

Frequently Asked Questions

My child received a “3” the first trimester in “Text Types and Purposes,” and a “2” the second trimester. Please explain.

It is possible for a student to receive a lower grade in the same standard on a different trimester since the curriculum content may become more difficult. For instance, your child may have done well on narrative writing the first trimester, but the second trimester they were taught informational writing and they didn't perform as well.

My child has a grade in some standards for the first trimester but received a “/” the next trimester in the exact same standard.

If a particular standard is not taught again, teachers will not be grading that standard. It wouldn't be fair to the student to receive the same grade on a standard they received one trimester if they did not have the opportunity to improve on that grade. For example, if your child received a “2” for the first trimester, and then a “2” again for the next trimester, it would seem that the standard had been taught and the student showed no improvement. Instead, if a standard is not taught during a particular trimester, it will not be graded.

Do numbers correlate with letter grades?

No, a 4 is not an A, a 3 is not a B, and so on.

What can I do to Help my Child?

Attendance— In order to be evaluated accurately and to make progress, your child needs to attend school EVERY day, on time.

Homework Help— Teachers teach every day in the classroom. They assign homework to help support/supplement the lessons they teach. Your support at home in checking assignments and student planners directly supports your child's learning.

Communicate— Your child's teacher wants to partner with you to help your child succeed. Communicating with your child's school is very important.

Persistence— In today's classroom, students are taught that it is okay to make mistakes and how to learn from them. They will often wrestle with problems and need the skills to stick with it. Please help your child build an attitude of persistence.

Think Deeply and Show How They

Know— Today's standards emphasize critical thinking. It requires students to analyze more, discuss more, evaluate more, justify more, and always ask, “Why” questions. It emphasizes proof and evidence. Learning goes well beyond worksheets. At home you can help support this learning by asking your child to explain what they know and how they know something.

Integrate Learning— Today's standards emphasize learning across disciplines. You can help support this learning by explaining and discussing problems in your house, neighborhood, and community. Help your child see that learning and solving problems does not occur in isolated subject areas.

Redondo Beach Unified
School District



Kindergarten

**Parent Guide to
Grading &
Report Cards**



This Report is for you...

This report card communicates your child's progress toward mastering the California State Standards in reading, writing, speaking and listening, language, and mathematics, as well as progress in additional subject areas and responsibility for learning and behavior.

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. Recognizing and celebrating your child's progress is so important. Make sure to always make a plan on how to work together to improve. Communication with your child's teacher can help you build a plan together.

Teachers issue report cards at the end of every trimester. A parent/teacher conference for every student is scheduled in the first trimester. An additional conference may be held in the spring, as needed. Teachers and parents may request to schedule additional meetings at any time.

Everyone in the Redondo Beach Unified School District believes ALL children can perform at high levels. It is important that you work with us in helping your child succeed.

How do I read my child's report card grades?

Domain

KINDERGARTEN LITERATURE			
	Term		
	T1	T2	T3
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			

Standard Clusters

Learner Behaviors	Grade
Outstanding -The student <u>consistently meets</u> and <u>regularly exceeds</u> behavioral expectations.	O
Satisfactory - The student <u>regularly meets</u> behavioral expectations.	S
Unsatisfactory -The student <u>does not meet</u> behavioral expectations.	U

Explanation of Performance Levels	Grade
Standard Exceeded - Student Performance in the cluster of <u>standards exceeds</u> grade level expectations as demonstrated by teacher observation and assessments in the classroom. <u>Student always or almost always meets the standard.</u>	4
Standard Met - Student Performance in the cluster of <u>standards meets</u> grade level expectations as demonstrated by teacher observation and assessments in the classroom. <u>Student meets the standard the majority of the time.</u>	3
Standard Nearly Met - Student Performance in the cluster of <u>standards nearly meets</u> grade level expectations as demonstrated by teacher observation and assessments in the classroom. <u>Student meets the standard some of the time.</u>	2
Standard Not Met - Student Performance in the cluster of <u>standards has not met</u> grade-level expectations as demonstrated by teacher observation and assessments in the classroom. <u>Student did not meet the standard.</u>	1
Not Assessed - This standard was not assessed during this trimester.	/