

Murrieta Valley Unified School District

Parent's Guide to the Elementary Report Card



Overview of the New Report Card

The new report card is aligned with the state standards and provides information about how your child is progressing towards the mastery of year-end standards. Standards are what students should know and be able to do at the end of each grade level. Teachers identify the standards taught for each marking period to inform instruction and assessment. Standards' expectations change from one marking period to the next as students move toward the end-of-the-year grade level expectations. Learners are scored on their progress made toward mastery of those expectations set forth for each marking period.

Due to the number of standards, not all can be listed on the report card. Instead, the MVUSD report card reports out on the overall domain, except in the case of Kindergarten and First Grade. For these grade levels, students receive an individual score for all areas of the Foundational Skills Domain due to its importance in early literacy. Please note that under each domain reporting area, you will find summaries of the clusters of standards that are included within the domain. These are summaries only and do not speak to all of the standards. You can find the complete standards documents at the CA Department of Education website.

How does traditional grading differ from standards-based grading?

Traditional grading is what many of us are used to. As students, we earned a letter or number that represented a wide variety of skills and understandings in a particular subject. We may have earned extra credit, or we may have turned in late assignments causing us to earn a lower grade. Assignments were averaged for the entire semester, including quizzes and tests that may have been low earlier in the semester, even if we learned those skills later on. Work habits and behavior were all part of these overall grades.

Standards-based grading, on the other hand, provides parents, students, and teachers a more accurate view of a student's progress in both academic and behavioral areas. It identifies the skills in which students are struggling, and provides a clear understanding of a student's strengths. Standards-based grading looks at grade level standards individually and separate from student behaviors. It also acknowledges a student's growth in their learning by emphasizing the most recent evidence of learning.

What do the marks on my student's report card represent?

Progress toward Standard

For English Language Arts and Math, students are given a Progress toward Standard proficiency level score based on a 4-point rubric for each domain area. If a domain has not been formally assessed during this marking period, it will be marked with an X.

| | | |
|---|----------------------|--|
| 4 | Standards Exceeded | Indicates the student consistently produces high quality work, applies concepts independently, and is self-motivated. Student shows mastery of all current targets within the domain and is able to take concepts deeper and/or further at a complex level. Typically, few students perform at this level. |
| 3 | Standards Met | Indicates the student consistently meets the current targets for the grade level standards. The student, with limited errors, grasps and applies key concepts, processes and skills. <u>This is the goal for all students.</u> |
| 2 | Standards Nearly Met | Indicates the student is approaching and occasionally meets the current targets for the grade level standards. The student is beginning to grasp and apply key concepts, processes, and skills. |
| 1 | Standards Not Met | Indicates the student has not yet met minimum level targets for the grade level standards. The student needs more time, support, and intervention for concepts, processes, and skills to develop. |

Work Habits/Social Skills/Other Curricular Areas

For Social Studies, Science, Visual and Performing Arts, and Physical Education, students are given a score based on the following three-level rubric. This scoring system is also used for Work Habits and Social Skills. In this section, though, you may also see an asterisk (*) used to identify a specific areas of concern.

| | | |
|---|-------------------|--|
| O | Outstanding | Student demonstrates an in-depth understanding of the knowledge and skills expected in this subject area. Student demonstrates consistent, independent application of skills and is self-motivated. Typically, few students perform at this level. |
| M | Meets Expectation | Student demonstrates an understanding of the knowledge and skills expected in this subject area. Student demonstrates consistent application of skills. <u>This is the goal for all students.</u> |
| N | Needs Improvement | Student does not demonstrate a full understanding of the knowledge and skills expected in this subject area. Student does not demonstrate a consistent application of skills. Support and intervention are needed. |
| * | Asterisk | Specific areas of concern |

Should I be concerned if I see “1’s” on my student’s report card?

A 1 on a report card indicates that the student is not meeting the target for the grade level standard. Often, students in this situation are in an intervention and/or a conversation has been had with the parent already. If your child receives a 1 on a domain on the report card, you may want to follow up with the teacher to learn how you can support his/her progress in this domain in the future.

Can my student earn a “4” in the first semester?

It is possible for a student to earn a “4” in the first semester. Students can earn “4’s” if their work consistently demonstrates that they have fully mastered the grade level standards and if they are consistently working with depth and complexity. Students who earn 4’s apply skills independently and display self-motivation for their learning.

Is it possible for students to “drop” from one marking period to another?

The mid-year score is an indication of performance on standards at that point in time, with the expectation that difficulty will increase throughout the school year. Therefore, a student who demonstrates a score of “3” in the first semester can earn a “2” in the second semester when the rigor of the standard has been increased.

Interventions

The interventions section is in place to communicate extra support that a child is receiving within the school day.

- The SST box will be marked if the student has had or is in need of an SST during the current school year.
- The Accommodations box will be marked if the student is receiving support in *how* he/she learns the material. For instance, a child may get support by listening to an audio recording of a text.
- The Tier II Intervention box will be marked if the student is receiving additional instruction that is targeted to his/her needs. This support would be above regular classroom differentiation.
- The Tier III Intervention box will be marked if the students is participating in a replacement program such as Read 180/System 44. This option is only available in grades 4 and 5.

Shaded Columns, Attendance, and Teacher Comments

This year, we have moved to two progress reports (October and March) and two report cards (December and June). The reporting system we use will not allow us to report out the two semester report cards without including all four quarters. The 1st and 3rd reporting periods are therefore shaded to indicate that progress reports were used for reporting at that time.

The attendance section will communicate the days your student has been enrolled, absent, and tardy. This will be reflected for each quarter.

Teacher comments are also placed in the Second and Fourth Quarter boxes only. First and Third Quarter boxes will be blank. Goals and comments for 1st and 3rd quarter can be found on the separate progress report document.

For Grades 3-5 only, a Reading Lexile score will be included in the Teacher Comments section. The Lexile enables you to match your student's reading level with books, articles, and other leveled reading resources. The recommendation is to look for reading materials within the range of 100 points below and 50 points above the student's Lexile level. Below are the end-of-year bands for reference:

| Grade | Below Basic | Basic | Proficient | Advanced |
|-------|-------------|-----------|------------|--------------|
| 3 | BR – 329 | 330 – 519 | 520 – 820 | 821 – 1700+ |
| 4 | BR – 539 | 540 – 739 | 740 – 940 | 941 – 1700+ |
| 5 | BR – 619 | 620 – 829 | 830 – 1010 | 1011 – 1700+ |

What else should I know about this new report card?

The new report card represents a shift in instruction and assessment for our teachers. While the report card needed to be updated to reflect the new standards, our teachers are in the process of learning about and implementing these changes. Over time, the processes involved in developing instruction and assessing student learning will continue to be improved and updates to support parent understanding will be communicated accordingly.

After receiving the first semester report card, please be certain to sign the envelope it was delivered in and return it to your child's teacher. This assures us that you have received it.