



HUNTINGTON BEACH CITY SCHOOL DISTRICT

Parent Guide for Report Cards – Fall 2015

Grades 4-5



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

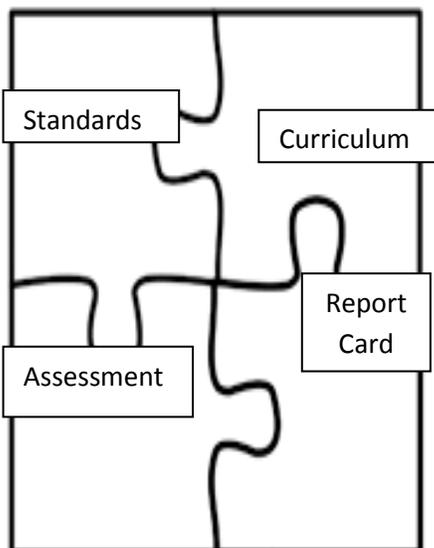
Our new report card is aligned to the State and District approved Common Core State Standards and reflects updates in our curriculum and instruction. Parents will find:

- 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.





HUNTINGTON BEACH CITY SCHOOL DISTRICT

Parent Guide for Report Cards – Fall 2015

Academic Areas and Student Progress

GRADES 4 - 5 SAMPLE



Huntington Beach City School District COMMON CORE REPORT CARD TO PARENTS

School Site:

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

Principal:

Student Name:

Grades 4-5 students receive an overall achievement grade of A-F for academic areas in reading, writing, science, social studies, and mathematics each trimester.

Grade 4-5 students receive a standards mastery grade of 4-1 in all content area categories each trimester.

CURRENT OVERALL ACHIEVEMENT SCALE

A	Excellent	(90-100%)
B	Above Average	(80-89%)
C	Average	(70-79%)
D	Below Average	(60-69%)
F	Failing	(0-59%)

CURRENT STANDARDS MASTERY/EFFORT SCALE

4	Standard Exceeded	(90-100%)
3	Standard Met	(70-89%)
2	Standard Nearly Met	(60-69%)
1	Standard Not Met	(0-59%)
N/E	Not Evaluated	

	Trimester		
	1 st	2 nd	3 rd
READING: OVERALL ACHIEVEMENT			

Reading: Foundational Skills			
Phonics, Word Recognition and Fluency			

Reading: Literature/Informational Text			
Key Ideas and Details			
Craft and Structure			
Integration of Knowledge and Ideas			

WRITING: OVERALL ACHIEVEMENT			
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Writing / Language			
Text Types, Purposes, Production and Distribution of Writing			
Research to Build and Present Knowledge			
Conventions of Standard English			
Vocabulary Acquisition and Use			

Speaking and Listening			
Comprehension and Collaboration			
Presentation of Knowledge and Ideas			

SCIENCE: OVERALL ACHIEVEMENT			
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SOCIAL STUDIES: OVERALL ACHIEVEMENT			
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OVERALL EFFORT			
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P.E./HEALTH			
VISUAL/PERFORMING ARTS			

	Trimester		
	1 st	2 nd	3 rd
MATHEMATICS: OVERALL ACHIEVEMENT			

Operations and Algebraic Thinking			
Write and interpret numerical expressions			
Analyze patterns and relationships			

Number and Operations in Base Ten			
Understand the place value system			
Perform operations with multi-digit whole numbers and with decimals to hundredths			

Number and Operations-Fractions			
Use equivalent fractions as a strategy to add and subtract fractions			
Apply and extend previous understandings of multiplication and division to multiply and divide fractions			

Measurement and Data			
Convert like measurement units within a given measurement system			
Represent and interpret data			
Understand concepts of volume and relate volume to multiplication and addition			

Geometry			
Graph points on the coordinate plane to solve real-world and mathematical problems			
Classify two-dimensional figures into categories based on their properties			

Grades 4-5 students receive an overall effort grade of 4, 3, 2, or 1 in PE/Health and Visual/Performing Arts each trimester.



HUNTINGTON BEACH CITY SCHOOL DISTRICT

Parent Guide for Report Cards – Fall 2015

Learner Behaviors, Attendance, and Teacher Comments

GRADES 4-5 SAMPLE



All students receive a grade of S, P, or N for the Behaviors that Contribute to Learning section each trimester.

BEHAVIORS THAT CONTRIBUTE TO LEARNING						
Behaviors/Work Habits	Successful (S) (This level is the standard)	Progressing (P)	Not Meeting Standard (N)			
Responsibility - <i>The student adapts to classroom practices and respects property.</i> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1st</td> <td>2nd</td> <td>3rd</td> </tr> </table>	1 st	2 nd	3 rd	Is a self-starter; remains on task; asks questions when needed; follows class procedures; demonstrates respect for property	Occasionally requires redirection and focus to task, may disrupt learning, needs reminders to show respect for property; inconsistently follows class procedures	Frequently requires redirection, strays off task, disrupts learning, fails to follow class procedures and/or show respect for property
1 st	2 nd	3 rd				
Participation - <i>The student participates in classroom activities.</i> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1st</td> <td>2nd</td> <td>3rd</td> </tr> </table>	1 st	2 nd	3 rd	Engages in activities and/or discussions; uses resources to support learning	Occasionally engages in activities and/or discussions, may not use resources to support learning	Frequently fails to engage in activities and/or discussions, responds only to teacher prompts, does not use resources to support learning
1 st	2 nd	3 rd				
Assignment Completion - <i>The student completes work in timely manner and according to directions.</i> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1st</td> <td>2nd</td> <td>3rd</td> </tr> </table>	1 st	2 nd	3 rd	Completes/submits assignments and follows directions in a timely, neat and correct manner	Occasionally struggles to complete/submit assignments and/or follow directions in a timely, neat or correct manner	Frequently struggles to complete/submit assignments and/or follow directions in a timely, neat or correct manner
1 st	2 nd	3 rd				
Interpersonal Skills - <i>The student interacts with others in a positive manner.</i> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>1st</td> <td>2nd</td> <td>3rd</td> </tr> </table>	1 st	2 nd	3 rd	Interacts well with others; listens and speaks respectfully; expresses self clearly	Occasionally struggles to interact with others, struggles to listen and speak respectfully, struggles to express self clearly	Frequently struggles to interact with others and/or isolates self, struggles to listen and speak respectfully, struggles to express self clearly
1 st	2 nd	3 rd				

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. _____, Fifth Grade, Page 2



HUNTINGTON BEACH CITY SCHOOL DISTRICT

Parent Guide for Report Cards – Fall 2015

Scales for Reporting Student Progress



Grades 4-5 Overall Achievement Scale

Achievement Scale	Meaning
A (90-100%)	Excellent
B (80-89%)	Above Average
C (70-79%)	Average
D (60-69%)	Below Average
F (0-59%)	Failing

Grades 4-5 Standards Mastery Scale/Effort Scale

Scale	Meaning
4	Standard Exceeded: Student performance in cluster of standards for the reporting period consistently excels in grade level expectations as demonstrated by a body of evidence that <u>shows depth of understanding and high level application of grade level concepts</u> as determined by formal, informal, oral and/or written assessments, and teacher observation.
3	Standard Met: 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	Standard Nearly Met: 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	Standard Not Met: 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	Not Evaluated: Standard has not been evaluated during this reporting period.

Grades 4-5 Behaviors that Contribute to Learning Scale

Scale	Meaning
S	Successful: The student's actions are consistently successful to support learning.
P	Progressing: The student's actions are progressing to support learning.
N	Not Meeting Standard: The student needs improvement to meet expectations.



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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.