



HUNTINGTON BEACH CITY SCHOOL DISTRICT

Parent Guide for Report Cards – Fall 2015

Grades K-3

REPORT TO PARENTS – OVERVIEW OF INFORMATION

The Report Card communicates your child’s progress toward mastering grade level California Common Core State Standards in reading, writing, speaking and listening, language, and mathematics, as well as progress in additional subject areas and including responsibility for learning and behavior. In order to be evaluated accurately and to make continued progress, your child needs to attend school every day. Continued learning progress is expected and required for advancement to the next grade level.

You are encouraged to discuss this report card with your child. Please review your child’s accomplishments and areas needing improvement that are noted on the report. Recognize and celebrate the progress your child is making; and if necessary, work together to bring about improved achievement. Communicate with your child’s teacher about positive areas of growth and any concerns.

The first reporting period occurs after the first trimester. At the end of each trimester, another report card is issued, and the Parent-Teacher Conference is optional and can be scheduled at the request of either the teacher or the parent. A final report card is prepared at the end of the third trimester, coinciding with the end of the school year. Our school staff believe that ALL children can perform to a high learning standard and we thank you for working with us to help your child succeed!

CHANGES IN OUR REPORT CARD

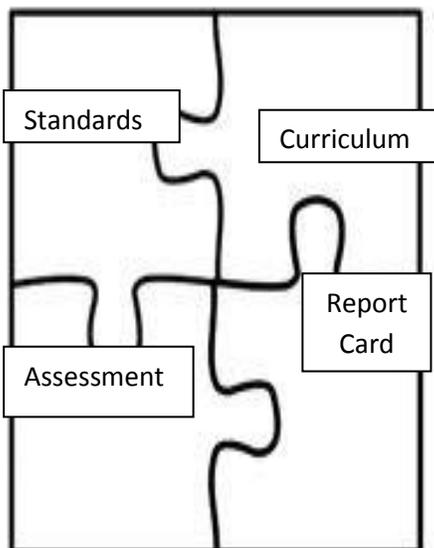
Our new report card is aligned to the State and District approved Common Core State Standards and reflects updates in our curriculum and instruction. Parents will find:

- Category titles and descriptors reflecting the California Common Core State Standards (CCSS) and district learning standards.
- Grading keys reflecting student progress toward State and District standards on both a mastery scale and overall achievement scale.
- Behaviors that Contribute to Learning reflect student skills necessary to be a successful learner and also address citizenship, work habits, and overall behavior.

STANDARDS-BASED REPORT CARDS

There are four essential components of a standards-based system:

1. The **standards**, as outlined by Board Policy and the State of California, describe what a student should know and be able to do at a given grade level.
2. The standards-based **curriculum** serves as a roadmap that a teacher uses to ensure that they teach to these standards. Our roadmap is guided by the Common Core Standards Sequence Schedule in English-Language Arts and Mathematics for each grade level.
3. The **assessments** that a teacher uses measure the extent to which a student has met the standards, and include both formal and informal, and both formative and summative types of assessments.
4. The **Report Card** is the tool that allows a teacher to accurately communicate a student’s progress toward meeting standards at critical intervals throughout the school year.





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Academic Areas and Student Progress

KINDERGARTEN SAMPLE



Huntington Beach City School District COMMON CORE REPORT CARD TO PARENTS

School Site: _____ **Principal:** _____

Student Name: _____

The standard mastery scale mark of NE is used in trimesters 1 and 2 depending on the content being introduced and evaluated.

END OF YEAR STANDARDS MASTERY SCALE

3	Mastery of standard
2	Progressing towards mastery of standard
1	Minimal mastery of standard
N/E	Not Evaluated

CURRENT OVERALL ACHIEVEMENT/EFFORT SCALE

E	Excels at current standards
M	Meets current standards
N	Needs improvement to meet current standards
U	Unsatisfactory progress toward current standards

READING: OVERALL ACHIEVEMENT

	Trimester		
	1 st	2 nd	3 rd
Reading: Foundational Skills			
Understands Print Concepts			
Recognizes and names upper and lower case letters			
Orally matches consonant and vowel sounds to appropriate letters			
Blends and segments sounds orally to make words			
Identifies and produces rhyming words			
Adds and substitutes sounds to make words			
Reads simple high-frequency and sight words			
Reads emergent text fluently			
Reading: Literature/Informational Text			
Identifies author and illustrator and their roles			
Retells stories with details – including identifying characters, setting and major events			
Compares and contrasts characters' experiences in familiar stories			
Compares and contrasts two texts			
WRITING: OVERALL ACHIEVEMENT			
Uses detailed drawing, dictating, and writing to:			
Produce a narrative in the order it occurred			
Produce an Opinion Piece - Names topic and provides an opinion			
Produce an Informative/Explanatory Text - Names topic and provides information			
Language			
Prints upper and lower case letters properly			
Uses capitalization and punctuation			
Spells simple words phonetically			
Speaking and Listening			
Listens to others and participates in collaborative conversations			
Speaks clearly and audibly			

MATHEMATICS: OVERALL ACHIEVEMENT

	Trimester		
	1 st	2 nd	3 rd
Counting and Cardinality			
Compares sets of objects and identifies which set is greater than, less than, or equal to			
Recognizes numbers 0 - 20			
Writes numbers 0 - 20 properly			
Counts to 100 by ones and tens			
Operations and Algebraic Thinking			
Uses objects or drawings to solve addition and subtraction problems within 10			
Fluently adds and subtracts within 5			
Number and Operations in Base Ten			
Composes and decomposes numbers from 11-19 into tens and ones			
Measurement and Data			
Describes and compares measurable attributes			
Classifies objects and counts the number of objects in each category			
Geometry			
Identifies, describes and compares shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, and sphere)			
INTEGRATED CURRICULAR AREAS OVERALL EFFORT			
Science			
Social Studies			
Visual/Performing Arts			
PHYSICAL DEVELOPMENT OVERALL EFFORT			
Exhibits large motor skills such as hopping, jumping, and skipping			
Exhibits small motor skills such as coloring, cutting, and writing			

Kindergarten students receive an Overall Achievement / Effort grade of E, M, N, and U in all content area categories each trimester.

Kindergarten students receive an End of Year Standards Mastery Grade of 3-1 in all content area categories each trimester.

Kindergarten students receive an overall effort grade of E, M, N, or U in Science, Social Studies, Visual/Performing Arts, and PE/Health each trimester.



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Learner Behaviors, Attendance, and Teacher Comments

KINDERGARTEN SAMPLE



All students receive a grade of E, M, N, or U for the Work Study Habits and Social/Emotional Development sections each trimester.

CURRENT OVERALL ACHIEVEMENT/EFFORT SCALE

E Excels at current expectation
 M Meets current expectation
 N Needs improvement to meet current expectation
 U Unsatisfactory progress toward current expectation

WORK STUDY HABITS	Trimester		
	1 st	2 nd	3 rd
Listens attentively			
Follows directions			
Works independently			
Works collaboratively with others			
Begins and finishes work in a timely manner			
Produces neat and careful work			
Organizes self and materials			
Completes and returns homework on time			

SOCIAL/EMOTIONAL DEVELOPMENT	Trimester		
	1 st	2 nd	3 rd
Demonstrates self control			
Follows classroom rules			
Follows school rules			
Respects rights and property of others			
Respects teachers and other adults			
Accepts responsibility for their own behavior			

The ATTENDANCE section reflects absences and tardies each trimester. The total column is used only for trimester three.

ATTENDANCE	1 st	2 nd	3 rd	Total
Days Absent				
Days Tardy				
Absences/tardies negatively affect school work				

Trimester 1 – Comments Parent Conference ___ Yes ___ No

The fall parent conference is noted in the Trimester 1 section.

Trimester 2 – Comments

The Comments section each trimester reflects data regarding achievement and narrative comments providing feedback that is both positive and constructive.

Trimester 3 – Comments

The grade assignment for the next academic year is noted here, as well as the student's name.

Assigned to grade _____ for the next school year. _____, Kindergarten, Page 2



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Academic Areas and Student Progress

Grades 1 - 3 SAMPLE





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Student Name: _____

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END OF YEAR STANDARDS MASTERY SCALE

3	Mastery of standard
2	Progressing towards mastery of standard
1	Minimal mastery of standard
N/E	Not Evaluated

CURRENT OVERALL ACHIEVEMENT/EFFORT SCALE

E	Excels at current standards
M	Meets current standards
N	Needs improvement to meet current standards
U	Unsatisfactory progress toward current standards

READING: OVERALL ACHIEVEMENT

	Trimester		
	1 st	2 nd	3 rd
Reading: Foundational Skills			
Phonics and Word Recognition			
Fluency			
Reading: Literature/Informational Text			
Key Ideas and Details: Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text			
Craft and Structure: Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action			
Integration of Knowledge and Ideas: Use information from a text to demonstrate understanding of characters, setting, or plot; compare and contrast two or more versions of the same story			
WRITING: OVERALL ACHIEVEMENT			
Writing/Language			
Text Types, Purposes, Production and Distribution of Writing			
Research to Build and Present Knowledge			
Conventions of Standard English			
Vocabulary of Acquisition and Use			
Speaking and Listening			
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			

MATHEMATICS: OVERALL ACHIEVEMENT

	Trimester		
	1 st	2 nd	3 rd
Operations and Algebraic Thinking			
Represent and solve problems involving addition and subtraction			
Add and subtract within 20			
Work with equal groups of objects to gain foundations for multiplication			
Number and Operations in Base Ten			
Understand place value			
Use place value understanding and properties of operations to add and subtract			
Measurement and Data			
Measure and estimate lengths in standard units			
Work with money			
Work with time			
Represent and interpret data			
Geometry			
Reason with shapes and their attributes			
INTEGRATED CURRICULAR AREAS OVERALL EFFORT			
SCIENCE			
SOCIAL STUDIES			
P.E./HEALTH			
VISUAL/PERFORMING ARTS			

Grades 1-3 students receive an Overall Achievement / Effort grade of E, M, N, and U in all content area categories each trimester.

Grades 1-3 students receive an End of Year Standards Mastery grade of 3-1 in all content area categories each trimester.

Grades 1-3 students receive an overall effort grade of E, M, N, or U in Science, Social Studies, PE/Health, and Visual/Performing Arts each trimester.



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Learner Behaviors, Attendance, and Teacher Comments

Grades 1-3 SAMPLE



CURRENT OVERALL ACHIEVEMENT/EFFORT SCALE

E Excels at current expectation
 M Meets current expectation
 N Needs improvement to meet current expectation
 U Unsatisfactory progress toward current expectation

All students receive a grade of E, M, N, or U for the Social/Emotional Development and Work Study Habits sections each trimester.

SOCIAL/EMOTIONAL DEVELOPMENT	Trimester		
	1 st	2 nd	3 rd
Demonstrates self control			
Follows classroom rules			
Follows school rules			
Respects rights and property of others			
Respects teachers and other adults			
Accepts responsibility for own behavior			

WORK STUDY HABITS	Trimester		
	1 st	2 nd	3 rd
Listens attentively			
Follows directions			
Works independently			
Works collaboratively with others			
Begins and finishes work in a timely manner			
Produces neat and careful work			
Organizes self and materials			
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Scales for Reporting Student Progress



Grades K-3 End Of Year Standards Mastery Scale

Scale	Meaning
3 85 – 100%	<u>Mastery of Standard:</u> Student performance in cluster of standards for the reporting period routinely meets grade level expectations as demonstrated by a body of evidence that <u>shows independent understanding and application of grade level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation.
2 70 – 84%	<u>Progressing Towards mastery of Standard:</u> Student performance in cluster of standards for the reporting period does not regularly meet grade level expectations as demonstrated by a body of evidence that <u>shows partial/inconsistent understanding and some application of grade-level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation.
1 0 – 69%	<u>Minimal mastery of Standard:</u> Student performance in cluster of standards for the reporting period is below or far below grade level expectations as demonstrated by a body of evidence that <u>shows limited understanding and application of grade level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation.
NE	<u>Not Evaluated:</u> Standard has not been evaluated during this reporting period.

Grades K-3 Current Overall Achievement/Effort Scale

Scale	Meaning
E	<u>Excels At Current Standards:</u> The student consistently meets and regularly exceeds expectations.
M	<u>Meets Current Standards:</u> The student regularly meets expectations.
N	<u>Needs Improvement To Meet Current Standards:</u> The student needs improvement to meet expectations.
U	<u>Unsatisfactory Progress Toward Current Standards:</u> The student is making unsatisfactory progress to meet expectations.



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Grades K-3

Frequently Asked Questions



Q: Why have the report cards changed?

A: It is important for the report cards to align with the standards that are being instructed in our schools. The previous report cards were based on the 1997 California Content Standards, and our report cards need to reflect the adopted Common Core State Standards. An interim report card was developed and used during the 2014/15 school year and updated based on feedback from teachers and parents. The current report cards have been Board approved for use in grades K – 5.

Q: What is the benefit of a standards-based report card?

A standards-based report card provides:

- Detailed student achievement information
- Consistent evaluations throughout the year
- Individualized instruction information
- Increased consistency for evaluations between students

Q: How does this help parents?

A: Standards-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, they

- Promote more detailed and meaningful conversation at parent / teacher conferences.
- Allow for careful and precise monitoring of student achievement.
- Reflect grade-level standards and expectations so parents gain a complete idea of student progress.

Q: Can a student perform at a level 3 or grade B and then move to a lower level in the next grading period?

A: Yes, the learning expectations change from one grading period to the next as students move toward the end of year grade-level expectations. This means:

- A student may meet the grade-level expectation during the first or second grading period, but as the expectations for learning and content rigor increase, the student may not demonstrate the same level of proficiency during the next or final grading period
- A student might receive a 3 or a B in the first grading period and then receive a 2 or a C in the second grading period

Q: How can I make the most of the information provided from the report card to support my child?

Review the sample report card for your child's grade level so you will be familiar with the content and organization. Copies of the sample report card can be viewed at <http://huntington-ca.schoolloop.com/assessments>. Contact your child's teacher if you have any questions or concerns about the learning program and your child's progress. Discuss the report card information with your child to highlight their areas of strength and opportunities for growth. Consider how you can plan to support learning at home and communicate with your child's teacher regularly throughout the year to benefit the learning experience.

Where Can I Learn More About the Common Core Standards?

The District website offers a variety of documents about the Common Core State Standards at <http://huntington-ca.schoolloop.com/CCSS>. Common Core resources include the following: Placemats, Grade Level Learning Descriptors, "I Can" Standard Statements, and the Straightforward Guide to Understanding the Common Core State Standards, all by grade level.