

**Elementary
Assessment and Report Card Guide
for
Parents**



Palos Verdes Peninsula
Unified School District

2015-2016

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Teaching and Learning Message

Teachers in the Palos Verdes Peninsula Unified School District are among the most highly skilled professional educators in the state. Their commitment to continuous learning has created classroom instruction that is exemplar in every respect. Because they will be teaching the district's curriculum with fidelity, a report card aligned with the California State Content Standards is a natural complement to the work they do in the classroom daily. The older report card was designed to align with the old state standards and therefore did not accurately reflect everyday practice.

The report card committee has been meeting since June 2014 and will continue to meet throughout the first year of implementation as we continue to refine and strengthen this report card. We are confident that the new reporting system will meet the highest standards for accurately communicating student academic progress.

Purpose of the Elementary Report Card

The PVPUSD elementary report card communicates a student's progress toward grade level academic standards and year-end expectations. Essential Learner Behaviors are reported separately from academic achievement.

Each student has the whole year to acquire the grade level standards and knowledge. The goal is for the student to show growth from one trimester to the next with the expectation of achieving a thorough understanding and application of grade level standards by the end of the school year.

This handbook has been created to help parents better understand the new reporting system that is aligned to the California State Content Standards. The Palos Verdes Peninsula Unified School District values the partnership between home and school that supports the successful development of each child. Ongoing communication between teachers and parents is essential and the new report card is another tool to promote communication.

Benefits of the PVPUSD Report Card

- Measures what a student should know and be able to do by the end of each grade in each learning area.
- Identifies the concepts and skills in each domain.
- Indicates strengths and areas for growth.
- Provides an achievement level rubric for each content area domain instead of an overall score for each subject.
- Alignment with the California State Content Standards to measure what students know and are able to do.
- Allows students, parents and teachers to work together toward shared goals to ensure that students make progress each year.
- Identifies consistent expectations and understanding of student learning goals for all elementary teachers across the District.

Changes to the Reporting System

The report cards align to the California State Content Standards and will reflect updates to the PVPUSD curriculum and instruction.

Parents will find the following elements in the new reporting system:

1. Reporting titles for each section of the report card that reflect the new California State Content Standards for English language arts and math, with updates to Science and Social Studies to follow.
2. Achievement Level Descriptors define student progress toward the California State Content Standards and are reported on a 4 point scale.
3. Alignment to the California State Content Standards articulate what students should know and be able to do by the end of each grade level to be ready for success in future coursework and are aligned with 21st Century College and Career Readiness expectations.

Academic Expectations

The PVPUSD Elementary Report Card includes student achievement information about different subject areas. Teachers base each student’s report card on individual mastery of the learning objectives taught and practiced. Achievement will be reported each trimester as an Achievement Level Descriptor which is a score that will indicate how closely each student comes to meeting the grade level expectations for that point in the school year. The following information describes academic content learning areas and topics reported on in each subject area.

English Language Arts

Students’ end of the year achievement scores in English Language Arts addresses the four domains of **Reading, Writing, Language** and **Speaking and Listening**. A score is provided for each category within each domain as follows.

Kindergarten – Grade 5
Reading for Literature
Reading Informational Texts
Reading Foundational Skills
Writing: Text Types and Purposes
Writing: Production and Distribution
Writing: Research to Build and Present Knowledge
Language: Conventions of Standard English
Language: Vocabulary Acquisition and Use
Speaking and Listening: Comprehension and Collaboration
Speaking and Listening: Presentation of Knowledge and Ideas

Mathematics

Students’ end of the year achievement scores for Mathematics provides a score for each domain as follows.

Kindergarten	Grades 1-2	Grades 3-5
Counting & Cardinality	Numbers & Operations in Base Ten	Numbers & Operations in Base Ten
Operations & Algebraic Thinking	Operations & Algebraic Thinking	Operations & Algebraic Thinking
		Numbers & Operations: Fractions
Measurement & Data	Measurement & Data	Measurement & Data
Geometry	Geometry	Geometry

The California State Content Standards for each domain or category will be taught and will be assessed through a balance of content and standard-based formative assessments, performance tasks, and curriculum unit assessments. Achievement levels will reflect progress on grade level content addressed during the reporting period.

Science and Social Studies

Student achievement in science and social studies is based on the student's ability to demonstrate understanding of grade level content and concepts and apply critical thinking to extend his/her understanding.

Physical Education

Student effort in PE is based on the student's ability to participate safely and cooperatively in a variety of grade level skills and health enhancing activities.

Visual and Performing Arts

Student effort in Visual and Performing Arts is based on the student's ability to participate responsibly and cooperatively in a variety of grade level visual and performing arts activities. ***For grades TK-3, this score includes participation in the core music program.***

Core/Instrumental Music **Grades 4-5 ONLY**

Student effort in Core/Instrumental Music is based on the student's ability to participate responsibly and cooperatively in the grade level music program.

Guide to the Reporting System

The indicators for *Academic Effort* and *Essential Learner Behaviors* describe a student’s ability to be an independent learner and a responsible and productive member of the school community. These expectations contribute to higher student learning gains, but are reported on separately from academic achievement. The indicators for the *Essential Learner Behaviors*, *Academic Effort*, and *Specialty Areas* (i.e. *Health/PE*, *Visual and Performing Arts*, and *Core/Instrumental Music*) are:

C	Consistently
S	Some of the Time
AC	Area of Concern

C	Consistently: <i>Student behavior/effort is regularly demonstrated and supports his/her ability to acquire and demonstrate new learning.</i>
S	Some of the Time: <i>Student behavior/effort will occasionally impact his/her ability (or the ability of others) to acquire and demonstrate new learning.</i>
AC	Area of Concern: <i>Student behavior/effort consistently and significantly impacts his/her ability (or the ability of others) to acquire and demonstrate new learning.</i>

Achievement Level Indicators are used to measure student achievement in all academic areas.

Achievement Level Descriptors	
Level 4	Student demonstrates consistent understanding of and ability to apply grade level standards and expectations <i>and the knowledge and skills needed for success in future coursework.</i>
Level 3	Student demonstrates partial understanding of and ability to apply grade level standards and expectations <i>and may require further development to demonstrate the knowledge and skills needed for success in future coursework.</i>
Level 2	Student demonstrates minimal understanding of and ability to apply grade level standards and expectations <i>and needs substantial improvement to demonstrate the knowledge and skills needed for success in future coursework.</i>
NA	Not applicable due to insufficient evidence to determine achievement level <i>when a domain in math has not been sufficiently addressed in a given trimester for the teacher to be able to ascertain the student’s skills and knowledge in the particular domain, or due to missing assignments, length of time in school, and/or other factors.</i>

Actions and Beliefs

When educators think about parents and grading, they often worry about the question foremost in any parent’s mind: “What grade did he or she get?” With the implementation of the new elementary report card, parents are encouraged to ask: “What has he or she learned about _____?” or “How well can he or she reason, write, communicate, work with others, or problem-solve?” Each of these questions arises from the shared knowledge of what constitutes achievement or mastery of a set of standards.

A child’s score (achievement level at the end of a grading period) should be based on multiple measures to ensure that an adequate sample of student work has been assessed and evaluated, including teacher-generated classroom assessments. These assessments should have clear purposes and explicit targets that are aligned with the standards.

In order to make sound judgments about student achievement in relationship to each of the standards, teachers need to collect information about each expectation. In some cases teachers may actually need to give more classroom assessments. Or, more likely, the teacher will simply need to record the information already being gathered in a slightly different way. For example, a teacher may well use a unit test that he or she had used in previous years. But instead of recording an overall score of 78 percent on Unit 3, under the new reporting system, the teacher would break down that score to record information on each of the standards assessed by the unit test. The actual reporting might look like:

Standard or Benchmark/Learning Target	Score	Rubric
Use decimal notation for fractions with denominators 10 or 100.	13/15	3
Compare two decimals to hundredths by reasoning about their size.	5/15	2
Compare two fractions with different numerators and different denominators.	18/20	4

This kind of recording system assists teachers in tracking progress over time, specific to the various learning targets that have been assessed, to determine ending achievement levels for students. This process also helps teachers to identify learning targets that may need to be re-taught to provide additional opportunities for learning and for a student to meet performance expectations.

It is recommended that teachers:

1. Clearly identify for students what they are expected to learn.
2. Fully explain and illustrate the expected performance. Define how good is good enough.
3. Teach in ways that provide opportunities for all students to learn.
4. Assess in ways that allow all students to show what they have learned.
5. Use a variety of assessment methods and inform students of the format and structure in advance of an assessment.
6. Apply a scoring plan that accurately sums up a student’s academic learning.
7. Clearly articulate to students and parents the connection between practice (homework) and success on the assessment.

Characteristics of Successful Learners

(Non-Academic Behaviors)

While we believe that *Essential Learner Behaviors* should be reflected separately on the report card, they are still a very important part of communicating to parents about their child’s progress. The effort a student puts forth and their learning behaviors contribute to achievement and are valued both in school and in the wider world. Reporting on such behaviors communicates information to parents about whether their child is working hard, or hardly working. By including *Essential Learner Behaviors* as a separate reporting category, teachers can more honestly communicate about such matters as behavior, participation, and completing assignments without distorting a student’s actual achievement in learning.

Reference the *Academic Effort* and *Essential Learner Behaviors* descriptors here:

Essential Learner Behavior Descriptors and Academic Effort Descriptors	
Consistently	C
Some of the Time	S
Area of Concern	AC

C	Consistently: <i>Student behavior/effort is regularly demonstrated and supports his/her ability to acquire and demonstrate new learning.</i>
S	Some of the Time: <i>Student behavior/effort will occasionally impact his/her ability (or the ability of others) to acquire and demonstrate new learning.</i>
AC	Area of Concern: <i>Student behavior/effort consistently and significantly impacts his/her ability (or the ability of others) to acquire and demonstrate new learning.</i>

Implementation

Grading and Reporting Guidelines

Listed below are the best practices in reporting student achievement according to current educational research. Elaboration of each guideline follows the list. *These guidelines have been shared with teachers and ongoing professional development is in place to support their understanding and the successful implementation of these guidelines.*

1. Relate grading procedures to learning goals (i.e. content standards).
2. Use criterion-referenced performance standards as reference points to determine proficiency scores.
3. Limit valued attributes to be included in scores to individual achievement.
4. Sample student performance (using a variety of assessment methods). Revise student scores as new evidence demonstrates proficiency.
5. Use quality assessments and properly recorded evidence of achievement.
6. Discuss and involve students in assessment, including scoring, throughout the teaching and learning process.

In the sections that follow, each grading guideline is fully described and its implications for classroom grading and reporting of student achievement clarified. The points made provide teachers and administrators with direction in applying the guideline to the site and classroom practices and procedures.

Grading Guideline #1: Relate grading procedures to learning goals (i.e. content standards).

- ❖ Be clear about what students must know and be able to do; have a clear understanding of what good performance looks like before students begin work.
- ❖ Include only academic factors in student scores. Academic factors refer to student achievement as a demonstration of the knowledge and skill components of a standard.
- ❖ Base grades on **individual** student achievement.
- ❖ Use multiple measures of student achievement. Include more than one of the same kinds of assessment and more than one type of assessment to examine the same kind of knowledge or skills. Use paper/pencil assessments, essay assessments, performance assessments, teacher observations, and personal communication to evaluate student achievement on grade level standards.
- ❖ Include evidence from assessment related to a student's mastery of specific grade level standards and expected learning outcomes in a student's academic score. Data collected on non-academic factors (effort, participation, attendance, and attitude) should be reported separately under the "Essential Learner Behaviors" section.
- ❖ Teach students how to use assessment data to improve their performance.

Benefits: *Links the basis for curriculum, instruction, and assessment. Realistically reflects intentions of grades, provides a clear focus, and is consistent and fair.*

Grading Guideline #2: Use criterion referenced performance standards as reference points to determine achievement level scores.

- ❖ Mark each assessment on clear, pre-established criteria (i.e. expected learning outcomes) aligned to instruction.
- ❖ Include evidence from assessment related to a student’s mastery of specific grade level standards and benchmarks in a student’s academic grade. Data on non-academic factors (effort, participation, attendance, and attitude) should be reported separately under “Essential Learner Behaviors”.
- ❖ Create scoring guides, and scoring criteria tied to specific classroom instruction and assessments that is shared with students before they begin an assessment.

Benefits: *Aligns instruction and assessment, helps all learners to be successful, and makes grading practices more consistent. **Most importantly, this guideline focuses assessment on providing students opportunities to demonstrate what they know and are able to do.***

Reference the general achievement level descriptors cited here:

Achievement Level Descriptors	
Level 4	Student demonstrates consistent understanding of and ability to apply grade level standards and expectations <i>and the knowledge and skills needed for success in future coursework.</i>
Level 3	Student demonstrates partial understanding of and ability to apply grade level standards and expectations <i>and may require further development to demonstrate the knowledge and skills needed for success in future coursework.</i>
Level 2	Student demonstrates minimal understanding of and ability to apply grade level standards and expectations <i>and needs substantial improvement to demonstrate the knowledge and skills needed for success in future coursework.</i>
NA	Not applicable due to insufficient evidence to determine achievement level <i>when a domain in math has not been sufficiently addressed in a given trimester for the teacher to be able to ascertain the student’s skills and knowledge in the particular domain, or due to missing assignments, length of time in school, and/or other factors.</i>

Grading Guideline #3: Limit valued attributes to be included in scores to individual achievement.

- ❖ Individual achievement is **recorded** as a student demonstrates knowledge and skills aligned to the expected learning outcomes for a unit of instruction and **reported** at the end of the trimester.
- ❖ Effort, participation, attitude, and other *Essential Learner Behaviors* are reported separately from achievement.

Benefits: *Factoring only individual achievement into scores creates greater teacher, student and parent understanding of the student's strengths and weaknesses. Achievement Level Scores are not used as punishment for poor attendance, inappropriate behavior, or lack of effort.*

Grading Guideline #4: Sample student performance (using a variety of assessment methods). Revise student scores as new evidence demonstrates mastery of the expected learning outcome.

- ❖ Use multiple measures of student achievement. Include more than one of the same kinds of assessment and more than one type of assessment to examine the same kind of knowledge or skills. Use paper/pencil assessments, essay assessments, performance assessments, teacher observation and personal communication to evaluate student achievement on grade level standards.
- ❖ Provide students with multiple opportunities to demonstrate that they have acquired the knowledge, skill, or behavior expected with mastery of the learning outcome.
- ❖ Keep in mind that process and product should be assessed both formatively (**Assessment FOR Learning**) and summatively (**Assessment OF Learning**).
- ❖ Provide corrective/effective feedback on formative assessment(s) – i.e. comments, rubrics.

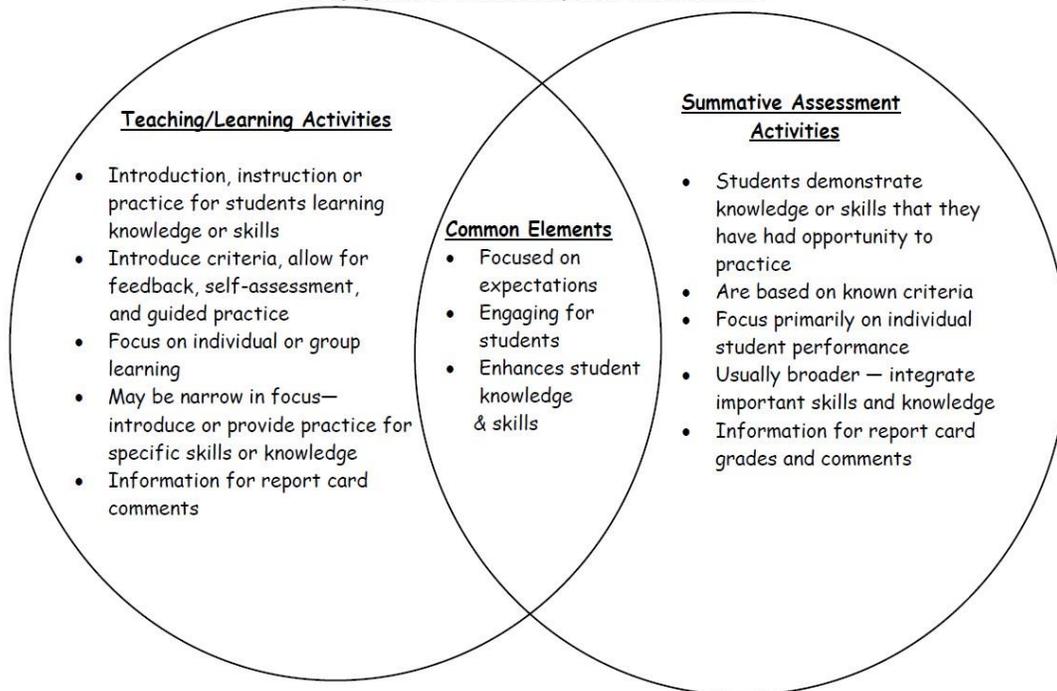
Benefits: *Effectively sampling student performance provides feedback to students, allowing for improved performance, encourages both practice and risk-taking, allows for reteaching of concepts, intervention, extension and self-assessment, encourages competency and mastery, and is supported through research on the use of formative assessment. Effective and ongoing formative assessment also informs classroom instruction.*

Grading Guideline #5: Use quality Summative Assessments (Assessment OF Learning) and properly recorded evidence of achievement.

- ❖ Student work is assessed frequently (Formative Assessment/**Assessment FOR Learning**) and graded occasionally (Summative Assessment/**Assessment OF Learning**). Grades reported at the trimester are based on summative assessments given throughout the trimester.
- ❖ Summative Assessments must meet the following standards for quality assessment:
 1. Clear understanding of what is being assessed by both teacher and student
 2. Selecting appropriate assessment items for the expected learning outcome
 3. Matching learning outcomes to assessment method
 4. Setting clear and appropriate learning outcomes to be addressed during instruction
- ❖ Record and maintain evidence of achievement (i.e., portfolios, conferences, tracking sheets, observational notes, grade book, etc.). **It is essential that teachers maintain accurate and up-to-date records of student achievement on an on-going basis.**

Benefits: *The quality of assessments and the accuracy of record keeping are the professional responsibility of every teacher. Such documentation provides the real measure of an individual's achievement and is fair to all learners.*

Comparison: Teaching/Learning and Summative Assessment Activities



Grading Guideline #6: Discuss and involve students in assessment, including achievement scores, throughout the teaching and learning process.

- ❖ Discuss assessment practices and how achievement scores will be determined with students at the beginning of instruction.
- ❖ Make students aware of the learning goals for the course or unit of instruction. Be certain they understand what they will be asked to do to provide evidence of their learning. Tests and other assessments should not surprise students.
- ❖ **Remember that quality assessment is not something that is done to students separate and apart from instruction; assessment must be – and must be seen to be – something that is done with students as an integral part of the learning process.**

Benefits: *Including students in classroom assessment practices and scoring ensures that the expectations are clear to all, that there is no mystery to assessment practices, and promotes student learning and student/parent buy-in.*

Grading for Learning - Do's and Don'ts

(Adapted from the work of O'Connor, How to Grade for Learning)

Do...	Don't...
Do give plenty of risk-free opportunity for practice.	Don't use scores on homework and practice in reported achievement scores.
Do use "NA" for missing or incomplete work.	Don't use zeros when determining achievement scores.
Do look for a pattern of achievement over time with the emphasis on improvement.	Don't accumulate evidence over time and use all of it.
Do see effort and attitude as behaviors not as academic achievement.	Don't combine effort and attitude with achievement.
Do see any absence, regardless of reason, as an absence from learning.	Don't distinguish between excused and unexcused absences as a behavior.
Do look at all work , whether late or not, as evidence of achievement .	Don't assign late penalties as part of the reported achievement scores.
Do use regular assignments and assessments as evidence of learning.	Don't give extra credit or bonus points to be included in this evidence.
Do provide collaborative learning opportunities.	Don't use group scores as part of individual student achievement scores.
Do review assessments for validity, reliability and bias.	Don't base achievement scores on poor quality assessments.
Do know and understand the standards you are teaching.	Don't base achievement scores on unclear performance standards.
Do use formative assessment for improving teaching and learning.	Don't use formative assessment as part of reporting achievement scores.
Do use collaborative projects to develop foundational knowledge and as a basis for critical classroom discussions that develop concepts and skills, not as evidence of individual student achievement .	Don't correlate percentages to mastery of expected learning outcomes. It is about improvement over time, not an average.

As teachers arrive at a method of grading and recording student scores, it is up to them to come up with a defensible system (just as they would for letter grades) for weighting the pieces in the grade book to come up with the final achievement level for students. This part of the teaching process is part of the professional art of teaching.



HOW TO GRADE FOR LEARNING

Grading Practices That Inhibit Learning

1. Inconsistent grading scales The same performance results in different grades, in different schools or classes.
2. Worshipping averages All of the math to calculate an average is used, even when "the average" is not consistent with what the teacher knows about the student's learning.
3. Using zeros indiscriminately Giving zeros for incomplete work has a devastating effect on averages and often zeros are not even related to learning or achievement but to nonacademic factors like behavior, respect, punctuality, etc.
4. Following the pattern of assign, test, grade, and teach Students are often told to read material and prepare for a test. The real discussion and teaching then takes place – after the test. It is far more logical to teach before testing, but we continue to an alarming extent to follow the pattern of assign, test, grade, and teach.
5. Failing to match testing to teaching Too many teachers rely on trick questions, new formats, and unfamiliar material. If students are expected to perform skills and produce information for a grade, these should be part of the instruction.
6. Ambushing students Pop quizzes are more likely to teach students how to cheat on a test than to result in learning. Such tests are often control vehicles designed to get even, not to aid understanding.
7. Suggesting that success is unlikely Students are not likely to strive for targets that they already know are unattainable to them.
8. Practicing "gotcha" teaching A nearly foolproof way to inhibit student learning is to keep the outcomes and expectations of their classes secret. Tests become ways of finding out how well students have read their teacher's mind.
9. Grading first efforts Learning is not a "one-shot" deal. When the products of learning are complex and sophisticated, students need a lot of teaching, practice, and feedback before the product is evaluated.
10. Penalizing students for taking risks Taking risks is not often rewarded in school. Students need encouragement and support, not low marks, while they try new or more demanding work.
11. Failing to recognize measurement error Very often grades are reported as objective statistics without attention to weighting factors or the reliability of the scores. In most cases, a composite score may be only a rough estimate of student learning, and sometimes it can be very inaccurate.
12. Establishing inconsistent grading criteria Criteria for grading in schools and classes often change from day to day, grading period to grading period, and class to class. This lack of consensus makes it difficult for students to understand the rules.

Figure Intro. 14 Robert Lynn Canady and Phyllis R. Hotchkiss, "It's a Good Score: Just a Bad Grade," September, 1989, pg. 68-71. *Phi Delta Kappan*. Reproduced with permission.

Frequently Asked Questions

1. What are the most important differences between this report card and the previous report card?

Teachers will continue to use the report card to report on your child's academic achievement level for each trimester, in specific content areas. The biggest difference between the new report card and the old report card is that teachers will no longer be reporting on each discrete standard. Students will now receive Achievement Level Descriptors for each Domain within each content area. The Achievement Level Descriptors that students will now receive are either 2, 3, or 4, students will no longer receive ALD's of 1 or 5. (See pages 5 - 7 for more information)

2. How will this report card help me to understand how I can help my child improve?

By looking at your child's Achievement Level Descriptor, and the rubric which describes what each rubric score means, you should have an understanding of how your child is performing in the different content areas. The comment section on the report card will provide you with more detailed information. Looking at the work your child brings home each week, and keeping an open line of communication with your child's teacher will also help you understand what you can do to support your child at school. (See *Scoring Rubric for Student Achievement* on the PVPUSD website for more information)

3. Are the bullet points on the report card expected learning targets for every trimester?

The bullets on the report card are an overview of year-end expectations in each of the content areas that teachers felt were essential in each Domain to bring to parents attention. They are not inclusive of everything your child will be taught within each content area. It is important to understand that each student has the whole year to acquire the grade level standards and knowledge. The goal is for the student to show growth from one trimester to the next with the expectation of achieving a thorough understanding and application of grade level standards by the end of the school year. (See page 3 for more information)

4. If a student demonstrates mastery do they have to complete any more work?

Teachers have an obligation to continue to teach every student at the highest level. This means that when a student consistently demonstrates over time command of a standard, that the teacher must provide increasingly challenging assignments, allowing the student to explore subjects at greater levels of depth and complexity.

5. Are teachers expected to write comments for all three trimesters?

Yes. Comments provide documentation for the student's record beyond what the achievement level scores communicate. The comment section provides teachers with the opportunity to elaborate on a student's areas of strength and areas of need, and to provide parents with information on how the student will be supported at school and how the student can best be supported at home. Comments are also the perfect place to bring attention to a student's accelerated learning.

6. Why are the learning behaviors not calculated into the achievement score?

Learning Behaviors are reported on separately from Academic Achievement Level scores, because the content area Achievement Level Scores are a measure of what students know and are able to do. (See pages 9 and 12 for more information)

7. What factors might cause my child's score to go down from one trimester to the next?

The Achievement Level Descriptors your child receives on the report card indicate his/her progress toward year end goals in each of the content areas. As new content is introduced, your child will be assessed. There are times when students will be assigned an Achievement Level Descriptor of a 4, but as the year progresses, this Achievement Level can go down to a 3. Factors that contribute to this are the amount of content assessed increasing over the year, as well as the expectations for what your child should know and be able to do will increase as the year progresses.

8. Since there is no longer a 5 on the report card, how will teachers communicate on the report card for those students that are truly exceeding grade level expectations?

The comment section on the report card will provide you with more detailed information as to how your child is performing in the classroom. Teachers will use the comment section to communicate when a student is exceeding the grade level expectations when they find it appropriate to do so.

9. Why won't homework count towards my child's achievement score?

Students' achievement level scores are based on work the student has completed independently and which can provide the teacher with direct evidence of student learning. While homework provides students with reinforcement of skills taught in the classroom, it is not included in the student's overall achievement level score because the amount of support given to each child at home will vary. Completing the assigned homework indirectly impacts your child's Achievement Level because the extra practice will help your child's learning. (See page 8 for further information)

10. If homework and practice do not count as part of the student's grade, how will teachers promote the importance of homework? How will they motivate students to complete it and turn it in?

When teachers return homework to students with a grade, most students put it in their backpack or binder and never look at it again. Imagine the enhanced learning opportunity for the student if instead, the teacher returned the homework with two or three meaningful comments rather than a grade, or if the teacher had a conversation with students about the homework that was assigned. Keep in mind, that work done at home does not provide the teacher with true evidence of learning. (See page 8 for further information)

11. Why does this approach allow students to turn in late work or re-do work without penalty of a zero? How does this teach responsibility and accountability?

Remember that the emphasis in our classrooms is on learning. When a student doesn't do the work, the inherent consequence is that he or she doesn't learn the content or practice the skill. It is not okay to give 0's that will be considered as "evidence of learning" and used to assess achievement level in a specific domain/category, since the 0 doesn't inform the teacher of what a student knows and is able to do. Recording a 0 for missing homework as evidence for the successful learner behavior "completes work on time," makes sense. It is important that educators who are responsible for assessing what students know and are able to do, get an accurate assessment by limiting the evidence that is used; to work that truly informs them of a student's academic achievement level in a particular academic domain/ category.

12. Why are some of the Domains in math grayed out in the first trimester?

It is important to note that all domains are addressed each trimester as part of math instruction. However, in the first trimester, some domains in math will not be addressed to the extent required to gather sufficient evidence of learning to be able to assign an Achievement Level. All domains will be addressed thoroughly by the end of the school year.

13. When is it appropriate to assign "NA" on the report card?

- When a domain in math has not been addressed sufficiently in a given trimester in the PVPUSD adopted program, *Math in Focus*, limiting the teacher's ability to ascertain the student's skills and knowledge in that particular domain. For this reason certain domains have been grayed out on the report card in alignment with the pacing of the adopted math program. For areas not grayed out, NA would be used as applicable.
- When excessive absences interfere with the teacher's ability to gather sufficient evidence of a student's learning to assign an achievement level. Excessive absences to this degree may be documented through the School Attendance Review Team (SART).
- A student has not been enrolled in the school long enough for the teacher to gather sufficient evidence of the student's learning to assign an achievement level.
- A student has missing assignments to the extent that the teacher is unable to gather sufficient evidence of student's learning to assign an achievement level.
- Other factors which may interfere with a teacher's ability to gather sufficient evidence of a student's learning to assign an achievement level (requires principal involvement).
- **NOTE: N/A is not used to indicate poor performance or a failure to achieve.**

In most cases, the classroom teacher will have communicated concerns regarding factors which may be impeding a student's learning. The reason for assigning NA must always be addressed in the comment section.

14. Why is Social Studies only one standard?

Although there is only one descriptor on the report card for Social Studies, teachers are still expected to teach all of the grade level standards in the California History-Social Science Framework for their grade level. The report card will be revised when new history-social science standards are adopted by the state.

15. When will the Next Generation Science Standards be on the report card?

At this point the state of California is still in the NGSS Building Awareness phase. Once teachers receive professional development on the NGSS and teachers are more familiar with them, they will be included on the report card.

16. How does this approach to reporting student achievement prepare students for the traditional grading system still used at the intermediate and high school levels?

If students leave elementary school with the knowledge and skills needed for success in intermediate school and beyond, as well as, having acquired successful learner behaviors, they will be prepared to transition to the more traditional grading system used at the secondary level. Grade 4 and 5 teachers are encouraged to provide students with information and examples of what to expect when they move on to middle school, including the expectations of the grading system used. **However, adherence to the expectations outlined in this Assessment and Reporting Guide are to be maintained through Grade 5.**

Glossary

Achievement: The demonstration of student performance measured against established criteria (performance standards).

Assessment: Gathering and interpreting information about student achievement (group or individual) using a variety of tools and techniques. It is the act of describing student performance, primarily for the purpose of enhancing learning. As a part of assessment, teachers provide students with feedback that guides their efforts toward improved achievement. This is what the District considers assessment FOR learning (formative), which is different from assessment OF learning (summative).

Benchmark: An assessment developed to measure students' knowledge and performance on standards covered in a particular quarter or year.

Criteria: Characteristics or dimensions of students' performance.

Criterion-referenced: Comparing student achievement to specific, stated objectives, learning goals, expectations or criteria. See also norm-referenced and self-referenced.)

Diagnostic: Assessment usually carried out prior to instruction that is designed to determine a student's attitude, skills or knowledge in order to identify specific student needs. (See also formative and summative.)

Element: An observable demonstration of a student's knowledge, skills or behavior: a generic term that is listed under a standard.

Evaluation: Making judgments about the quality of student achievement over a period of time, primarily for the purpose of communicating student's achievements.

Formative: Assessment FOR learning designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class (e.g., quizzes, initial drafts/attempts, homework (usually), questions during instruction). (See also diagnostic and summative)

California State Content Standards: What students are expected to know and be able to do.

Mark: The "score" (number or letter) given on any single test or performance.

Norm-referenced: Comparing the achievement of a particular student to the achievement of other students within a particular group. For example, a student performs at the 75-percent level if she comes in ahead of three-quarters of the participants in a one-mile race. (See also criterion-referenced and self-referenced.)

Reliability: The consistency with which an assessment strategy measures whatever it is meant to measure. (See also validity.)

Rubric: A set of guidelines for assessment that states the characteristics and/or the dimensions being assessed with clear performance criteria and a rating scale.

Self-referenced: Assessment designed to compare an individual's performance with his or her previous performance. (See also criterion-referenced and norm-referenced.)

Standard: A general statement that describes what and/or how well students are expected to understand or perform.

Scoring guide: A rubric designed with a specific assignment or assessment.

Summative: Assessment OF learning, designed to provide information about a student's achievement at the end of a period of instruction (e.g., test, exams, final drafts/attempts, assignments, projects, performances.) (See also diagnostic and formative.)

Validity: The degree to which an assessment strategy measures what it is intended to measure. (See also reliability.)