



Santa Ana Unified School District

Report Card Guide

For Parents

GRADE

5

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.

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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	
Overall Foundational Skills	
Uses phonics & word analysis skills when reading	
Reads with accuracy & fluency to support comprehension	
Reading Standards: Literature & Informational Text	
Overall Reading Comprehension	
Compares & contrasts texts	
Summarizes & identifies the theme or main idea of a text	
Explains how characters, events, or concepts relate to each other	
Determines the meaning of words in context	
Compares & contrasts texts	
Explains how the author uses reasons & evidence to support points made in a text	
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 informative & opinion 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 - 5L

Year: 2016-2017

Grade: 5

EXPLANATION OF MARKS

Standards	ELD Instructional Levels	District ELD Assessments
Understanding	BR Bridging	AD Advanced
Understanding	EX Expanding	EA Early Advanced
Understanding	EM Emerging	IN Intermediate
Understanding		EI Early Intermediate
Understanding		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			
Uses numerical expressions			
Fluently multiplies multi-digit numbers			
Converts measurement units			
Uses equivalent fractions to add & subtract			
Understands & creates number lines			
Multiplies & divides fractions			
Can +, -, x, ÷ whole numbers & decimals			
Understands the place value system			
Understands volume			
Sorts geometric figures into categories			
Graphs points on a grid			
Uses ordered pairs of numbers			
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. Have him or her read the most interesting or useful sections aloud, and discuss how that knowledge can be used in real life.
3. Assist your child in using references such as the Internet or a dictionary to look up unfamiliar words.
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, have your child divide a candy bar (or a healthy snack) between three people. Ask, "How much does each person get?" (Each person would receive $\frac{1}{3}$). Suppose there are three candy bars that you plan to share with two friends. Have your child describe the amount that each person will receive.
2. Have your child explain how to write fractions in different ways. For example, what are some different ways to write $\frac{4}{3}$? He or she could answer $4 \div 3$, $1 \frac{1}{3}$, $\frac{2}{3} + \frac{2}{3}$, $2 \times \frac{2}{3}$, $\frac{8}{6}$, $4 \times \frac{1}{3}$, etc.
3. Ask your child to give you a fraction equal to a decimal. For example, what are two fractions that can be used to represent 0.6? Answers could include $\frac{6}{10}$, $\frac{60}{100}$, $\frac{12}{20}$, or $\frac{3}{5}$.
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.