

## What Do Families Need to Know?

In SFUSD, we send report cards home to families of all students in grades TK-5 after the end of each trimester.

SFUSD teachers use **Standards-Based Report Cards** to ensure that all students' progress is measured toward the same standard goals.

A **standard** is what students need to know and do by the end of the school year at each grade level. California, like many states in the nation, is moving towards a new set of "common core standards." These new standards are designed to prepare our students for college and career success in the twenty-first century. The skills listed in Language Arts and Reading and Mathematics on the standards-based report card reflects these new national standards.



## The SFUSD Elementary Standards Based Report Card

TRIMESTERS END:

OCT 31

FEB 6

MAY 15

PARENT TEACHER CONFERENCES:

NOV 17 – 21

FEB 23-27

### Reading your child's report card:

Content Standards describe academic subjects, such as **Language Arts, Mathematics, and Science**. Your child's progress in each of these standards is indicated by numbers 1 through 4. A score of 3 means your child is meeting the grade level standard expectation for the end of the year. Some students may receive a score of 4, which means their learning is currently exceeding the grade level standard. Students receiving a score of 1 or 2 may need support or additional time to meet the grade level standard by the end of the year. A slash (/) means that your child's teacher has not yet assessed this standard.

**Reading Foundational Skills** are a set of basic skills necessary to be an effective reader. A "P" means **proficiency** (your child can do this well, and has mastered this skill.) An "N" indicates your child **needs more time** to develop this skill, and may still develop mastery by the end of the school year.

Performance in **Physical Education, Fine Arts, Social Development and Work Habits** is reported using codes "O, S, N," to indicate Outstanding, Satisfactory, or Needs Time to develop.

# The SFUSD Elementary Standards Based Report Card



LANGUAGE ARTS		T1	T2	T3
<b>READING LITERATURE AND INFORMATIONAL TEXT</b>				
RL.3.1	Ask and answer questions about a text, referring to the text as the basis for the answers.	2		
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RL.3.2	Recount stories; determine the central message and explain how it is conveyed through details.	EX		
ELD Part I. 6 Reading/viewing closely				

This year's standards-based report cards include NEW standards for students who are learning English. If your child receives specialized **English Language Development (ELD)** instruction, then he or she will receive an additional score. These new scores are: "EM" for Emerging, "EX" for Expanding, or "BR" for Bridging. Children with **emerging** language

needs need more support than students who are **expanding** or **bridging** into consistent and effective use of English.

NOTE: The ELD standards on the report card will be blank if your child is NOT in an ELD program.

Your child's attendance this trimester, including days absent or late, will be listed. Please review this information carefully. Being on time to school each day is important. Students who are tardy or absent regularly miss out on valuable instruction time, which can lead to lower scores on their report card.

Families can use the report card to celebrate success and identify ways to support their child. We encourage you to talk to your child's teacher about specific standard/s on the report card. Discuss accomplishments and challenges to learn ways you can help at home. **Remember: Most indicators display progress towards meeting proficiency at the end of this school year.**

These proficiency level indicators are fully detailed on the reverse side of the report card.

PROFICIENCY LEVEL INDICATORS	
<b>Content Standards</b>	
4	<b>Exceeds the standard:</b> Student applies standard in ways that are in-depth and beyond what was taught.
3	<b>Meets the standard:</b> Student consistently demonstrates mastery of the standard.
2	<b>Approaching the standard:</b> Student shows some understanding of the standard and is attempting to consistently meet the standard.
1	<b>Needs more time/practice to develop:</b> Student needs more practice in understanding the standard.
<b>Reading Foundational Skills, Language and Range of Reading and Level of Text Complexity</b>	
P	<b>Proficient:</b> Student meets or exceeds the standard.
N	<b>Needs Improvement:</b> Student needs more time to practice and to develop this skill.
<b>English Language Development Standards</b>	
BR	<b>Bridging:</b> Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	<b>Expanding:</b> Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	<b>Emerging:</b> Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
<b>Fine Arts, Social Development and Work Habits</b>	
O	<b>Outstanding:</b> Student demonstrates outstanding fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will contribute to the student's success both in and out of the classroom.
S	<b>Satisfactory:</b> Student demonstrates satisfactory fine arts participation, social development and/or work habits in the identified area. Continued effort and achievement at the present level will support the student's success both in and out of the classroom.
N	<b>Needs Improvement:</b> Student does not demonstrate satisfactory fine arts participation, social development and/or work habits in the identified area. Improvement in this area is necessary for the student's continued success.

Your child's report card is only one of many ways that schools keep you informed about student progress. If you have questions about what your child is learning or how to help your child, discuss them with his or her teacher. Children learn best when families and teachers work together.

Here at SFUSD, we believe that all students can succeed. We hope our standards-based report card makes it easy for you to see the many ways that your child is succeeding in school.