



Santa Ana Unified School District

Report Card Guide

For Parents

GRADE

4

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.

Santa Ana

REP
Sch
Princip

Student:
Teacher:
Perm ID:
BirthDate:

| Work Habits & Social Skills | | Progress Towards Standard | |
|-----------------------------|-------------------|---------------------------|-----------------------------|
| E | Excellent | 4 | Thorough Understanding |
| S | Satisfactory | 3 | Adequate Understanding |
| N | Needs Improvement | 2 | Partial Understanding |
| U | Unsatisfactory | 1 | Minimal Understanding |
| | | / | Not Assessed This 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 | |
| Meets all Foundational Skills | |
| Applies phonics & word analysis skills when reading | |
| Reads with accuracy & fluency to support comprehension | |
| Reading Standards: Literature & Informational Text | |
| Overviews reading Comprehension | |
| Relevant text when explaining & drawing inferences | |
| Summarizes the text using main idea and key details | |
| Describe characters, setting, events, or concepts using specific details | |
| Determines the meaning of words in context | |
| Compares & contrasts texts | |
| Describes how an author uses reasons & evidence to support particular points | |
| 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 | |
| Speaking & Listening | |
| Participates in collaborative conversations | |
| Plans & delivers presentations | |

L-English learner
 G-GATE (Gifted and Talented Education)
 D-Dual Language Academy

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

San Antonio Unified School District
 REPORT TO PARENTS - 4L

2016-2017
 Grade: 4

EXPLANATION OF MARKS

| Standards | ELD Instructional Levels | District ELD Assessments |
|------------|--------------------------|--------------------------|
| Standard 1 | BR Bridging | AD Advanced |
| Standard 2 | EX Expanding | EA Early Advanced |
| Standard 3 | EM Emerging | IN Intermediate |
| Standard 4 | | EI Early Intermediate |
| Standard 5 | | 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 .

| | Reporting Period | | |
|--|------------------|---|---|
| | 1 | 2 | 3 |
| Math Standards | | | |
| Overall Math | | | |
| Fluently adds & subtracts multi-digit numbers | | | |
| Uses place value to +, -, x, ÷ multi-digit numbers | | | |
| Identifies factors & multiples within 100 | | | |
| Solves +, -, x, ÷ problems with whole numbers | | | |
| Creates & analyzes number patterns | | | |
| Solves problems using measurement units | | | |
| Understands equivalent fractions | | | |
| Understands & compares decimals & fractions | | | |
| Adds, subtracts and multiplies with fractions | | | |
| Understands & creates number lines | | | |
| Identifies, draws & measures angles | | | |
| Classifies shapes by their lines & angles | | | |
| Content Areas | | | |
| Investigates & communicates concepts in History/Social Science | | | |
| Investigates & communicates concepts in Science | | | |
| Visual & Performing Arts | | | |
| Physical Education and Health | | | |
| Work Habits | | | |
| Stays on task, completes classwork | | | |
| Listens & follows directions | | | |
| Produces quality work | | | |
| Completes homework | | | |
| Social Skills | | | |
| Respects adults & peers | | | |
| Works well with others | | | |
| Uses self-discipline | | | |
| Notifications | | | |
| At Risk of Retention | | | |
| Academic Improvement Plan | | | |

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 he or she learned from reading and how that knowledge can be used in real life. Have him or her read the most interesting or useful sections aloud.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Keep track of the time that your child spends reading every day. Note what kind of reading materials he or she likes (books, magazines, newspaper articles, the Internet, etc.). Then look for additional materials that would encourage your child to read more.
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. Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups so students see how many times you have to refill a $\frac{1}{4}$ cup to equal a $\frac{1}{2}$ cup or how many $\frac{1}{3}$'s are in two cups. Have students describe two fractions that are equal using a measuring cup (filling a $\frac{1}{4}$ measuring cup twice is the same as filling one $\frac{1}{2}$ measuring cup).
2. Have your child write or describe fractions in different ways. For example, what are some different ways to make $\frac{3}{4}$? Answers could include $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ or $3 \times \frac{1}{4}$.
3. Ask your child create and describe equal fractions. For example, have students take a sheet of paper, fold the paper in half, and then unfold and shade $\frac{1}{2}$. Then have students take the same sheet of paper and fold the paper in a half again. Unfold the paper and have students discuss the number of parts that are now shaded. Encourage your child to talk about ways to show that $\frac{1}{2} = \frac{2}{4}$. (Students may continue this process creating other equal fractions.)
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.