

Santa Clara Unified School District

English Version

Elementary Common Core Grading and Reporting



“Preparing students of all ages and abilities to
succeed in an ever-changing world”

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The Governing Board of Santa Clara Unified School District is committed to equal opportunity for all individuals. The District prohibits discrimination, harassment, intimidation, and bullying based actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation or association with a person or a group with one or more of these perceived or actual characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all acts related to school activity or school attendance within a school under the jurisdiction of the superintendent of the school district.

The District requires that school personnel take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

Performance Levels for Standards Achievement

- Score of 4 :
Student exceeds or demonstrates **advanced understanding** of the end-of-year grade level standards.
- Score of 3 :
Student **consistently** demonstrates understanding of the end-of-year grade level standards.
- Score of 2 in trimesters 1 & 2:
Student demonstrates **steady progress** toward the end-of-year grade level standards.
Score of 2 in trimester 3:
Student demonstrates **incomplete or inconsistent** understanding of the end-of-year grade level standards.
- Score of 1:
Student demonstrates **minimal** understanding of the end-of-year grade level standards.
- Score of X :
The standard has not been taught yet. It will be taught later in the year.

Additional Resources-

CA PTA Common Core Parent Handbooks

<http://downloads.capta.org/edu/ccss/ParentGuideBundle.pdf>

Overall – Common Core Resources for Parents & Community Members

<http://www.achievethecore.org/common-core-intro-for-parents>

ELA Road Maps

<http://www.commoncoreworks.org/site/Default.aspx?PageID=330>

Math Road Maps

<http://www.commoncoreworks.org/domain/149>

Next Generation Science Standards (NGSS)

<https://www.nextgenscience.org/parentguides>

K-5 Report Card

The K-5 report card is aligned to the Common Core State Standards (CCSS) and reflects updates in our curriculum and instruction. The report card is organized by category titles and descriptors that reflect the CCSS and district standards.

In 2013-2014 a committee of district/school administrators and teachers was formed to drive the changes made in our most current report cards.

The committee worked on summarizing the numerous standards into a reporting document for teachers, parents, and students.

In 2016-2017 the committee revised the report card again to make it more streamlined and informative. The result is the document you are getting today.

	Reporting Period	
	1	2
ENGLISH LANGUAGE ARTS		
READING		
Foundational Reading Skills		
Reading Literature		
Reading Informational		
WRITING		
Opinion/Argument Writing		
Informational/Explanatory Writing		
Narrative Writing		
LANGUAGE		
Vocabulary Acquisition and Use		
Conventions of Standard English		
SPEAKING AND LISTENING		
Comprehension and Collaboration		
Presentation of Knowledge and Ideas		
MATHEMATICS		
Counting and Cardinality		
Operations and Algebraic Thinking		
Number and Operations in Base Ten		
Measurement and Data		
Geometry		
OTHER SUBJECTS		

Standards-Based Reporting

Academic content standards indicate what students should know and be able to do at each grade level by the end of the school year.

In addition to providing you and your child with greater detail about achievement and progress toward grade level standards, the standards-based report card has other advantages.

A standards-based grading and reporting system will:

- Allow students more than one opportunity to show what they know, understand, and can do.
- Make grading more clear and consistent.
- Give feedback to students and parents, so that students can work to improve their performance.
- Connect grading and reporting to state and district standards.

Common Core State Standards

Since 2010, 45 states have adopted the same standards for English language arts and mathematics. These standards are called the Common Core State Standards (CCSS). Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace even if they change schools or move to a different state.



FAQ: Frequently Asked Questions

Q: Why are some standards left off the report card?

A: A standards-based report card is not the same as a complete list of discreet skills to be learned. Teams of teachers and administrators reviewed the adopted CCSS for each grade level and chose to report out the big ideas, with details to be shared in the comments.

Q: What does it mean if my child gets a 2 in the first or second trimester?

A: The standards are based on what the students should know or be able to do at the end of the year. It should not be surprising if the grade in the first trimester is a “1” or “2” or in the second trimester is a “2” or “3”. In addition, not all standards listed on the report card are covered in the first or even second trimester. If you see an “X” it means that this standard will be taught later in the year.

Q: Should I be concerned about “2”s on my child’s report card?

A: A child receiving a “2” in the first or second trimester who continues to work at learning the standards, will likely be proficient by June. Several standards are incorporated into each cluster being reported. Your child’s teacher is collecting a variety of evidence over time, in order to evaluate mastery. If your child is not improving, it may mean that additional support is needed.