



**Santa Ana Unified School District**

# Report Card Guide

## For Parents

**GRADE**

**6**

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](http://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.

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

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

**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 This Term

#### Language Fluency Information

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

Reporting Period 1 2

#### 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: Literature & Informational Text

Overall Reading Comprehension

Cites text evidence to support analysis & inferences drawn from the text

Summarizes & identifies a central idea of a text and how it is conveyed through details

Analyzes how key individuals, events, & ideas are introduced, illustrated & elaborated in a text

Analyzes the impact of word choice on meaning & tone

Analyzes how a sentence, paragraph, or chapter fits into & contributes to the structure of a text

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 arguments based on research

Writes informative texts based on research

Writes narratives using descriptive details & sequence

#### Language Standards

Overall Language

Uses correct grammar in writing & speaking with a focus on correct pronoun usage

Uses correct punctuation & spelling in writing

#### Speaking & Listening Standards

Overall Speaking & Listening

Participates in collaborative conversations

Plans & delivers informative/explanatory presentations

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

## Unified School District REPORT TO PARENTS - 6L

2016-2017  
Grade: 6

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

### EXPLANATION OF MARKS

Standards	ELD Instructional Levels	District ELD Assessments
BR Bridging	AD Advanced	
EX Expanding	EA Early Advanced	
EM Emerging	IN Intermediate	
	EI Early Intermediate	
	B Beginning	
	/ Not Assessed This Trimester	

**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. After CELDT data is available, *adequate progress* will indicate if a student is progressing at the expected rate.

3	Reporting Period	1	2	3
<b>Math Standards</b>				
Overall Math				
Uses ratio reasoning to solve problems				
Divides fractions by fractions				
Fluently computes multi-digit numbers				
Finds common factors & multiples				
Understands rational numbers				
Understands algebraic expressions				
Solves one-variable equations & inequalities				
Analyzes relationships between variables				
Finds area, surface area, & volume				
Understands statistical variability				
Summarizes and describes distributions				
<b>Content Areas</b>				
Investigates & communicates concepts in History/Social Science				
Investigates & communicates concepts in Science				
Visual & Performing Arts				
Physical Education and Health				
<b>Work Habits</b>				
Stays on task, completes classwork				
Listens & follows directions				
Produces quality work				
Completes homework				
<b>Social Skills</b>				
Respects adults & peers				
Works well with others				
Uses self-discipline				
<b>Notifications</b>				
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. Ask your child to calculate the unit rates of items purchased from the grocery store. For example, if 2 pounds of flour cost \$3.00, how much does flour cost per pound?
2. Have your child determine the amount of ingredients needed when cooking. For example, if a recipe calls for 8 cups of rice to serve 4 people, how many cups of rice do you need to serve 6 people?
3. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
4. 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.

