

#### 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 determines 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 (1<sup>st</sup>, 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:

- <u>The Learning and Behavioral Outcomes</u> section which reflects 21<sup>st</sup> Century learning skills. Each outcome will be scored as *exceeding, secure, developing,* or *beginning to meet expectations.*
- <u>The Academic Scoring Key</u> 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:

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#### **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.

	Attendance:			
The report card communicates:		1	2	3
<ul> <li>an accurate portrayal of student learning that is consistent throughout the district</li> </ul>	Absent			
unique needs of a student	Tardy			
present levels of student performance and achievement				
	Days Present			
Learning and Behavioral Outcomes		<u> </u>		
These Learning and Behavioral Outcomes are essential	for students at all grad	de lev	vels:	
E Student consistently exceeds expectations for this learning				
S Student is secure in this learning outcome				
<b>D</b> Student is <i>developing</i> steadily in this learning outcome				
B Student is beginning to progress toward this learning outco	ome with additional time	and/o	r supp	oort
			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	k together			
Demonstrates respect to peers and adults     Follows school and classroom rules				
Complex Thinker				
The ability to demonstrate critical thinking and problem-solving	g strategies			
•Explains answers and makes adjustments	5 strategies			
•Solves problems in different ways				
Quality Producer				
The ability to recognize and produce quality performance and o	quality products			
<ul> <li>Strives to complete work neatly, correctly, and on time</li> </ul>				
<ul> <li>Demonstrates fine motor skills (cut, copy, pencil control, et</li> </ul>	c.)			
Effective Communicator				
The ability to communicate effectively				
<ul> <li>Listens to and builds upon others' ideas and expresses thou</li> </ul>	ights, feelings, and ideas a	udibly	/	
and clearly	of audiances and nurness			
Communicates ideas in a variety of formats and for a range	of audiences and purpose	:5		
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				
organizes and uses classroom resources responsibly				

# Kindergarten

0					
Sta	ndards for Mathematical Prac	tice	1	2	3
-	se Mathematical Practices are aviors that lead to fluency,	Makes sense of problems and perseveres in solving them			
	lication, and a deep understanding of standards	Reasons abstractly and quantitatively			
<b>S</b> 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	Uses appropriate tools strategically			
U	practice	Attends to precision			
	Student is beginning to progress in	Looks for and makes use of structure			
В	this practice with additional time and/or support	Looks for and expresses regularity in repeated reasoning			

Ac	a	demic Scoring Key									
Sc	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									
0	)	Student performance is <i>developing</i> steadily toward grade level expectations for this trimester									
E	ε.	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	Τ		
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	Τ		
Geometry			
Identifies and describes shapes			
Analyzes, compares, creates, and composes shapes			1



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	1	2	3
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	1	2	3
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		-	_
<ul> <li>District Goals:</li> <li>Students will acquire core content knowledge and develop critical thinking skills in social stud science.</li> </ul>	ies a	and	
Fine Arts and Physical Education			
Visual and Performing Arts			
District Goals:	-	-	-
<ul> <li>Student identifies and understands the elements, principles and expressive qualities of a varie styles of visual and performing arts at grade level.</li> <li>Through creating and performing, the student understands how works of art are produced.</li> </ul>	ety c	of	
Physical Education			
District Cools			

District Goals:

 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									
МАР									
Read Well/DRA2									
Mathematics			L						
МАР									
Benchmark Assessment									
Assessment	_			/					
Comments:									
Trimester 1						Dat	-		
DRAFT Teachers will	choose from	a dr	ropdown m	enu	of va	rious co	mmen	ts	
Trimester 2						Dat	e:		
DRAFT Teachers will	choose from	ı a dr	opdown m	enu	of va	rious co	mmen	ts	
Trimester 3	ah a a a fu a u	م ما ا			-f	Dat		+-	
DRAFT Teachers will	choose from	i a dr	ropaown m	enu	ot va	rious co	ommen	ts	
Parent Signature		(requ	ired) Personal	ized	Learni	ng Confei	ence Tri	mester	1 Date
Parent Signature	(a	s nee	ded) Personal	ized	Learni	ng Confei	ence Tri	mester	2 Date

Teacher Signature



#### **Teacher Name:**

#### **Purpose of Report Card**

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sep	arately from progress toward academic standards.		Attendance:				
The	report card communicates:			1	2	3	]
•	an accurate portrayal of student learning that is consistent throughout the district		Absent				1
•	unique needs of a student		Tardy				1
٠	present levels of student performance and achievement						
			Days Present				]
Lea	arning and Behavioral Outcomes			<u> </u>			
The	ese Learning and Behavioral Outcomes are esse	ential	for students at all grad	de lev	vels:		
Ε	Student consistently exceeds expectations for this le	arning	outcome				_
S	Student is secure in this learning outcome						
D	Student is developing steadily in this learning outcon	ne					
В	Student is <i>beginning</i> to progress toward this learning	g outco	ome with additional time	and/o	r supp	oort	
							7
					1	12	3
Self	-Directed Learner						
	ability to be responsible for one's own learning						
	Works independently and asks for help when needed						
	Makes productive use of class time						
	nmunity Contributor		the set line				_
	understanding that it is essential for human beings to Demonstrates respect to peers and adults	o work	together				
	Follows school and classroom rules						
	nplex Thinker	_		_			
	ability to demonstrate critical thinking and problem-	solvina	g strategies				
	Explains answers and makes adjustments						
•	Solves problems in different ways						
Qua	ality Producer				·		
The	ability to recognize and produce quality performance	e and o	quality products				
	Strives to complete work neatly, correctly, and on tim						
	Demonstrates fine motor skills (cut, copy, pencil cont	rol, etc	c.)				L
	ective Communicator						
	ability to communicate effectively						
	Listens to and builds upon others' ideas and expresse nd clearly	s thou	ghts, feelings, and ideas a	udibly	/		
	Communicates ideas in a variety of formats and for a	range	of audiences and purpose	5			
	ective and Ethical User of Resources, Including Techn			.5			-
	ability to use a variety of resources effectively and et		1				
	Draws upon multiple resources to produce quality pro						
	Organizes and uses classroom resources responsibly						l

#### Standards for Mathematical Practice 1 2 3 These Mathematical Practices are Makes sense of problems and perseveres in solving behaviors that lead to fluency, them application, and a deep understanding of Reasons abstractly and quantitatively the standards Constructs viable arguments and critiques the reasoning of others **S** Student is secure in this practice Models with mathematics Uses appropriate tools strategically Student is developing steadily in this D practice Attends to precision tudent is beginning to progress in this Looks for and makes use of structure **B** practice with additional time and/or Looks for and expresses regularity in repeated support reasoning Academic Scoring Key Scores based on student's academic progress toward trimester standards: Student performance consistently and independently *exceeds* grade level expectations for this trimester with Ε 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 Student performance is *beginning* to progress toward grade level expectations for this trimester with в additional time and/or support 1 2 3 Mathematics **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

**First Grade** 



Reading					1	2	3	
Foundational Skills								Assessment Dat
Knows and applies phonics, word skills, and dec	odi	ng	botl	h in isolation and in text				English Language A
Reads with sufficient accuracy and fluency to support comprehension								MAP
Literature	1	2	3	Informational Text	1	2	3	Deschwell/D
Asks and answers questions about key details				Asks and answers questions about key				Read Well/DI
in a text				details in a text				Mathematics
Retells stories, demonstrating understanding of their central message or lesson	:			Identifies the main topic and retells key details				МАР
				Clarifies the meaning of words and				Benchmark
Identifies how words and phrases are used in				phrases and uses text features and				Assessment
stories and poems				structures to locate key facts and information				Comments:
Compares and contrasts the experiences of				Identifies similarities and differences				contraction.
characters in stories				between two texts on the same topic				Trimester 1
Writing					1	2	3	DRAFT Teachers
Writes narratives with appropriately sequenced	ev	ent	s ar	nd some details				DRAFT Teachers
Writes opinion pieces that name a topic or bool	k an	nd g	ive	reasons for the opinion				Trimester 2
Writes informative/ explanatory texts that nam	e a	top	ic a	nd supply facts on the topic				
Uses correct grammar, conventions, and spellin	g w	her	ו wi	riting				DRAFT Teachers
Language					1	2	3	<b>T</b>
Acquires and uses grade-appropriate vocabular	y							Trimester 3
Speaks, reads aloud, and recites fluently and wi	th e	expi	ress	ion, using the conventions of Standard				DRAFT Teachers
English grammar and usage								
							_	
Social Studies and Science					1	2	3	
Demonstrates an understanding of social studie	s ai	nd s	scie	nce content and concepts and applies				
critical thinking to extend understanding								Parent Signature
						_		
Fine Arts and Physical Education								
Visual and Performing Arts								Parent Signature
District Goals:								
Student identifies and understands the eleme	ents	, pr	inci	iples and expressive qualities of a variety	of	styl	es	
of visual and performing arts at grade level.		1.		a da basa sa da a Casta a sa sa d				
Through creating and performing, the studen	t ur	nde	rsta	inds how works of art are produced.				
Physical Education								
District Goals:								
<ul> <li>Student demonstrates competency in a variet while participating in a safe, cooperative environmentation</li> </ul>				and health enhancing activities at grade	leve	el		

while participating in a safe, cooperative environment.

Assessment Data:	1	2	3	
English Language Arts				
MAP				
Read Well/DRA2				
Mathematics			1	
МАР				
Benchmark Assessment				
Comments: Trimester 1			Date:	
DRAFT Teachers will	choose from a	a dropdown menu	of various comme	nts
Trimester 2			Date:	
DRAFT Teachers will	choose from a	a dropdown menu	of various comme	nts
Trimester 3			Date:	
DRAFT Teachers will	choose from a	a dropdown menu	of various comme	nts
Parent Signature	(r	equired) Personalized	Learning Conference T	rimester 1 Date
Parent Signature	(as	needed) Personalized	Learning Conference T	rimester 2 Date

Teacher Signature



#### **Teacher Name:**

## **Purpose of Report Card**

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separately from progress toward academic standards.	Δtt	tendance:			
The report card communicates:			1	2	3
• an accurate portrayal of student learning that is consistent	Abs	sent			
<ul><li>throughout the district</li><li>unique needs of a student</li></ul>					
<ul> <li>present levels of student performance and achievement</li> </ul>	Tar	,			
	Day	vs Present			
Learning and Rehavioral Outcomes	_				
Learning and Behavioral Outcomes These Learning and Behavioral Outcomes are essential f	for students	at all grade lovels			
E Student consistently exceeds expectations for this lea					
S Student is secure in this learning outcome			-		
D Student is <i>developing</i> steadily in this learning outcome	ne				
B Student is beginning to progress toward this learning		ith additional time	e and/o	r supr	ort
				1	2
Self-Directed Learner					
The ability to be responsible for one's own learning					
<ul> <li>Works independently and asks for help when needed</li> <li>Makes productive use of class time</li> </ul>					
Community Contributor					
The understanding that it is essential for human beings to	o work toget	her			
•Demonstrates respect to peers and adults					
•Follows school and classroom rules					
Complex Thinker	_		_		_
The ability to demonstrate critical thinking and problem-	solving strate	egies			
•Explains answers and makes adjustments •Solves problems in different ways					
Quality Producer					
The ability to recognize and produce quality performance	e and quality	products			ТТ
•Strives to complete work neatly, correctly, and on tim					
•Demonstrates fine motor skills (cut, copy, pencil cont	rol, etc.)				
Effective Communicator					
The ability to communicate effectively					
<ul> <li>Listens to and builds upon others' ideas and expresse and clearly</li> </ul>	s thoughts, f	eelings, and ideas	audibly	Ý	
•Communicates ideas in a variety of formats and for a	range of aud	liences and purpo	ses		
Effective and Ethical User of Resources, Including Techn	-				1 1
The ability to use a variety of resources effectively and et					
•Draws upon multiple resources to produce quality pro	•				
•Organizes and uses classroom resources responsibly					

# Second Grade

Second Gra							
Star	ndards for Mathematical Practice	1	1	2	3		
	se Mathematical Practices are behaviors lead to fluency, application, and a deep	Makes sense of problems and perseveres in solving them					
understanding of the standards		Reasons abstractly and quantitatively					
		Constructs viable arguments and critiques the reasoning of others					
S	Student is secure in this practice	Models with mathematics					
	Student is developing steadily in this	Uses appropriate tools strategically					
	practice	Attends to precision					
в	Student is beginning to progress in this practice with additional time and/or	Looks for and makes use of structure					
	support	Looks for and expresses regularity in repeated reasoning					
				_	_		
	demic Scoring Key	Accurate the second states					
SCO	es based on student's academic progress			:	it h		
E	accuracy and a high level of quality	dependently <i>exceeds</i> grade level expectations for this trime	este	r wi	th		
S	Student performance is <i>secure</i> and meets	grade level expectations for this trimester					
D	Student performance is <i>developing</i> stead	ily toward grade level expectations for this trimester					
в	Student performance is <i>beginning</i> to prog additional time and/or support	ress toward grade level expectations for this trimester wit	h				
_				_			
Ma	thematics		1	2	3		
Оре	rations and Algebraic Thinking						
		ving addition and subtraction within 100					
Add	s and subtracts within 20, using mental	strategies					
Wo	rks with equal groups of object to gain f	oundations for multiplication					
Nur	nber and Operations in Base Ten		_				
Unc	lerstands place value up to 3 digits						
Use	s place value understanding and proper	ties of operations to add and subtract within 1000					
Me	asurement and Data						
	asures and estimates lengths using stand ates addition and subtraction to length	dard units					
	rks with time and money resents and interprets data						
Geo	metry				-		
	sons with shapes and their attributes						
	itions circles and rectangles into two, th	nree, and four equal shares					



Reading					1	2	3		
Foundational Skills								Г	Assessment Data
Knows and applies phonics, word skills, and dec	odir	ng k	oot	h in isolation and in text				1 -	
Reads with sufficient accuracy and fluency to su	рро	rt o	cor	nprehension					English Language Arts
Literature	1	2	3	Informational Text	1	2	3		MAP
Asks and answers questions to demonstrate				Asks and answers questions to					Read Well/DRA
understanding of key details in a text				demonstrate understanding of key					Mathematics
				details in a text				-	
Recounts stories, determining their central				Identifies the main topic and the focus					МАР
message, lesson, or moral			-	of specific paragraphs within the text					Benchmark
Explains how words, phrases and text structure are used to supply meaning in stories and				Determines the meaning of words and phrases and uses text features to					Assessment
poems				locate key facts and information					
•			1	Compares and contrasts the most					Comments:
Compares and contrasts two or more versions				important points presented by two					
of the same story				texts on the same topic					Trimester 1
Writing			,	•	1	2	3	Γ	DRAFT Teachers w
Writes narratives to develop experiences using	deso	rip	tiv	e details and clear event sequences					
Writes opinion pieces on topics or texts, suppor	ting	ap	ooi	nt of view with evidence					Trimester 2
Writes informative/ explanatory texts that exan									DRAFT Teachers w
information clearly				,					Bivari redeners v
Uses correct grammar, conventions, and spellin	g wl	ner	ı w	riting					Trimester 3
Language					1	2	3	Г	DRAFT Teachers w
Acquires and uses grade-appropriate vocabular	/								DIALITEDCICIS
Plans and delivers oral presentations, using the	con	ver	ntic	ons of Standard English grammar and					
usage									
Social Studies					1	2	3		
Demonstrates an understanding of social studie	s co	nte	ent	and concepts and applies critical					
thinking to extend understanding									
								-	
Science					1	2	3		
Demonstrates an understanding of science cont	ent	an	d c	oncepts and applies critical thinking to					
extend understanding									Parent Signature
Fine Arts and Physical Education								1	
Visual and Performing Arts									Parent Signature
District Goals:								1	
<ul> <li>Student identifies and understands the element</li> </ul>	nts,	pr	inc	iples and expressive qualities of a variety	of	styl	es		
of visual and performing arts at grade level.									
<ul> <li>Through creating and performing, the studen</li> </ul>	t un	der	rsta	ands how works of art are produced.					
Physical Education								_	
District Goals:									
<ul> <li>Student demonstrates competency in a variet</li> </ul>	y of	sk	ills	and health enhancing activities at grade	leve	el			



Assessment Data:       1       2       3         English Language Arts       MAP       Image: Comparison of the second of th	English Language Arts         MAP         Read Well/DRA2         Mathematics         MAP         Benchmark         Assessment         Comments:         Trimester 1         DRAFT Teachers will choose from a dropdown menu of various comments         Trimester 2         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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Trimester 3       Date:         Parent Signature       (required) Personalized Learning Conference Trimester 1 D		-	-	-	
MAP       Image: Contract of the second	MAP	Assessment Data:	1	2	3	
Read Well/DRA2	Read Well/DRA2	English Language Arts				
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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 Date	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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 D	MAP				
MAP       Depchmark         Benchmark       Assessment         Assessment       Date:         Comments:       Date:         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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 Date:	MAP       Benchmark         Assessment       Date:         Comments:       Date:         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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 D	Read Well/DRA2				
Benchmark Assessment       Date         Comments:       Date:         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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 Date:	Benchmark Assessment       Date         Comments:       Trimester 1         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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 D	Mathematics				_
Assessment Comments: Trimester 1 DRAFT Teachers will choose from a dropdown menu of various comments Trimester 2 DRAFT Teachers will choose from a dropdown menu of various comments Trimester 3 DRAFT Teachers will choose from a dropdown menu of various comments DRAFT Teachers will choose from a dropdown menu of various comments Parent Signature (required) Personalized Learning Conference Trimester 1 Date	Assessment Comments: Trimester 1 DRAFT Teachers will choose from a dropdown menu of various comments Trimester 2 DRAFT Teachers will choose from a dropdown menu of various comments Trimester 3 DRAFT Teachers will choose from a dropdown menu of various comments Parent Signature (required) Personalized Learning Conference Trimester 1 D	МАР				
Comments:       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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 Date:	Comments:       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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 D					
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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:	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 D		shaaca fram a d	randawa manu af		
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:	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 D	DRAFT Teachers Will	choose from a d	ropdown menu of v	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	Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature         (required) Personalized Learning Conference Trimester 1 D					
DRAFT Teachers will choose from a dropdown menu of various comments Parent Signature (required) Personalized Learning Conference Trimester 1 Date	DRAFT Teachers will choose from a dropdown menu of various comments Parent Signature (required) Personalized Learning Conference Trimester 1 D	DRAFT Teachers wil	choose from a d	ropdown menu of v	various comments	
Parent Signature (required) Personalized Learning Conference Trimester 1 Date	Parent Signature (required) Personalized Learning Conference Trimester 1 D					
		DRAFT Teachers wil	choose from a d	ropdown menu of v	various comments	
Parent Signature (as needed) Personalized Learning Conference Trimester 2 Date	Parent Signature (as needed) Personalized Learning Conference Trimester 2 D	Parent Signature	(requ	ired) Personalized Lear	ning Conference Trimeste	r 1 Date
Parent Signature (as needed) Personalized Learning Conference Trimester 2 Date	Parent Signature (as needed) Personalized Learning Conference Trimester 2 D					
		Parent Signature	(as nee	eded) Personalized Lear	ning Conference Trimeste	r 2 Date

Teacher Signature



#### **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.

	Attendance:				
The report card communicates:		1	2	3	
<ul> <li>an accurate portrayal of student learning that is consistent throughout the district</li> </ul>	Absent				
unique needs of a student	Tardy				1
present levels of student performance and achievement	Days Present				1
	Duystresent				
Learning and Behavioral Outcomes					
These Learning and Behavioral Outcomes are essential for stu	dents at all grade levels:				
E Student consistently exceeds expectations for this learning	g outcome				
S Student is <i>secure</i> in this learning outcome					
<b>D</b> Student is <i>developing</i> steadily in this learning outcome					
<b>B</b> Student is <i>beginning</i> to progress toward this learning outc	ome with additional time a	nd/o	r supp	oort	
			-	-	
			1	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	k together				
•Demonstrates respect to peers and adults	k together				
•Follows school and classroom rules					
Complex Thinker					-
The ability to demonstrate critical thinking and problem-solvin	g strategies				Γ
•Explains answers and makes adjustments					
<ul> <li>Solves problems in different ways</li> </ul>					
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, et	.)				
Effective Communicator					
The ability to communicate effectively		ا ما : ام ا			
<ul> <li>Listens to and builds upon others' ideas and expresses thou and clearly</li> </ul>	ignts, reelings, and ideas at	laibiy	, 		
<ul> <li>Communicates ideas in a variety of formats and for a range</li> </ul>	of audiences and purposes	5			
Effective and Ethical User of Resources, Including Technology					
The ability to use a variety of resources effectively and ethically				1	Г
•Draws upon multiple resources to produce quality products	•				
<ul> <li>Organizes and uses classroom resources responsibly</li> </ul>					

These Mathematical Practices are         Makes sense of problems and perseveres in solving		2	3				
behaviors that lead to fluency, them							
application, and a deep understanding of the standards Reasons abstractly and quantitatively							
Constructs viable arguments and critiques the							
S Student is secure in this practice reasoning of others							
Models with mathematics							
Student is developing steadily in this							
Attends to precision							
Student is beginning to progress in this Looks for and makes use of structure <b>B</b> 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 trimest accuracy and a high level of quality	er	wit	h				
S Student performance is secure 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		2	3				
Operations and Algebraic Thinking		- 1	-				
Represents and solves problems involving multiplication and division within 100		Ι	_				
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	_						
		Т					

**Third Grade** 



Reading			1	2	3
Foundational Skills					
Knows and applies grade-level phonics and wor solation and in text Reads with sufficient accuracy and fluency to su					
Literature	1	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 e details, and clear event sequences	xperi	ences using effective technique, descriptive			
Writes opinion pieces on topics or texts, suppor	rting	a point of view with evidence			
Writes informative/explanatory texts that exam information clearly	nine a	topic and use facts to convey ideas and			
Uses correct grammar, conventions, and spellin	g wh	en writing			
Language			1	2	3
Acquires and uses general academic and domai	n-sp	cific vocabulary			
Plans and delivers oral presentations, using the usage	con	entions of Standard English grammar and			
Social Studies			1	2	3
Demonstrates an understanding of social studie		tent and concepts and applies critical		-	ſ
thinking to extend understanding	.5 001			L	
Science			1	2	3
science			-	-	F
Demonstrates an understanding of science cont	tent :	nd concepts and applies critical thinking to			

English Language Arts         MAP         Read Well/DRA2         Mathematics         MAP         Benchmark         Assessment         Comments:         Trimester 1         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         Trimester 3       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:	Assessment Data:	1		2			3	
Read Well/DRA2	English Language Arts	1						
Mathematics         MAP         Benchmark         Assessment         Comments:         Trimester 1         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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Trimester 3       Date:         PAFT Teachers will choose from a dropdown menu of various comments         Primester 4       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 Date:	МАР							
MAP       Benchmark         Assessment       Date:         Comments:       Date:         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         Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 Date:	Read Well/DRA2							
Benchmark   Assessment	Mathematics							
Assessment Comments: Trimester 1 DRAFT Teachers will choose from a dropdown menu of various comments Trimester 2 DRAFT Teachers will choose from a dropdown menu of various comments Trimester 3 DRAFT Teachers will choose from a dropdown menu of various comments DRAFT Teachers will choose from a dropdown menu of various comments Parent Signature (required) Personalized Learning Conference Trimester 1 Date:	МАР							
Comments:       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       Trimester 3       Date:         DRAFT Teachers will choose from a dropdown menu of various comments       Date:       Date:         Parent Signature       (required) Personalized Learning Conference Trimester 1 Date:								
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         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 Date:	Assessment							
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         DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 Date:	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         PAFT Teachers will choose from a dropdown menu of various comments         Parent Signature       (required) Personalized Learning Conference Trimester 1 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:	DRAFT Teachers wil	l choose fro	m a di	ropdown m	enu of v	arious co	omments	
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:	Trimester 2					Dat	e:	
DRAFT Teachers will choose from a dropdown menu of various comments         Parent Signature         (required) Personalized Learning Conference Trimester 1 Data		l choose fro	m a di	ropdown m	enu of v		-	
Parent Signature (required) Personalized Learning Conference Trimester 1 Da							-	
	DRAFT Teachers wi	l choose fro	m a di	ropdown m	ienu of v	arious co	mments 🛛	
Parent Signature (as needed) Personalized Learning Conference Trimester 2 Da	Parent Signature		(requ	ired) Persona	lized Learı	ning Confei	ence Trimest	er 1 Da
	Parent Signature		(as nee	ded) Persona	lized Learı	ning Confer	ence Trimest	er 2 Da

**Teacher Signature** 

Grade Next Year

Fine Arts and Physical Education

Visual and Performing Arts

District Goals:

• 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:

 Student demonstrates competency in a variety of skills and health enhancing activities at grade level while participating in a safe, cooperative environment.



#### **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.

separater	y nom progress toward academic standards.		Attendance:			
The report	card communicates:			1	2	3
	curate portrayal of student learning that is consistent ghout the district		Absent			
	e needs of a student		Tardy			
prese	nt levels of student performance and achievement					
			Days Present			
Learnin	g and Behavioral Outcomes	-				
	arning and Behavioral Outcomes are essential	for stud	dents at all grade levels	:		
	ent consistently <i>exceeds</i> expectations for this le	_				
S Stud	ent is <i>secure</i> in this learning outcome			7		
D Stud	ent is <i>developing</i> steadily in this learning outcor	ne				
B Stud	ent is <i>beginning</i> to progress toward this learning	g outco	me with additional time	and/o	r supp	oort
					:	1 2
Self-Dire	cted Learner					
	y to be responsible for one's own learning					
	s independently and asks for help when needed	I				
	s productive use of class time					
	ity Contributor					
	rstanding that it is essential for human beings t instrates respect to peers and adults	o work	together			
	vs school and classroom rules					
Complex		_		_		
The abilit	y to demonstrate critical thinking and problem-	solving	strategies			
	ns answers and makes adjustments	Ŭ	J			
<ul> <li>Solves</li> </ul>	s problems in different ways					
Quality P	roducer					
	y to recognize and produce quality performanc		uality products			
	s to complete work neatly, correctly, and on tim		,			
	nstrates fine motor skills (cut, copy, pencil cont	rol, etc	.)			
	Communicator					
	y to communicate effectively s to and builds upon others' ideas and expresse	c thou	the faalings and ideas	audibb		
and cle		s thoug	gints, reenings, and rueas	auuibiy	<i>'</i>	
	nunicates ideas in a variety of formats and for a	range o	of audiences and purpos	ses		
	and Ethical User of Resources, Including Techn					
	y to use a variety of resources effectively and e					
	s upon multiple resources to produce quality pr					
<ul> <li>Organ</li> </ul>	izes and uses classroom resources responsibly					

## Fourth Grade

			a	20	•
Star	dards for Mathematical Practice		1	2	3
		Makes sense of problems and perseveres in solving them			
	se Mathematical Practices are behaviors	Reasons abstractly and quantitatively			
	lead to fluency, application, and a deep erstanding of the standards	Constructs viable arguments and critiques the reasoning			
unu		of others			
		Models with mathematics			
S.	Student is secure in this practice	Uses appropriate tools strategically			
	student is secure in this pructice	Attends to precision			
D	Student is developing steadily in this practice	Looks for and makes use of structure			
в	Student is beginning to progress in this practice with additional time and/or support	Looks for and expresses regularity in repeated reasoning			
	demic Scoring Key	touroud tuine atou atou doudo.			
Scor	es based on student's academic progress	toward trimester standards: ependently <i>exceeds</i> grade level expectations for this trime	octor	r i	th
E	accuracy and a high level of quality	ependently exceeds grade level expectations for this time	ster	vvi	ui
S	Student performance is <i>secure</i> and meets	grade level expectations for this trimester			
D	Student performance is <i>developing</i> steadi	ly toward grade level expectations for this trimester			
В	Student performance is <i>beginning</i> to prog additional time and/or support	ress toward grade level expectations for this trimester wit	h		
					1
	hematics		1	2	3
· ·	rations and Algebraic Thinking				r
	s the four operations with whole number				
	nonstrates familiarity with factors and m	luitiples			
	erates and analyzes natterns				
	erates and analyzes patterns				
Nun	nber and Operations in Base Ten	nulti-digit whole numbers			
<b>Nun</b> Gen	nber and Operations in Base Ten eralizes place value understanding for n	-			
<b>Nun</b> Gen Use	nber and Operations in Base Ten eralizes place value understanding for n s place value understanding and proper	nulti-digit whole numbers ties of operations to perform multi-digit arithmetic			
Nun Gen Use: Nun	nber and Operations in Base Ten eralizes place value understanding for n s place value understanding and proper nber and Operations – Fractions	ties of operations to perform multi-digit arithmetic			
Nun Gen Use Nun Und	nber and Operations in Base Ten eralizes place value understanding for n s place value understanding and proper nber and Operations – Fractions erstands fraction equivalence and order	ties of operations to perform multi-digit arithmetic			
Nun Gen Use Nun Und Buil	nber and Operations in Base Ten eralizes place value understanding for n s place value understanding and proper nber and Operations – Fractions erstands fraction equivalence and order	ties of operations to perform multi-digit arithmetic ring ing understandings of operations of whole numbers			
Nun Gen Use Nun Und Buil	nber and Operations in Base Ten eralizes place value understanding for n s place value understanding and proper nber and Operations – Fractions lerstands fraction equivalence and order ds fractions from unit fractions by apply	ties of operations to perform multi-digit arithmetic ring ing understandings of operations of whole numbers			
Nun Gen Use Nun Und Buil Und	nber and Operations in Base Ten eralizes place value understanding for n s place value understanding and proper nber and Operations – Fractions erstands fraction equivalence and order ds fractions from unit fractions by apply lerstands decimal notation for fractions	ties of operations to perform multi-digit arithmetic ring ing understandings of operations of whole numbers and compares decimals			
Nun Gen Use: Nun Und Buil Und Mea Solv	nber and Operations in Base Ten eralizes place value understanding for n s place value understanding and proper nber and Operations – Fractions lerstands fraction equivalence and order ds fractions from unit fractions by apply lerstands decimal notation for fractions asurement and Data	ties of operations to perform multi-digit arithmetic ring ing understandings of operations of whole numbers and compares decimals			
Nun Gen Use Nun Und Buil Und Solv Rep	nber and Operations in Base Ten eralizes place value understanding for n s place value understanding and proper nber and Operations – Fractions lerstands fraction equivalence and order ds fractions from unit fractions by apply lerstands decimal notation for fractions asurement and Data res problems involving measurement an	ties of operations to perform multi-digit arithmetic ring ing understandings of operations of whole numbers and compares decimals			
Nun Gen Use Und Buil Und Solv Rep Geo Und	nber and Operations in Base Ten eralizes place value understanding for n s place value understanding and proper nber and Operations – Fractions lerstands fraction equivalence and order ds fractions from unit fractions by apply lerstands decimal notation for fractions asurement and Data res problems involving measurement an resents and interprets data imetry lerstands concepts of angles and measu	ties of operations to perform multi-digit arithmetic ring ing understandings of operations of whole numbers and compares decimals d conversion of measurements			



Reading Literature	1	2	3	Informational Text	1	2	3	Assessment Da
Refers to details and examples in a text when	-	2	3	Refers to details and examples in a text	1	2	3	
explaining what the text says explicitly and				when explaining what the text says				English Language A
when drawing inferences				explicitly and when drawing inferences				MAP
				Determines the main idea and how it is				Read Well/D
Summarizes text and determines the theme of stories, dramas, and poems				supported by key details; summarizes the text				Mathematics
Determines how words, phrases, text structure,				Determines how words, phrases, text				MAP
and point of view are used to supply meaning in stories, dramas, and poems				structure, and point of view are used to supply meaning				Benchmark Assessment
Compares and contrasts the themes, topics,				Interprets information and explains				Assessment
and patterns of events in stories				how authors use evidence to support particular points in a text				Comments:
Writing					1	2	3	
Writes narratives to develop real or imagined ex	ре	rien	ces	or events using effective technique,				Trimester 1
descriptive details, and clear event sequences	-							DRAFT Teacher
Writes opinion pieces on topics or texts, suppor	ting	gap	ooir	nt of view with reasons and information				
Writes informative/ explanatory texts to examin	ie a	top	oic :	and convey ideas and information				Trimester 2
clearly								DRAFT Teacher
Uses correct grammar, conventions, and spelling	g w	her	w	iting				
Language					1	2	3	Trimester 3
Acquires and uses general academic and domair	n-sp	beci	fic	vocabulary				DRAFT Teacher
Plans and delivers oral presentations using facts Standard English grammar and usage	an	d re	elev	ant details, using the conventions of				<u></u>
Social Studies					1	2	3	
Demonstrates an understanding of social studies thinking to extend understanding	s co	onte	ent	and concepts and applies critical				
Science					1	2	3	Parent Signature
Demonstrates an understanding of science cont extend understanding	ent	an	d co	oncepts and applies critical thinking to				
								Parent Signature
Fine Arts and Physical Education								
Visual and Performing Arts								
District Goals:								
<ul> <li>Student identifies and understands the eleme</li> </ul>	nts	, pr	inci	iples and expressive qualities of a variety	of s	styl	es	
of visual and performing arts at grade level.								
<ul> <li>Through creating and performing, the student</li> </ul>	ur	nder	sta	nds how works of art are produced.				

• Through creating and performing, the student understands how works of art are produced.

Physical Education

District Goals:

 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			
МАР			
Read Well/DRA2			
Mathematics	•		
МАР			
Benchmark Assessment			
Comments: Trimester 1			Date:
DRAFT Teachers wil	l choose from a	dropdown menu of va	arious comments
Trimester 2			Date:
DRAFT Teachers wil	l choose from a	dropdown menu of va	arious comments
Trimester 3			Date:
DRAFT Teachers wil	l choose from a	dropdown menu of va	arious comments
Parent Signature	(re	equired) Personalized Learn	ing Conference Trimester 1 Date
Parent Signature	(as	needed) Personalized Learn	ing Conference Trimester 2 Date

Teacher Signature



#### **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.

separately nom progress toward academic standards.	Attendance:		
The report card communicates: • an accurate portrayal of student learning that is consistent	1	2	3
throughout the district	Absent		
unique needs of a student	Tardy		
present levels of student performance and achievement	Days Present		
Learning and Behavioral Outcomes			
These Learning and Behavioral Outcomes are essential for	-		
E Student consistently exceeds expectations for this lear	ning outcome		
S Student is secure in this learning outcome			
<b>D</b> Student is <i>developing</i> steadily in this learning outcome	2		
B Student is <i>beginning</i> to progress toward this learning of	outcome with additional time and/o	r supp	ort
		1	L 2
Self-Directed Learner			
The ability to be responsible for one's own learning			
<ul> <li>Works independently and asks for help when needed</li> <li>Makes productive use of class time</li> </ul>			
Community Contributor			
The understanding that it is essential for human beings to	work together		
•Demonstrates respect to peers and adults	in the section		
•Follows school and classroom rules			
Complex Thinker			
The ability to demonstrate critical thinking and problem-so	olving strategies		
<ul> <li>Explains answers and makes adjustments</li> </ul>			
<ul> <li>Solves problems in different ways</li> </ul>	0		
Quality Producer			
The ability to recognize and produce quality performance a			
• Strives to complete work neatly, correctly, and on time			
•Demonstrates fine motor skills (cut, copy, pencil contro Effective Communicator	n, etc.)		
The ability to communicate effectively			<u> </u>
Listens to and builds upon others' ideas and expresses t	thoughts feelings and ideas audibly	,	
and clearly		'	
<ul> <li>Communicates ideas in a variety of formats and for a ra</li> </ul>	ange of audiences and purposes		
Effective and Ethical User of Resources, Including Technol	logy		
The ability to use a variety of resources effectively and ethi	ically		
•Draws upon multiple resources to produce quality prod	lucts		
<ul> <li>Organizes and uses classroom resources responsibly</li> </ul>			

# Fifth Grade

		FILLIN	JI a	uc	-
Sta	andards for Mathematical Practi	ce	1	2	3
		Makes sense of problems and perseveres in solving			
Th	ese Mathematical Practices are	them			
	haviors that lead to fluency, application,	Reasons abstractly and quantitatively			
	d a deep understanding of the standards	Constructs viable arguments and critiques the			
		reasoning of others	_		
-		Models with mathematics	_		4
s	Student is secure in this practice	Uses appropriate tools strategically			
		Attends to precision			L
D	Student is developing steadily in this practice	Looks for and makes use of structure			
	Student is beginning to progress in this	Looks for and expresses regularity in repeated			
В	practice with additional time and/or support	reasoning			
	ademic Scoring Key				
Sco	res based on student's academic progress				
E	Student performance consistently and ind accuracy and a high level of quality	ependently <i>exceeds</i> grade level expectations for this tri	neste	r w	ith
s	Student performance is <i>secure</i> and meets	grade level expectations for this trimester			
D	Student performance is <i>developing</i> steadil	y toward grade level expectations for this trimester			
В	Student performance is <i>beginning</i> to prog additional time and/or support	ress toward grade level expectations for this trimester v	/ith		
				[ _	[_
-	thematics		1	2	3
-	erations and Algebraic Thinking		-	1	T
	ites and interprets numerical expressions alyzes patterns and relationships				
_	mber and Operations in Base Ten			1	-
	derstands the place value system				Γ
-		numbers and with decimals to hundredths			T
	mber and Operations – Fractions		-		-
-	es equivalent fractions as a strategy to ad	d and subtract			Г
-	plies understanding of multiplication and				$\uparrow$
	asurement and Data	••			
_	derstands concept of volume and relates	volume to multiplication and to division			Γ
	nverts like measurement units within a gi	•			T
	presents and interprets data			1	1
Re				•	•
	ometry				
Ge	ometry aphs points on a coordinate plane to solve	e problems			Τ



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 ex descriptive details, and clear event sequences	per	rien	ces	s or events using effective technique,			
Writes opinion pieces on topics or texts, support	ting	g a p	oir	nt of view with reasons and information			
Writes informative/ explanatory texts to examin clearly	e a	top	oic a	and convey ideas and information			
Uses correct grammar, conventions, and spelling	g wl	hen	wr	riting			
Language					1	2	3
Acquires and uses general academic and domain	n-sp	oeci	fic	vocabulary			
Plans and delivers oral presentations using facts Standard English grammar and usage							
Social Studies					1	2	3
Demonstrates an understanding of social studies thinking to extend understanding	s co	onte	nt	and concepts and applies critical			
					1	2	3
Science					L 1	~	

Assessment Data:	1	2	3
English Language Arts			
MAP			
Read Well/DRA2			
Mathematics			
MAP			
Benchmark			
Assessment			
Comments: Trimester 1			Date:
	choose from a	a dropdown menu of va	
Trimester 2		a dropdown menu of va	Date:
Trimester 3			Date:
<b>DRAFT Teachers will</b>	choose from a	a dropdown menu of va	arious comments
	I.		
Parent Signature	(r	equired) Personalized Learn	ing Conference Trimester 1 Date
Parent Signature	(as	needed) Personalized Learn	ing Conference Trimester 2 Date

Fine Arts and Physical Education

Visual and Performing Arts

District Goals:

• 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:

 Student demonstrates competency in a variety of skills and health enhancing activities at grade level while participating in a safe, cooperative environment. **Teacher Signature** 



Quality Education for Life

## 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 Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>		
Writing Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>		
Mathematics Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>		
Listening and Speaking Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>		
History/Social Studies   Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>		
Science Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>		
Misc Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>		

> Trustworthiness \* Respect \* Responsibility \* Fairness \* Caring \* Citizenship We Are Better Together



Quality Education for Life

## Silver Strand Elementary Mid-Semester Student Progress Report

Student's Name:		<u> </u>				
Teacher:		Schoo	ol 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		
<b>Reading</b> Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>			
Writing Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>			
Mathematics Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>			
Listening and Speaking Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>			
History/Social Studies Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>			
Science Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>			
Misc Student is at risk of receiving a below-grade level performance mark on the report card.	<ul> <li>Limited progress toward grade-level standards</li> <li>Significantly below grade-level standards</li> </ul>			

Principal/Assistant Principal Signature

Teacher Signature

Date

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

Date