



Santa Ana Unified School District

Report Card Guide

For Parents

GRADE

3

A standards-based report card communicates progress toward meeting end-of-year learning standards. Teachers assess student performance against these learning standards, which are aligned to the new State Standards. Teachers do this by measuring individual student performance in relationship to the standards rather than in relation to the performance of other students. The report card does not reflect average grades on assignments and assessments over the trimester, but rather shows how students are progressing toward standards mastery by the end of each trimester.

Our report cards reflect the learning standards as outlined in the California State Frameworks, and the new State Standards. From the beginning of the school year, the standards-based report card keeps teachers, parents, and students focused on the desired outcomes for year-end learning goals.

The Santa Ana Unified School District places a strong value on home-school partnerships, and we view the report card as an important tool in furthering our shared understanding about student growth in academics, work habits, and social skills.

Marks Indicating Progress Toward Standards

4

Thorough understanding:

Student **consistently and automatically applies his/her understanding** of the standard during all subjects.

3

Adequate understanding:

Student is **able to apply his/her understanding** within a particular subject.

2

Partial understanding:

Student is **able to demonstrate some of the essential skills/concepts** related to that particular standard but has not yet fully developed his/her understanding within the areas of instruction.

1

Minimal understanding:

Student is **unable to apply the essential skills and concepts** related to that particular standard. The student is working toward mastery of his/her understanding of the standard.

For more information about your child's report card, go online to www.bit.ly/sausd

Describes marks used to indicate student's **work habits/social skills** E (*Excellent*), S (*Satisfactory*), N (*Needs Improvement*), U (*Unsatisfactory*).

Describes marks (4, 3, 2, 1) used to indicate student's progress towards meeting the standard/s. A mark of 4 or 3 indicates that the student meets the standard, while a mark of 1 or 2 indicates the student is still not proficient in that particular area. The / symbol means that the standard was not assessed that trimester.

Language Fluency Level - This information indicates a student's language fluency based on the California English Language Development Test (CELDT) for English learners.

English Language Development Instructional Level English learners will receive the level of BR (*Bridging*), EX (*Expanding*), and EM (*Emerging*) using the new ELD state standards.

Reading Standards: Foundational Skills focus on fostering a student's ability to read accurately and fluently.

Reading Standards: Literature & Informational Text focus on a student's ability to comprehend complex texts at his or her grade level.

Writing & Research Standards focus on a student's ability to plan, revise, edit, and publish three types of writing: opinion, informational, and narrative..

Language Standards focus on a student's application of the "rules" of English as they write and speak.

Speaking & Listening Standards focus on a student's oral communication and interpersonal skills.

Student:
Teacher:
Perm ID:
BirthDate:

Work Habits & Social Skills
E Excellent
S Satisfactory
N Needs Improvement
U Unsatisfactory

Progress Towards Standard
4 Thorough Understanding
3 Adequate Understanding
2 Partial Understanding
1 Minimal Understanding
/ Not Assessed That Trimester

Language Fluency Information
Language Fluency
Program/Instructional Setting
Services Received
CELDT 2015-2016 Proficiency
CELDT 2014-2015 Proficiency

Reporting Period 1

District ELD Assessments

ADEPT

Made Adequate Progress (checked if yes)

English Language Development Instructional Level

Collaborative: Converses and works with others

Interpretive: Understands spoken and written language

Productive: Produces spoken and written language

Reading Standards: Foundational Skills

Uses all Foundational Skills

Uses phonics & word analysis skills when reading

Reads with accuracy & fluency to support comprehension

Reading Standards: Literature & Informational Text

Reads with comprehension

Answers questions referring to the text

Determines the main idea using supporting details

Describes how characters, events, or concepts relate to each other

Determines the meaning of words in context

Compares & contrasts own point of view from those in the text

Compares & contrasts texts

Writing & Research Standards

Overall Writing: Writes opinions, informative texts, & narratives during shorter time frames throughout the day

Writes opinions based on research

Writes informative texts based on research

Writes narratives

Language Standards

Overall Language

Uses correct grammar in writing & speaking

Uses correct punctuation & spelling in writing

Speaking & Listening Standards

Overall Speaking & Listening

Participates in collaborative conversations

Plans & delivers presentations

Describes marks used to indicate student's **language proficiency** BR (*Bridging*), EX (*Expanding*), and EM (*Emerging*).

Year: 2017
Grade: 3

ELD Instructional Level

BR	Bridging
EX	Expanding
EM	Emerging

District FLD Assessments

AD	Advanced
EA	Early Advanced
IN	Intermediate
EI	Early Intermediate
B	Beginning


District ELD Assessments – ADEPT uses the marks: B (*Beginning*) EI (*Early Intermediate*), IN (*Intermediate*), EA (*Early Advanced*), and AD (*Advanced*) to indicate the level of a student’s English speaking and listening skills. In the last trimester *adequate progress* will indicate if a student is progressing at the expected rate .

[illegible]

➤ **Math Standards** focus on what a student should understand and be able to do in their study of mathematics.

The Content Areas address specific subjects necessary for a student's development of skills and a broad knowledge base.

Work Habits focus on a student's ability to complete tasks competently.

 **Social Skills** focus on a student's ability to interact well with adults and peers.

Notifications –Information regarding possible retention and Academic Improvement Plan

Questions to ask your child's teacher

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- In what ways has my child grown academically and socially so far this year?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- Where is my child excelling? How can I support this success?



Helping Your Child Learn Outside of School

Language Arts



1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Start a family book club. Let different members of the family pick the book. This could be a good way to enjoy quality family time while experiencing the joy of reading together!
5. Be sure your child has a library card. Children should select books they are interested in to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

Math



1. Play math games with your child. For example, *"I'm thinking of two numbers whose product is between 20 and 30. How many pairs can you think of that would satisfy this problem?"* Have your child explain the solutions. How does he or she know that all the number pairs have been identified?
2. Encourage your child to write or describe numbers in different ways. For example, what are some different ways to make 1450? $1450 = 1$ thousand, 4 hundreds, 5 tens, and 0 ones, or $1000 + 450$, 14 hundreds and 50 ones, 13 hundreds + 15 tens, etc.
3. Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups to have students demonstrate how many $\frac{1}{3}$ s are in a whole, how many $\frac{1}{4}$ cups you need to make $1\frac{1}{4}$ cups, and how many times you have to refill a $\frac{1}{2}$ cup measure to make $1\frac{1}{2}$ cups.
4. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
5. Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.