



Santa Ana Unified School District

Report Card Guide

For Parents

GRADE

K

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.

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 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		
Understands concepts of print		
Names upper & lowercase letters of alphabet		
Blends sounds of spoken words		
Segments & isolates spoken sounds in words		
Knows letter sounds		
Blends & reads simple words		
Reads common high-frequency words by sight		
Reading Standards: Literature & Informational Text		
Overall Reading Comprehension		
With support, asks & answers questions about key details		
With support, retells stories or informational text using key details		
With support, identifies characters, settings & events		
With support, compares two texts		
Writing & Research Standards		
Writes opinion, informative, & narrative pieces using both drawing & writing		
Language Standards		
Knows upper & lowercase letters		
Represents sounds with acceptable letters to make simple words		
Uses correct grammar in writing & speaking		
Uses grade level punctuation & spelling in writing		

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EX

L-English learner
 D-Dual Language Academy
 K-Kindergarten

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

San Jose Unified School District
 REPORT TO PARENTS - KL

Year: 2016-2017
 Grade: K

EXPLANATION OF MARKS

Standards	ELD Instructional Levels	District ELD Assessment
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
Speaking & Listening Standards				
Overall Speaking & Listening				
Participates in collaborative conversations				
Expresses thoughts, feelings, & ideas clearly				
Math Standards				
Overall Math				
Classifies & counts objects				
Counts to 100 by 1 and 10				
Knows number names & counts objects to 20				
Compares numbers to 10				
Understands addition & subtraction to 10				
Fluently adds & subtracts to 5				
Works with numbers to 19 to understand place value				
Understands & compares shapes				
Compares size & weight of objects				
Content Areas				
Investigates & communicates concepts in Social Science				
Investigates & communicates concepts in Science				
Visual & Performing Arts				
Physical Education and Health				
Social Skills				
Interacts & shares with others				
Respects rights & property of others				
Observes classroom & playground rules				
Work Habits				
Listens attentively & follows directions				
Stays on task, completes classwork				
Works well independently				
Completes homework				
Notifications				
At Risk of Retention				
Academic Improvement Plan				

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

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.

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

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

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. Read to your child and have him or her read to you every day for at least 15 minutes. Pick out words that might be new to your child or words that have multiple or complex meanings. Discuss those words and how they add to what the writer is saying.
2. Ask your child to retell a story in his or her own words by telling what happened first, second, third, etc.
3. Ask your child to think about what the message of a story may be or what he or she learned from an informational book or article.
4. Look for opportunities in everyday places to build your child's vocabulary.
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 count and group a collection of objects.
2. Encourage your child to construct numbers in multiple ways. For example, what are some ways that you can make 10? Answers might include $5+5$, $6+4$, $8+2$, etc. Have your child explain his or her thinking.
3. Have your child create story problems to represent addition and subtraction of small numbers. For example, "Ann had eight balloons. Then she gave three away, so she only had five left."
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.