

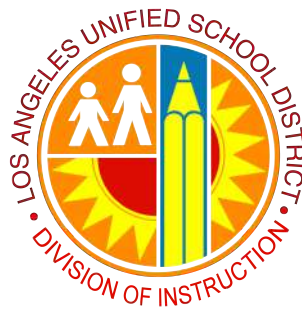
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# Elementary Progress Report Parent Handbook

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**Los Angeles Unified School District**

Division of Instruction, Elementary Instruction - October 25, 2016



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## **Introduction**

Los Angeles Unified School District (LAUSD) values the ongoing partnership between home and school to support the development of the whole child and has re--designed its TK--5/6 progress report to foster clearer communication to families.

## **Changes to the Elementary Progress Report**

The LAUSD elementary progress report has been revised to align to the California Content Standards that were implemented statewide.

Parents/guardians will notice the following on the new progress report:

- A 4--point grading scale indicating the four levels of standards achievement
- Performance levels of Behaviors of a College-Prepared and Career-Ready Learner using the marks of Consistently, Sometimes, Rarely
- New categories for math and English Language Arts aligned to the California Content Standards

## **Standards-based Progress Report**

Similar to the previous report card, the progress report is standards--based. This type of progress report lists the most important standards students should learn in each subject at their particular grade level. Students receive a mark of 4-1 that indicates how well they have mastered the required standards. The marks show their level of achievement toward proficiency with the standards. Traditional marks for effort and work habits are incorporated into the Behaviors of a College-Prepared and Career-Ready Learner section. Standards--based grading focuses on the students' achievements, rather than how quickly they learned skills or how many times it took them to master the standards.

LAUSD's standards-based progress report reflects the students':

- Current proficiency level on the standards taught during the reporting period
- Work in relation to the standards which apply to all students at the grade level
- Demonstration of Behaviors of College-Prepared and Career-Ready Learners

## **Reporting Periods**

A progress report is provided to parents of all students enrolled at an LAUSD school for fifteen (15) or more academic days within any specific reporting period. Elementary schools issue progress reports to parents three times a year.

Schools are to follow district reporting period schedules to ensure consistency for reporting student progress to parents during the 2016-2017 school year.



**Los Angeles Unified School District**  
*College-Prepared Career-Ready for All*  
**CALIFORNIA CONTENT STANDARD ELEMENTARY PROGRESS REPORT**  
 Principal: \_\_\_\_\_ Year: \_\_\_\_\_

Student Name: \_\_\_\_\_  
 District Student ID: \_\_\_\_\_  
 DOB: \_\_\_\_\_ Language Classification: LEP  
 Teacher Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Room#: \_\_\_\_\_

Reporting Period	1st	2nd	3rd
Days Present:			
Days Absent:			
Days Tardy:			


Academic Subjects	Demonstrates Knowledge of California Content Standard	1st	2nd	3rd																				
<b>English Language Arts</b> <table border="1"> <tr><td>1st</td><td>2nd</td><td>3rd</td></tr> <tr><td>?</td><td></td><td></td></tr> </table>	1st	2nd	3rd	?			Foundational Reading Skills	?																
	1st	2nd	3rd																					
	?																							
	Making Meaning from Text	?																						
	Language Conventions, Effective Use of Vocabulary	?																						
Effective Expression through Writing	?																							
	Effective Expression through Speaking and Listening	?																						
<b>Mathematics Content</b> <table border="1"> <tr><td>1st</td><td>2nd</td><td>3rd</td></tr> <tr><td>?</td><td></td><td></td></tr> </table>	1st	2nd	3rd	?			Operations and Algebraic Thinking	?																
	1st	2nd	3rd																					
	?																							
	Number and Operations in Base Ten	?																						
	Measurement and Data	?																						
Geometry	?																							
	Number and Operations - Fractions	?																						
<b>Mathematical Practices</b>	Problem Solving and Precision	?																						
	Reasoning and Explaining	?																						
	Modeling and Using Tools	?																						
	Seeing Structure and Generalizing	?																						
<b>Science</b> <table border="1"> <tr><td></td><td>1st</td><td>2nd</td><td>3rd</td></tr> <tr><td>Earth</td><td></td><td></td><td></td></tr> <tr><td>Physical</td><td></td><td></td><td></td></tr> <tr><td>Life</td><td></td><td></td><td></td></tr> <tr><td>Engineering</td><td>✓</td><td>✓</td><td>✓</td></tr> </table>		1st	2nd	3rd	Earth				Physical				Life				Engineering	✓	✓	✓	Content and Concepts	?		
		1st	2nd	3rd																				
	Earth																							
	Physical																							
Life																								
Engineering	✓	✓	✓																					
Conducts Investigations	?																							
Constructs Relevant Questions	?																							
<b>History-Social Science</b>	Content and Concepts	?																						
	Historical and Social Science Analysis Skills	?																						
<b>Visual and Performing Arts</b>	Dance	?																						
	Music	?																						
	Theatre	?																						
	Visual Arts	?																						
<b>Physical Education</b>	Content and Concepts	?																						
<b>Health Education</b>	Content and Concepts	?																						

**DRAFT**

Academic Score Key							
4 = Exceeds Grade Level Standards	3 = Meets Grade Level Standards	2 = Progressing Toward Meeting Grade Level Standards	1 = Minimal Progress Toward Grade Level Standards	N/A = Not assessed in current reporting period	☒ = Assessed during reporting period		
Characteristics and Behaviors of a College-Prepared and Career-Ready Learner C = Consistently S = Sometimes R = Rarely					1st	2nd	3rd
<b>Effectively Communicates and Collaborates</b> <ul style="list-style-type: none"> <li>Communicates clearly through speaking and writing</li> <li>Works productively in collaborative groups</li> <li>Listens to, interprets, and uses information provided by others in a variety of settings</li> </ul>					?		
<b>Understands Other Perspectives</b> <ul style="list-style-type: none"> <li>Shows respect and recognizes the opinions and feelings of others</li> <li>Solves problems in different ways after considering multiple perspectives</li> </ul>					?		
<b>Thinks Critically, Solves Problems Creatively, and Values Evidence</b> <ul style="list-style-type: none"> <li>Applies knowledge and experiences to solve problems</li> <li>Evaluates answers, explains reasoning, and makes appropriate adjustments to thinking</li> <li>Generates new and creative ideas</li> </ul>					?		
<b>Acts Responsibly, Ethically, and is a Productive Citizen</b> <ul style="list-style-type: none"> <li>Works independently and asks for assistance when needed</li> <li>Follows school and classroom rules</li> <li>Respects the rights and property of school and others</li> <li>Organizes workplace and materials</li> <li>Makes productive use of class time and stays on task</li> </ul>					?		
<b>Uses Technology and Digital Media Strategically and Capably</b> <ul style="list-style-type: none"> <li>Presents information effectively in a variety of formats</li> <li>Uses appropriate technologies effectively when communicating ideas and creating products</li> <li>Adheres to the guidelines found in the District Acceptable Use Policy</li> </ul>					?		
! = No Grade Available (Insufficient Attendance)		? = Unrecorded Grade		/ = Content Standard Not Applicable			

### Academic Score Key Level for Standards Achievement

This scale is numeric (4-1) and provides information on progress towards achievement of the standards by the end of the school year. The chart below explains each mark:

Academic Scores					
4	3	2	1		N/A
Exceeds Grade Level Standards	Meets Grade Level Standards	Progressing Toward Meeting Grade Level Standards	Minimal Progress Toward Grade Level Standards	Assessed During Reporting Period	Not Assessed in Current Reporting Period

### Performance Levels for Behaviors of a College-Prepared and Career-Ready Learner

This scale uses marks of C=Consistently, S=Sometimes, R=Rarely, and provides information on a student’s progress on the skills and standards that make up each major category. These marks will assist parents/guardians in understanding the areas of strength and challenge for the student.

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## Frequently Asked Questions

**Q. WHAT ARE THE CALIFORNIA CONTENT STANDARDS AND WHY IS THE PROGRESS REPORT ALIGNED TO THEM?**

A. In 2010, California joined the majority of states to adopt a shared set of learning expectations in mathematics and English language arts - the Common Core State Standards. These standards were adopted by the state of California and are now called the California Content Standards. These, in conjunction with the History-Social Science, Science, Physical Education, and Visual and Performing Arts, are rigorous academic content standards that focus on college and career readiness. The standards indicate what students should know and be able to do at each grade level by the end of the school year. More information about the standards can be found at: <http://www.cde.ca.gov/be/st/ss/> The TK-5/6 progress report is aligned to the California Content Standards in order to provide more information on how your child is progressing towards meeting the standards.

**Q. WHY A STANDARDS-BASED PROGRESS REPORT?**

A. The purpose of a standards-based reporting system is to provide parents/guardians, teachers and students with more accurate information about students' progress toward meeting content standards. By monitoring the concrete skills and knowledge listed on the progress report, the district will know whether all students are learning what they should in each grade. Parents/guardians will be more aware of what their children should know and be able to do by the end of each grade level.

**Q. HOW DOES THIS HELP PARENTS/GUARDIANS?**

A. Standards-based progress reports provide detailed information about how each child is progressing in each subject. Parents/guardians will see whether students need extra assistance in certain areas or where they need to be challenged even more. By using these clearly defined standards, teachers and parents/guardians can work together to ensure that students succeed.

**Q. HOW CAN I USE THE NEW PROGRESS REPORT TO HELP MY CHILD?**

During parent-teacher conferences, ask to see samples of your child's work. Talk to his or her teacher about whether the work samples are satisfactory, or how your child could improve on the assignments. Ask how you can help your child improve or excel in various subjects and what resources are available to use outside the classroom to encourage his or her progress.

For additional information on the progress reports, please go to:

<http://achieve.lausd.net/Page/11770> or call Elementary Instruction, (213) 241-5333.