help when needed
- Makes productive use of class time

Community Contributor

The understanding that it is essential for human beings to work together

- Demonstrates respect to peers and adults
- Follows school and classroom rules

Complex Thinker

The ability to demonstrate critical thinking and problem-solving strategies

- Explains answers and makes adjustments
- Solves problems in different ways

Quality Producer

The ability to recognize and produce quality performance and quality products

- Strives to complete work neatly, correctly, and on time
- Demonstrates fine motor skills (cut, copy, pencil control, etc.)

Effective Communicator

The ability to communicate effectively

- Listens to and builds upon others' ideas and expresses thoughts, feelings, and ideas audibly and clearly
- Communicates ideas in a variety of formats and for a range of audiences and purposes

Effective and Ethical User of Resources, Including Technology

The ability to use a variety of resources effectively and ethically

- Draws upon multiple resources to produce quality products
- Organizes and uses classroom resources responsibly

Standards for Mathematical Practice

		1	2	3
These Mathematical Practices are behaviors that lead to fluency, application, and a deep understanding of the standards	Makes sense of problems and perseveres in solving them			
	Reasons abstractly and quantitatively			
	Constructs viable arguments and critiques the reasoning of others			
S Student is secure in this practice	Models with mathematics			
	Uses appropriate tools strategically			
D Student is developing steadily in this practice	Attends to precision			
	Looks for and makes use of structure			
B Student is beginning to progress in this practice with additional time and/or support	Looks for and expresses regularity in repeated reasoning			

Academic Scoring Key

Scores based on student's academic progress toward trimester standards:

E	Student performance consistently and independently <i>exceeds</i> grade level expectations for this trimester with accuracy and a high level of quality
S	Student performance is <i>secure</i> and meets grade level expectations for this trimester
D	Student performance is <i>developing</i> steadily toward grade level expectations for this trimester
B	Student performance is <i>beginning</i> to progress toward grade level expectations for this trimester with additional time and/or support

Mathematics

	1	2	3
--	---	---	---

Operations and Algebraic Thinking

Represents and solves problems involving multiplication and division within 100			
Applies properties of multiplication and the relationship between multiplication and division			
Fluently multiplies and divides within 100			
Solves problems involving the four operations and identifies and explains patterns in arithmetic			

Number and Operations in Base Ten

Uses place value understanding and properties of operations to perform multi-digit arithmetic			
---	--	--	--

Number and Operations – Fractions

Develops an understanding of fractions as numbers			
---	--	--	--

Measurement and Data

Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects			
Applies concepts of perimeter and area as related to addition and multiplication			
Represents and interprets data			

Geometry

Reasons with shapes and their attributes			
--	--	--	--

Reading				1	2	3			
Foundational Skills									
Knows and applies grade-level phonics and word analysis skills in decoding words both in isolation and in text									
Reads with sufficient accuracy and fluency to support comprehension									
Literature		1	2	3	Informational Text		1	2	3
Refers explicitly to the text when asking and answering questions to demonstrate understanding					Refers explicitly to the text when asking and answering questions to demonstrate understanding				
Recounts stories, determining their central message, lesson, or moral					Determines the main idea, and explains how it is supported by key details				
Determines how words, phrases and text structure are used to supply meaning in stories, dramas, and poems					Determines the meaning of domain-specific words and phrases and uses text features to locate information				
Compares and contrasts the themes, settings, and plots of stories					Compares and contrasts the most important points and key details presented in two texts on the same topic				
Writing							1	2	3
Writes narratives to develop real or imagined experiences using effective technique, descriptive details, and clear event sequences									
Writes opinion pieces on topics or texts, supporting a point of view with evidence									
Writes informative/explanatory texts that examine a topic and use facts to convey ideas and information clearly									
Uses correct grammar, conventions, and spelling when writing									
Language							1	2	3
Acquires and uses general academic and domain-specific vocabulary									
Plans and delivers oral presentations, using the conventions of Standard English grammar and usage									
Social Studies							1	2	3
Demonstrates an understanding of social studies content and concepts and applies critical thinking to extend understanding									
Science							1	2	3
Demonstrates an understanding of science content and concepts and applies critical thinking to extend understanding									
Fine Arts and Physical Education									
Visual and Performing Arts									
District Goals:									
<ul style="list-style-type: none"> Student identifies and understands the elements, principles and expressive qualities of a variety of styles of visual and performing arts at grade level. Through creating and performing, the student understands how works of art are produced. 									
Physical Education									
District Goals:									
<ul style="list-style-type: none"> Student demonstrates competency in a variety of skills and health enhancing activities at grade level while participating in a safe, cooperative environment. 									

Assessment Data:	1	2	3
English Language Arts			
MAP			
Read Well/DRA2			
Mathematics			
MAP			
Benchmark Assessment			

Comments:

Trimester 1	Date:
DRAFT Teachers will choose from a dropdown menu of various comments	
Trimester 2	Date:
DRAFT Teachers will choose from a dropdown menu of various comments	
Trimester 3	Date:
DRAFT Teachers will choose from a dropdown menu of various comments	

 Parent Signature (required) Personalized Learning Conference Trimester 1 Date

 Parent Signature (as needed) Personalized Learning Conference Trimester 2 Date

 Teacher Signature Grade Next Year



Student Name:

Teacher Name:

Purpose of Report Card

Coronado Unified School District's elementary standards-based report card communicates students' achievement of trimester-specified standards. Scores are earned based on students' demonstration of mastery of core curriculum standards. Effort, attitude, homework, and participation are reported separately from progress toward academic standards.

The report card communicates:

- an accurate portrayal of student learning that is consistent throughout the district
- unique needs of a student
- present levels of student performance and achievement

Attendance:

	1	2	3
Absent			
Tardy			
Days Present			

Learning and Behavioral Outcomes	
These Learning and Behavioral Outcomes are essential for students at all grade levels:	
E	Student consistently <i>exceeds</i> expectations for this learning outcome
S	Student is <i>secure</i> in this learning outcome
D	Student is <i>developing</i> steadily in this learning outcome
B	Student is <i>beginning</i> to progress toward this learning outcome with additional time and/or support

	1	2	3
Self-Directed Learner			
The ability to be responsible for one's own learning			
<ul style="list-style-type: none"> •Works independently and asks for help when needed •Makes productive use of class time 			
Community Contributor			
The understanding that it is essential for human beings to work together			
<ul style="list-style-type: none"> •Demonstrates respect to peers and adults •Follows school and classroom rules 			
Complex Thinker			
The ability to demonstrate critical thinking and problem-solving strategies			
<ul style="list-style-type: none"> •Explains answers and makes adjustments •Solves problems in different ways 			
Quality Producer			
The ability to recognize and produce quality performance and quality products			
<ul style="list-style-type: none"> •Strives to complete work neatly, correctly, and on time •Demonstrates fine motor skills (cut, copy, pencil control, etc.) 			
Effective Communicator			
The ability to communicate effectively			
<ul style="list-style-type: none"> •Listens to and builds upon others' ideas and expresses thoughts, feelings, and ideas audibly and clearly •Communicates ideas in a variety of formats and for a range of audiences and purposes 			
Effective and Ethical User of Resources, Including Technology			
The ability to use a variety of resources effectively and ethically			
<ul style="list-style-type: none"> •Draws upon multiple resources to produce quality products •Organizes and uses classroom resources responsibly 			

Fourth Grade

Standards for Mathematical Practice		1	2	3
These Mathematical Practices are behaviors that lead to fluency, application, and a deep understanding of the standards				
	Makes sense of problems and perseveres in solving them			
	Reasons abstractly and quantitatively			
	Constructs viable arguments and critiques the reasoning of others			
	Models with mathematics			
S	Student is secure in this practice			
	Uses appropriate tools strategically			
	Attends to precision			
D	Student is developing steadily in this practice			
	Looks for and makes use of structure			
B	Student is beginning to progress in this practice with additional time and/or support			
	Looks for and expresses regularity in repeated reasoning			

Academic Scoring Key	
Scores based on student's academic progress toward trimester standards:	
E	Student performance consistently and independently <i>exceeds</i> grade level expectations for this trimester with accuracy and a high level of quality
S	Student performance is <i>secure</i> and meets grade level expectations for this trimester
D	Student performance is <i>developing</i> steadily toward grade level expectations for this trimester
B	Student performance is <i>beginning</i> to progress toward grade level expectations for this trimester with additional time and/or support

Mathematics		1	2	3
Operations and Algebraic Thinking				
Uses the four operations with whole number to solve problems				
Demonstrates familiarity with factors and multiples				
Generates and analyzes patterns				
Number and Operations in Base Ten				
Generalizes place value understanding for multi-digit whole numbers				
Uses place value understanding and properties of operations to perform multi-digit arithmetic				
Number and Operations – Fractions				
Understands fraction equivalence and ordering				
Builds fractions from unit fractions by applying understandings of operations of whole numbers				
Understands decimal notation for fractions and compares decimals				
Measurement and Data				
Solves problems involving measurement and conversion of measurements				
Represents and interprets data				
Geometry				
Understands concepts of angles and measures angles				
Draws and identifies lines and angles, and classifies shapes by properties of their lines and angles				

Reading			
Literature	1	2	3
Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences			
Summarizes text and determines the theme of stories, dramas, and poems			
Determines how words, phrases, text structure, and point of view are used to supply meaning in stories, dramas, and poems			
Compares and contrasts the themes, topics, and patterns of events in stories			
Informational Text	1	2	3
Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences			
Determines the main idea and how it is supported by key details; summarizes the text			
Determines how words, phrases, text structure, and point of view are used to supply meaning			
Interprets information and explains how authors use evidence to support particular points in a text			
Writing			
Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information			
Writes informative/ explanatory texts to examine a topic and convey ideas and information clearly			
Uses correct grammar, conventions, and spelling when writing			
Language			
Acquires and uses general academic and domain-specific vocabulary			
Plans and delivers oral presentations using facts and relevant details, using the conventions of Standard English grammar and usage			
Social Studies			
Demonstrates an understanding of social studies content and concepts and applies critical thinking to extend understanding			
Science			
Demonstrates an understanding of science content and concepts and applies critical thinking to extend understanding			
Fine Arts and Physical Education			
Visual and Performing Arts			
District Goals:			
<ul style="list-style-type: none"> • Student identifies and understands the elements, principles and expressive qualities of a variety of styles of visual and performing arts at grade level. • Through creating and performing, the student understands how works of art are produced. 			
Physical Education			
District Goals:			
<ul style="list-style-type: none"> • Student demonstrates competency in a variety of skills and health enhancing activities at grade level while participating in a safe, cooperative environment. 			

Assessment Data:	1	2	3
English Language Arts			
MAP			
Read Well/DRA2			
Mathematics			
MAP			
Benchmark Assessment			

Comments:

Trimester 1

Date:

DRAFT Teachers will choose from a dropdown menu of various comments

Trimester 2

Date:

DRAFT Teachers will choose from a dropdown menu of various comments

Trimester 3

Date:

DRAFT Teachers will choose from a dropdown menu of various comments

Parent Signature (required) Personalized Learning Conference Trimester 1 Date

Parent Signature (as needed) Personalized Learning Conference Trimester 2 Date

Teacher Signature Grade Next Year

Student Name:

Teacher Name:

Purpose of Report Card

Coronado Unified School District's elementary standards-based report card communicates students' achievement of trimester-specified standards. Scores are earned based on students' demonstration of mastery of core curriculum standards. Effort, attitude, homework, and participation are reported separately from progress toward academic standards.

The report card communicates:

- an accurate portrayal of student learning that is consistent throughout the district
- unique needs of a student
- present levels of student performance and achievement

Attendance:

	1	2	3
Absent			
Tardy			
Days Present			

Learning and Behavioral Outcomes	
These Learning and Behavioral Outcomes are essential for students at all grade levels:	
E	Student consistently <i>exceeds</i> expectations for this learning outcome
S	Student is <i>secure</i> in this learning outcome
D	Student is <i>developing</i> steadily in this learning outcome
B	Student is <i>beginning</i> to progress toward this learning outcome with additional time and/or support

	1	2	3
Self-Directed Learner			
The ability to be responsible for one's own learning			
<ul style="list-style-type: none"> •Works independently and asks for help when needed •Makes productive use of class time 			
Community Contributor			
The understanding that it is essential for human beings to work together			
<ul style="list-style-type: none"> •Demonstrates respect to peers and adults •Follows school and classroom rules 			
Complex Thinker			
The ability to demonstrate critical thinking and problem-solving strategies			
<ul style="list-style-type: none"> •Explains answers and makes adjustments •Solves problems in different ways 			
Quality Producer			
The ability to recognize and produce quality performance and quality products			
<ul style="list-style-type: none"> •Strives to complete work neatly, correctly, and on time •Demonstrates fine motor skills (cut, copy, pencil control, etc.) 			
Effective Communicator			
The ability to communicate effectively			
<ul style="list-style-type: none"> •Listens to and builds upon others' ideas and expresses thoughts, feelings, and ideas audibly and clearly •Communicates ideas in a variety of formats and for a range of audiences and purposes 			
Effective and Ethical User of Resources, Including Technology			
The ability to use a variety of resources effectively and ethically			
<ul style="list-style-type: none"> •Draws upon multiple resources to produce quality products •Organizes and uses classroom resources responsibly 			

Fifth Grade

Standards for Mathematical Practice		1	2	3
These Mathematical Practices are behaviors that lead to fluency, application, and a deep understanding of the standards	Makes sense of problems and perseveres in solving them			
	Reasons abstractly and quantitatively			
	Constructs viable arguments and critiques the reasoning of others			
	Models with mathematics			
S Student is secure in this practice	Uses appropriate tools strategically			
	Attends to precision			
D Student is developing steadily in this practice	Looks for and makes use of structure			
B Student is beginning to progress in this practice with additional time and/or support	Looks for and expresses regularity in repeated reasoning			

Academic Scoring Key	
Scores based on student's academic progress toward trimester standards:	
E	Student performance consistently and independently <i>exceeds</i> grade level expectations for this trimester with accuracy and a high level of quality
S	Student performance is <i>secure</i> and meets grade level expectations for this trimester
D	Student performance is <i>developing</i> steadily toward grade level expectations for this trimester
B	Student performance is <i>beginning</i> to progress toward grade level expectations for this trimester with additional time and/or support

Mathematics	1	2	3
Operations and Algebraic Thinking			
Writes and interprets numerical expressions			
Analyzes patterns and relationships			
Number and Operations in Base Ten			
Understands the place value system			
Performs operations with multi-digit whole numbers and with decimals to hundredths			
Number and Operations – Fractions			
Uses equivalent fractions as a strategy to add and subtract			
Applies understanding of multiplication and division to multiply and divide fractions			
Measurement and Data			
Understands concept of volume and relates volume to multiplication and to division			
Converts like measurement units within a given measurement system			
Represents and interprets data			
Geometry			
Graphs points on a coordinate plane to solve problems			
Classifies two-dimensional figures into categories based on their properties			

Reading							
Literature	1	2	3	Informational Text	1	2	3
Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences				Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences			
Summarizes text, and determines the theme of stories, dramas, and poems				Determines the main ideas and how they are supported by key details; summarizes the text			
Determines how words and phrases, text structure, and point of view are used to supply meaning in stories, dramas, and poems				Compares and contrasts how words and phrases, text structure, and point of view are used to supply meaning			
Compares and contrasts the themes and topics of stories in the same genre				Interprets information and explains how authors use evidence to support particular points in a text			
Writing					1	2	3
Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences							
Writes opinion pieces on topics or texts, supporting a point of view with reasons and information							
Writes informative/ explanatory texts to examine a topic and convey ideas and information clearly							
Uses correct grammar, conventions, and spelling when writing							
Language					1	2	3
Acquires and uses general academic and domain-specific vocabulary							
Plans and delivers oral presentations using facts and relevant details, using the conventions of Standard English grammar and usage							
Social Studies					1	2	3
Demonstrates an understanding of social studies content and concepts and applies critical thinking to extend understanding							
Science					1	2	3
Demonstrates an understanding of science content and concepts and applies critical thinking to extend understanding							
Fine Arts and Physical Education							
Visual and Performing Arts							
District Goals:							
<ul style="list-style-type: none"> Student identifies and understands the elements, principles and expressive qualities of a variety of styles of visual and performing arts at grade level. Through creating and performing, the student understands how works of art are produced. 							
Physical Education							
District Goals:							
<ul style="list-style-type: none"> Student demonstrates competency in a variety of skills and health enhancing activities at grade level while participating in a safe, cooperative environment. 							

Assessment Data:	1	2	3
English Language Arts			
MAP			
Read Well/DRA2			
Mathematics			
MAP			
Benchmark Assessment			

Comments:

Trimester 1

Date:

DRAFT Teachers will choose from a dropdown menu of various comments

Trimester 2

Date:

DRAFT Teachers will choose from a dropdown menu of various comments

Trimester 3

Date:

DRAFT Teachers will choose from a dropdown menu of various comments

Parent Signature (required) Personalized Learning Conference Trimester 1 Date

Parent Signature (as needed) Personalized Learning Conference Trimester 2 Date

Teacher Signature Grade Next Year



Quality Education for Life

Village Elementary School
600 Sixth Street, Coronado, CA 92118
619.522.8915 www.coronadousd.net

Village Elementary Mid-Semester Student Progress Report

Student's Name: _____

Teacher: _____ School Year: _____

Grade: _____ Date: _____ Trimester: 1 2 3

This form will serve as the official notification (Education Code 49067) to parents that a student is at risk of receiving a below-grade level performance mark on the upcoming report card, if the box in the left-hand column is checked.

The information below reflects your child's progress toward grade-level standards in the subject areas listed.		
Core Subject Areas	Current Level of Performance	Suggestions for Improvement
Reading <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
Writing <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
Mathematics <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
Listening and Speaking <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
History/Social Studies <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
Science <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
Misc <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	

Principal/Assistant Principal Signature _____ Date _____

Teacher Signature _____ Date _____

Please return this portion to your child's teacher to verify receipt of the Progress Report.

Student's Name: _____

Teacher: _____ Grade: _____ Date: _____

I will call to schedule a conference with my child's teacher.

Parent Signature _____ Date _____

Telephone Number _____



Silver Strand Elementary Mid-Semester Student Progress Report

Student's Name: _____

Teacher: _____ **School Year:** _____

Grade: _____ **Date:** _____ **Trimester:** **1** **2** **3**

This form will serve as the official notification (Education Code 49067) to parents that a student is at risk of receiving a below-grade level performance mark on the upcoming report card, if the box in the left-hand column is checked.

The information below reflects your child's progress toward grade-level standards in the subject areas listed.		
Core Subject Areas	Current Level of Performance	Suggestions for Improvement
Reading <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
Writing <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
Mathematics <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
Listening and Speaking <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
History/Social Studies <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
Science <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	
Misc _____ <input type="checkbox"/> Student is at risk of receiving a below-grade level performance mark on the report card.	— Limited progress toward grade-level standards — Significantly below grade-level standards	

 Principal/Assistant Principal Signature Date Teacher Signature Date

Please return this portion to your child's teacher to verify receipt of the Progress Report.

Student's Name: _____

Teacher: _____ **Grade:** _____ **Date:** _____

I will call to schedule a conference with my child's teacher.

 Parent Signature Date Telephone Number