

Understanding the New Standards Based Report Card



Parent Handbook Grades TK-6

Garvey School District Learning Support Services

INTRODUCTION



In English Language Arts and literacy, standards-based report cards reflect three major shifts. Students will continue reading and writing. In addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including Science and Social Studies. They will read more challenging texts and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

In Mathematics, standards-based report cards reflect three major shifts. Teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow students time to master key math concepts and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging math content and to engage students in solving real-world problems in order to inspire greater interest in mathematics.

In standards-based classrooms, the focus is on a student's performance so teachers will provide multiple opportunities, not simply the grading and averaging of tests and quizzes. Standards are specified learning goals applied to all students and provide consistent targets for students to meet. Standards provide a focus for aligning curriculum, instruction and assessment.

THE REPORT CARD

PURPOSE

The Garvey School District standards-based report card is designed to stimulate an on-going conversation between teachers, parents, and students about what is expected in a rigorous academic program. It will provide a clear and accurate description of each child's academic performance and effort in these areas:

1. Common Core State Standards
2. 21st Century Skills

STANDARDS-BASED REPORT CARDS

A standards-based report card emphasizes “learning” over “earning.” Learning is a process. Therefore, it is essential to look at progress over time.

A student's knowledge and skills are measured on a continual basis, stretching students to perform at their highest level of potential. Teachers collect evidence of a child's achievement through:

- careful observations
- the examination of the student's work
- discussions
- projects
- performance tasks
- quizzes
- tests

Anatomy of the Report Card

Shaded or N/A = This mark indicates that the specific standard is not addressed during this trimester.

Garvey School District
Common Core **Grade 6** Report Card
School Year 2014-2015

Attendance
Date Enrolled: Trimester 1 Trimester 2 Trimester 3
Days Absent
Tardies

Academic Performance
4 = Exceeds State Standards 2 = Working Toward State Standards
3 = Meets State Standards 1 = Not Meeting State Standards
Shaded or N/A = Not Assessed at this time
Specific Standards: Strength (+) or Area of Needs (-)

CELDT Level
Previous: Listening _____ Speak _____ Read _____ Write _____ OA _____
Current: Listening _____ Speak _____ Read _____ Write _____ OA _____
EL Services _____ Redesignation Date: _____

Effort
O = Outstanding Effort S = Satisfactory Effort
N = Needs to Improve U = Unsatisfactory Effort

English Language Development (ELD) (Effort)
Trimester 1 Trimester 2 Trimester 3

21st CENTURY SKILLS (Effort)
Collaboration: Work effectively and respectfully with diverse teams.
Communication: Articulate thoughts and ideas effectively.
Critical Thinking: Effectively analyze, use, and evaluate evidence.
Creativity: Demonstrate originality and inventiveness in work.
Leadership: Demonstrate responsibility and leadership in the workplace and community.

Academic Performance: 4, 3, 2, 1
See Page 5

Writing (W)
Write narratives to describe real or imagined experiences or events. (W 6.3)
Write informative/explanatory texts to examine a topic or convey ideas, concepts, and information. (W 6.2)
Write arguments to support claims and evidence. (W 6.1)
Produce clear, coherent, and organized writing for a specific audience. (W 6.4)
Use the writing process effectively. (W 6.5)
Use technology to produce and publish writing. (W 6.6)
Conduct short research projects. (W 6.7)
Gather relevant information from multiple sources while avoiding plagiarism. (W 6.8)

Overall Writing Effort

READING STANDARDS
Informational Text (RI)
Cite evidence to support your understanding of the text. (RI 6.1)
Determine central idea and provide summary of texts. (RI 6.2)
Use multiple strategies to analyze key individuals, events, or ideas in a text. (RI 6.3)
Determine the meaning of words and phrases in a text. (RI 6.4)
Analyze how an issue or text is presented and advanced through multiple perspectives. (RI 6.5)
Analyze how a text treats an issue or topic, paying attention to how different characters, authors, narrators, and media contribute to the development of the issue or topic. (RI 6.6)
Compare and contrast events, characters, settings, or media in two or more works. (RI 6.9)

Literature (RL)
Cite evidence to support your understanding of the text. (RL 6.1)
Determine the central idea and provide summary of texts. (RL 6.2)
Describe how a text treats an issue or topic, paying attention to how different characters, authors, narrators, and media contribute to the development of the issue or topic. (RL 6.3)
Analyze the overall structure of a text to comprehend story elements. (RL 6.4)
Explain how an author develops the point of view of the narrator or speaker in a text. (RL 6.5)
Compare and contrast texts in different forms or genres. (RL 6.9)

Overall Reading Effort

SPEAKING AND LISTENING STANDARDS
Speaking and Listening (SL)
Able to collaborate effectively with peers. (SL 6.1)
Interpret information presented in diverse media. (SL 6.2)
Distinguish between valid and invalid claims. (SL 6.3)
Present claims to an audience effectively. (SL 6.4)
Include multimedia components in presentations. (SL 6.5)
Adapt speech to a variety of contexts when appropriate. (SL 6.6)

Overall Speaking and Listening Effort

Progress towards standard proficiency See Page 5

Attendance is indicated for your information.

These two sections are completed only for students who have been identified as an EL.

Amount of effort demonstrated See Page 6

This section is completed only for students who have IEP.

21st Century Skills will be indicated by effort grade: O, S, N, U See page 7 & 8 for details.

Strength (+), Areas of need (-), Shaded/Not Assessed (NA) or On target (blank) See Page 6

Effort : O,S,N,U See Page 6

LANGUAGE STANDARDS				1	2	3
Language (L)						
Demonstrate standard English grammar when writing, speaking, reading and listening. (L.6.1-3)						
Determine the meaning of unknown and multiple-meaning words when reading. (L.6.4)						
(L.6.5)						
Overall Language Effort						
STANDARDS FOR MATHEMATICAL PRACTICE						
1. Make sense of problems and persevere in solving them.						
2. Reason abstractly and quantitatively.						
3. Construct viable arguments and critique the reasoning of others.						
4. Model with mathematics.						
5. Use appropriate tools strategically.						
6. Attend to precision.						
7. Look for and make use of structure.						
8. Look for and express regularity in repeated reasoning.						
Overall Mathematical Practice Effort						
MATHEMATICS STANDARDS				1	2	3
Ratios & Proportional Relationships (RP)						
Understand ratio concepts. (6.RP.1-3)						
The Number System (NS)						
Understand multiplication and division of fractions. (6.NS.1)						
Compute with multi-digit numbers. (6.NS.2-4)						
Understand rational numbers. (6.NS.5-8)						
Expressions & Equations (EE)						
Understand algebraic expressions. (6.EE.1-4)						
Solve equations. (6.EE.5-9)						
Geometry (G)						
Calculate area and volume. (6.G.1-4)						
Statistics & Probability (SP)						
Develop understanding of statistics. (6.SP.1-3)						
Create and interpret graphs. (6.SP.4-5)						
Overall Math Effort						
ADDITIONAL CONTENT AREA				1	2	3
Social Studies						
Overall Social Studies Effort						
Science						
Overall Science Effort						
Other Subjects						
Fine Arts (Art, Music, Dance, Drama) (Effort)						
Physical Education (Effort)						

TEACHER COMMENTS AND RECOMMENDATIONS	
Trimester 1	
Parent Conference Hold Date:	
Trimester 2	
To be marked at end of the 3rd Trimester:	
Effort : O,S,N,U See Page 6	
Progress toward meeting grade level standards in reading/language arts and may be at risk of retention in future grades.	

See page 13—15 for more details

These sections will contain teacher comments and suggestions regarding individual student progress.

Academic Performance: 4, 3, 2, 1 See Page 5

Strength (+), Areas of need (-), Shaded/Not Assessed (NA) or On target (blank) See Page 6

Effort : O,S,N,U See Page 6

The New Grading System

Academic Performance			
1 Not Meeting State Standards 	2 Working Towards State Standards 	3 Meets State Standards 	4 Exceeds State Standards 
Student demonstrates little or no understanding of grade level standards.	Student demonstrates some understanding of grade level standards.	Student demonstrates an understanding of grade level standards.	Student demonstrates a deeper understanding of grade level standards.
Student performance does not demonstrate an understanding of the knowledge or skills expected at this grade level.	Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.	Student performance demonstrates an understanding of the knowledge and skills expected at this grade level.	Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.
Student does not demonstrate an application of grade level standards.	Student demonstrates an inconsistent application of grade level standards.	Student demonstrates a consistent application of grade level standards.	Student demonstrates skillful application of grade level standards.
Student needs continued support; struggles even with assistance.	Student needs assistance to use grade level standards.	Student independently applies grade level standards.	Student independently exceeds grade level standards.
Student needs intensive intervention.	Student needs strategic intervention.	not applicable	not applicable
What This Means for My Child...			
<i>The student is demonstrating minimal progress toward grade level expectations; skills and concepts need repeated practice and frequent guidance from the teacher; inconsistent quality of related products.</i>	<i>The student is performing near grade level expectations; skills and concepts are emerging with practice and teacher assistance; creates products that need refinement. Progress is being made towards the attainment of expectations.</i>	<i>The student is achieving grade level expectations; skills and concepts are consistently accomplished with minimal assistance; creates products that are of high quality.</i>	<i>The student is exceeding the grade level expectation; skills and concepts are accomplished independently; creates products that are exceptional and demonstrates in-depth thinking; applies skills in a variety of situations.</i>
Student needs intensive intervention.	Student needs strategic intervention.	not applicable	not applicable

Indicators for Strength or Areas of Need	
+	Strength
-	Area of Needs
Blank	On Target / Not Assessed

Effort			
U Unsatisfactory Effort	N Needs to Improve	S Satisfactory Effort	O Outstanding Effort
Student <u>does not</u> demonstrate effort.	Student demonstrates effort some of the time.	Student demonstrates effort <u>most</u> of the time.	Student demonstrates effort <u>all the time.</u>

Attendance
Within a standard-based system, student attendance is vital to their academic success. Students will be provided opportunities to revisit learning that has been missed due to illness and then be reassessed to determine his/her actual level of achievement. Other consequence will be given to students with excessive unexcused absences or tardies.

(California English Language Development Test (CELDT))
A state test given annually to students whose first language was anything other than English.

English Language Development (ELD)
This year's standard-based report cards include standards for students who are learning English. If your child receives specialized English Language Development instruction, then he or she will receive an additional effort grade in Listening, Speaking, Reading and Writing.

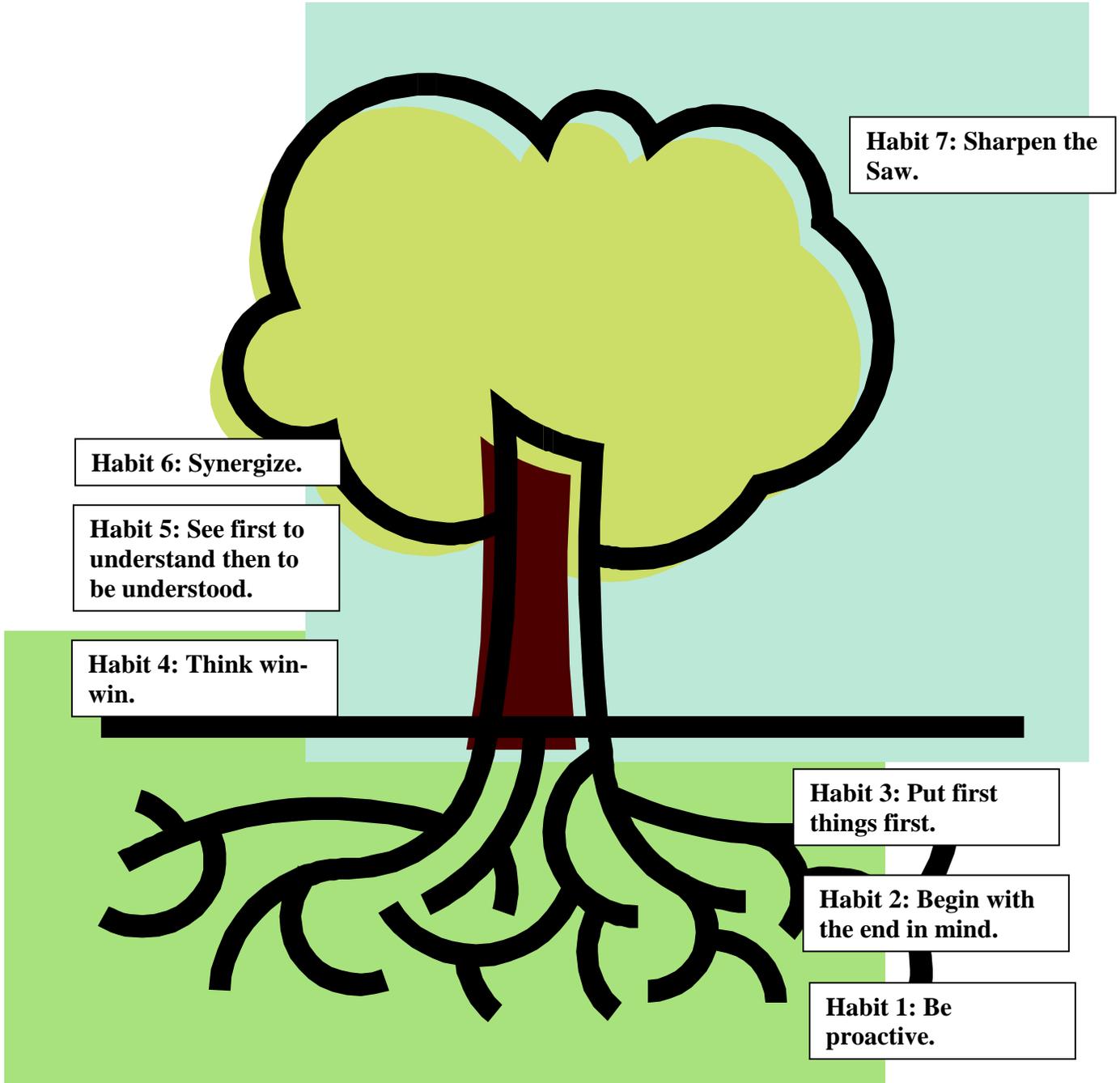
A 21st Century Learner

Learning and Innovation Skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on Collaboration, Communication, Critical Thinking, and Creativity is essential to prepare students for the future.

Collaboration	Communication	Critical Thinking	Creativity
Work effectively and respectfully with diverse teams.	Articulate thoughts and ideas effectively.	Effectively analyze and evaluate evidence.	Demonstrate originality and inventiveness in work.
Make compromises to accomplish common goal.	Listen effectively.	Analyze how parts of a whole interact with each other.	Use a wide range of idea creation techniques.
Assume shared responsibility for work	Use communication for a range of purposes.	Synthesize and make connections.	Create new and worthwhile ideas.
Value individual contributions	Utilize multiple media and technologies.	Interpret information and draw conclusions.	Elaborate, refine, analyze, and evaluate their own ideas to improve creative efforts.
	Communicate effectively.	Reflect critically.	Develop, implement, and communicate new ideas.
		Solve non-familiar problems.	Be open and responsive to new and diverse perspectives.
		Identify and ask significant questions.	View failure as an opportunity to learn.
			Act on creative ideas to make tangible and useful contributions.

Leadership

Students will develop Leader in Me habits.



THE COMMON CORE STATE STANDARDS

- Prepare students with the knowledge and skills they need to succeed in college and work
- Provide educators, parents and students with clear, focused standards or guideposts
- Set consistent expectations, regardless of a student’s ZIP code
- Include both knowledge and the application of subject area
- Build upon strengths and lessons of current state standards and standards of top-performing nations
- Are based on real-world application
- Are evidence- and research-based, with guidance on topics to include, when to introduce content, and coherence/focus

California State Standards (The Old 1997 Standards)	Common Core State Standards (The Current Standards)
Standards may skip among the grade levels for inconsistent learning development.	Standards form a staircase progression of learning linked back to the College and Career Anchor Standards.
Students work mostly independently.	Students work independently, in small groups, in partners, and with people across the globe.
Students demonstrate their learning through multiple choice assessments.	Students demonstrate their learning through multiple choice assessments and performance-based, real world tasks.
Importance is placed on the learning/memorization of facts.	Importance is placed on applying learning in different contexts.
Importance is placed on the one right answer. There is one “right” way to find a solution.	Importance is placed on multiple processes to get to the answer.
Students answer questions by using prior knowledge and person experience	Students answer questions using evidence from the text.
Students learn reading and writing skills only in English class.	Students practice reading and writing skills in math, social studies, science, and electives.
The teacher is the lecturer.	The teacher is a facilitator.
Technology is a separate subject.	Technology is a tool for teaching and learning.

COMMON CORE ENGLISH LANGUAGE ARTS

What's Shifting?	What to Look for in the Backpack?	What Can You Do?
<ul style="list-style-type: none"> • Your child will now read more nonfiction. • Reading more nonfiction texts will help your child learn about the world through reading. • Your kids will read challenging texts very closely, so they can make sense of what they read and draw their own conclusions. 	<ul style="list-style-type: none"> • Look for your kids to have more reading assignments based on real life events, such as biographies, articles, and historical stories. • Look for your kids to bring home more fact based books about the world. • Your kids will have reading and writing assignments that ask them to retell or write about key parts of a story or book. 	<ul style="list-style-type: none"> • Read non-fiction books with your children. Learn something new together. • Know what non-fiction books are grade level appropriate and make sure your children have access to such books. • Provide more challenging texts for your kids to read. Show them how to dig deeper into difficult pieces.
<ul style="list-style-type: none"> • When it comes to writing or retelling a story, your kids will use evidence gathered from the text to support what they say. • Your kids will learn how to write from what they read. 	<ul style="list-style-type: none"> • Look for written assignments that ask your child to draw on concrete examples from the text that serve as evidence. Evidence means examples from the book that your child will use to support ad response or conclusion. This is different from the opinion questions that have been used in the past, like “Who is your favorite character and why?” • Look for writing assignments that ask your child to make arguments in writing using evidence. 	<ul style="list-style-type: none"> • Ask your child to provide evidence in everyday discussions and disagreements. Ask, “How do you know?” and “What evidence makes you think that?” • Encourage writing at home. Write together using evidence and details.
<ul style="list-style-type: none"> • Your child will have an increased academic vocabulary 	<ul style="list-style-type: none"> • Look for assignments that stretch your children’s vocabulary and teach them that “language is power.” 	<ul style="list-style-type: none"> • Read often to babies, toddlers, preschoolers, and children. • Give your students the appropriate, “grown up” vocabulary for new words as appropriate.
<p>There is a lot more emphasis on working together to solve problems</p>	<p>Sometimes nothing – with so much collaborative and online work, you might not see the same amount of paper coming home. That doesn’t mean we aren’t working hard!</p>	<p>Ask your child how they worked with someone today. Talk about challenges and benefits of learning with others.</p>

COMMON CORE MATH

What's Shifting?	What to Look for in the Backpack?	What Can You Do?
<ul style="list-style-type: none"> • Your child will work more deeply in fewer topics, which will ensure full understanding. (Less is more!) • Your child will keep building on learning year after year, starting with strong foundation. 	<ul style="list-style-type: none"> • Look for less problems on the page, and less repetition of the same problems over and over again. • Look for assignments that require students to show their work and explain how they arrived at an answer. • Look for assignments that build on one another. 	<ul style="list-style-type: none"> • Know what concepts are important for your kids based on their grade level and spend time working on those concepts. • Be aware of what concepts your child struggled with last year and support your child in those challenge areas moving forward.
<ul style="list-style-type: none"> • Your child will spend time practicing and memorizing math facts. <p><i>but what's new is...</i></p> <ul style="list-style-type: none"> • Your kids will understand inside and out why the math works and be asked to talk about and prove their understanding. • Your kids will be writing about math. 	<ul style="list-style-type: none"> • Look for assignments that ask your child to master math facts such as addition groupings to 20 or multiplication tables. • Look for assignments that ask them to show or explain their mathematical thinking. To say why they think their answer is the right one and how they got it. 	<ul style="list-style-type: none"> • Help your child know and memorize basic math facts. When math pops up in daily life, have them do the math. • Talk to your children about their homework and ask them to teach you new concepts. Help them to explain their thinking by being your teacher!
<p>Your child will be asked to use math in real world situations.</p>	<p>Look for assignments that are based on the real world.</p>	<p>Point out to your child whenever you are using math.</p>
<p>Your child will be solving difficult math problems. The focus will be on finding a way to solve that works for them, not just getting the right answer.</p>	<p>Sometimes you might see one or two word problems only, but don't be fooled! Those problems require a lot of mathematical thinking, understanding, and perseverance.</p>	<p>Encourage your child to keep trying, even when it's challenging work.</p>
<p>There is a lot more emphasis on working together to solve problems.</p>	<p>Sometimes nothing – with so much collaborative and online work, you might not see the same amount of paper coming home. That doesn't mean we aren't working hard!</p>	<p>Ask your child how they worked with someone today. Talk about challenges and benefits of learning with others.</p>

Mathematics Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

When given a problem, I can make a plan to solve it and check my answer.

1. Make sense of problems and persevere in solving them.

- Find meaning in problems
- Analyze, predict and plan solution pathways
- Verify answers
- Ask themselves the question: “Does this make sense?”



2. Reason abstractly and quantitatively.

- Make sense of quantities and their relationships in problems
- Create coherent representations of problems



I can use numbers and words to help me make sense of problems.

I can explain my thinking and consider the mathematical thinking of others.

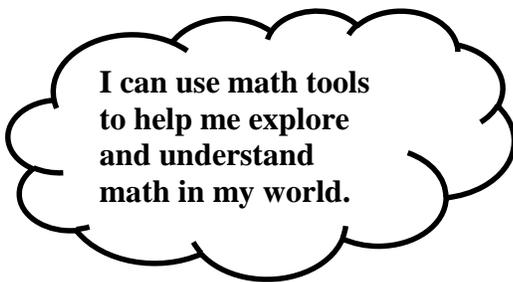
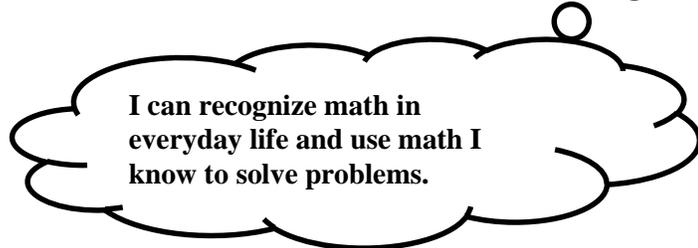
3. Construct viable arguments and critique the reasoning of others.

- Understand and use information to construct arguments
- Make and explore the truth of conjectures
- Justify conclusions and respond to arguments of others



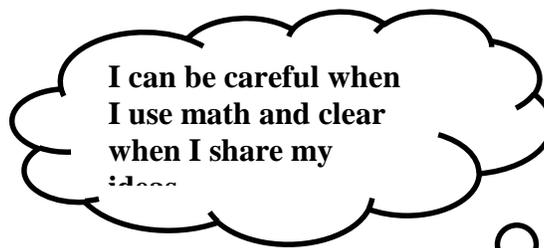
4. Model with mathematics.

- Apply mathematics to problems in everyday life
- Identify quantities in a practical situation
- Interpret results in the context of the situation and reflect on whether the results make sense



5. Use appropriate tools strategically.

- Consider the available tools when solving problems
- Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)



6. Be precise.

- Communicate precisely to others
- Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
- Calculate accurately and efficiently



I can see and understand how numbers and shapes are put together as parts and wholes.

7. Look for and make use of structure.
- Recognize patterns and structures
 - Can step back for an overview and shift perspective
 - See complicated things as single objects or as being composed of several objects



8. Look for and identify ways to create shortcuts when doing problems.
- When calculations are repeated, look for general methods, patterns and shortcuts
 - Be able to evaluate whether an answer makes sense



I can notice when calculations are repeated.

If you want to learn more, here are some great resource websites for parents:

Council of the Great City Schools: Parent Roadmaps

www.cgcs.org

National PTA: Parent Guides to Student Success

www.pta.org

CommonCoreState Standards – National Site

www.corestandards.org

Achieve the Core – Scroll down and click “For Parents and Community Members”

www.achievethecore.org

Gratitude to these sources

Council of the Great City Schools, Parent Handbook 4

EngageNY

Partnership for 21st Century Skills

The best thing teachers and parents can do is teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. We should spend a lifetime praising commitment, diligence, inquisitiveness and perseverance. Instead of "How was your day?" try "What mistake did you make that taught you something?" or "What did you try hard at today?" We need to look at mistakes or failures as opportunities to grow and learn!